

ED 305 Language and Literacy

Instructor:

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308 Carnegie

Office Hours:

M, W, TH: 11:30-2:00

Texts:

Cary, Stephen. (2007). *Working with English Language Learners* (2nd Ed.). Portsmouth, NH: Heinemann.

Otto, B. (2006). *Language Development in Early Childhood* (2nd Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Purpose:

This course provides an overview of language development and the relationship of oral language and literacy. Students will investigate the nature of communicative competence, how learners acquire and use oral and written language from emerging through maturing levels, the impact of culture, environment, and cognition on language development, language differences among learners, the assessment of emergent language and literacy skills, and methods for stimulating language development in diverse learning environments. Pre-service teachers will gain both an understanding of theories and research in linguistics with the practical knowledge and skills necessary to stimulate learning in oral language and emergent literacy skills in P-6 classrooms. This course is a pre-requisite for the Literacy Block. (2 hours credit)

The Department of Education believes in the importance of preparing *Reflective Educators*. This course supports this goal through readings, assignments, discussion, and quizzes/examinations that specifically allow teacher candidates the opportunity to engage in:

Reflection on content. Through course readings, papers, quizzes and midterm/final exams, students will demonstrate their understanding of the nature of oral/written language acquisition and development.

Reflection on the context of teaching and learning. Through observations of children engaged in oral language within specific classroom contexts and a written analysis and reflection of what was observed, students will explore how the context of teaching/learning has an impact on oral language development.

Reflection on student differences. Discussions and written assignments based on focused observations and assessments of children will highlight student differences. Class readings and discussions will engage teacher candidates to consider children who come to school with different dialects and home languages.

Reflection on methods and materials. Activities assembled to show how to use children's literature and other materials in tasks to develop oral/written language will demonstrate students abilities to consider various methods/materials for teaching/learning.

Reflection on assessment as a process for change. Students will implement assessments for phonological awareness and concepts of print with a child, analyze the findings, and reflect on what the teacher needs to do as a result of the data.

Reflection on self as an emerging, developing, and maturing professional. Course discussions, readings, and assignments provide an opportunity to explore and challenge teacher educators' beliefs about how language is acquired and developed as well as how teachers can maximize the language learning process.

Diversity Proficiencies

The Department of Education provides experiences throughout the K-6 Elementary Program that extends students' knowledge of diverse cultures, provide opportunities to express and change beliefs about students from diverse backgrounds, and develops experiences that expose relevant issues relating to diversity within school cultures. This course exposes students to introductory concepts relating to the instruction of English Language Learners (ELL) and students who speak dialects of English. The following Dimensions of Diversity are presented through readings, discussion, assignments, and assessments.

Knowledge Construction. Students learn about cultures and how culture influences perceptions, beliefs, actions, and language through course readings, a research paper investigating a specific culture/language, discussion, and test questions.

Content Integration. Literature that reflects specific cultural beliefs and readings about strategies for instructing ELL provide exposure to this dimension.

Prejudice Reduction. Readings and discussion about the challenges that ELL face, and the systematic features of other languages and dialects provides opportunities to modify negative attitudes regarding language different learners and their families.

Teaching Standards for Kansas Educators:

The KSDE Professional Education Standards addressed in this course include both knowledge and performance standards:

Knowledge:

The teacher understands language arts acquisition and development.

The teacher knows how to assess and evaluate student progress in language arts.

The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society.

The teacher understands the interrelationships among culture, language, and thought and the function of the home language in the development of young children.

The teacher understands the many influences on children's development and learning and how those influences may interact to affect development in both a positive and negative way.

The teacher understands and values the function of the home language in the total development of children and the interrelationships among culture, language and the involvement of family in the school.

Performance:

The teacher demonstrates an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.

The teacher evaluates and selects assessment to fit diverse learner strengths and needs.

The teacher uses a variety of assessment tools, analyzes the results, and applies the results to

instruction.

Course Requirements:

Class attendance and participation in class discussions (20 points).

Students are expected to attend class and arrive on time.

Students are expected to be responsible and prepared with assigned readings and actively engage in class discussions.

Two Reflective Papers (100 points)

Paper assignments will be in response to observations of language interactions. A complete assignment description will be distributed in class along with the rubric that will be used to assess student work. Each paper will be worth 50 points.

Language Assessment Assignments (80 points)

Implementation of two language assessments with individual learners: Phonemic Awareness assessment instrument and Concepts of Print. Students must implement the assessment, collect and present the findings, analyze the assessment data, and make recommendations for instruction. The assignment and all assessments will be discussed in class. Students will need to identify their own subjects appropriate for the level of the assessments. A rubric will be used to assess student work. Each assessment assignment will be worth 40 points.

4. Understanding Language and Culture Assignment (25 points)

Research the unique features of a specific culture and the language of that culture, assigned in class. The written assignment will include important information a teacher should know regarding a bilingual student's primary language and his/her culture.

5. Tests (225 points)

Quizzes – Quizzes will be worth 5 pts. and administered on selected dates across the semester. The best 5 quiz scores will be selected for your total quiz score.

The quiz will be given as class commences. Quizzes may not be made up. (25 pts.)

Midterm (100 points)

Final Exam (100 points)

<u>Grading Scale:</u>	<u>Course Grade:</u>
405-450	A
360-404	B
315-359	C
292-314	D
291 and below	F

Course Outline:

Topics

Course Introduction

Communication Competencies

Theories of Language Acquisition

Oral/Written Language Development:

Readings

Otto: Ch. 1

Otto: Ch. 2

Emergent Learners	Otto: Ch. 4 & 6
Maturing Learners	Otto: Ch. 8 & 10
Phonological and Phonemic Awareness	
Assessment Principles/Practices	Otto: Ch. 12
Assessing Phonemic Awareness	
Assessing Concepts of Print	
Strategies for Emergent and Maturing Learners:	
Scaffolding Oral Language	Otto: Ch. 5, 7, 9 & 11
Developing Listening Skills	Schmar
Scaffolding Written Language	Otto: Ch. 5, 7, 9 & 11
Language and Culture	Otto: Ch. 3
Teaching Second Language Learners	Cary: Ch. 1-9
Teaching Dialectically Different Learners	Lindfors