

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**LANGUAGE DEVELOPMENT AND LITERACY  
CIEP 315  
FALL SESSION 2011**

Instructor: Beth Dolack  
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Time: Monday: 4:15 to 6:45  
Classroom: Dumbach Hall  
Office hours: 8:00a.m.-4:30p.m.

**Course Description**

This course develops students' understanding of typical and atypical language development and principles that govern the process. The language learning process (oral and written) is studied as an integral part of the development of thinking and development of the child's sense of self. Students examine how factors such as age, sex, exceptionalities, and cultural experiences influence oral and written language competence and performance in all its variability at home, in community settings, and in school. Students examine the role of play, and everyday conversations (with adults, peers, and siblings) in fostering language development. Students learn how quality children's literature in early childhood programs can be used to maximize language and literacy development through authentic group experiences and activities. Students also examine the relationship between various communication systems used by young children across settings.

**Conceptual Framework**

"Professionalism in Service of Social Justice" is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. Courses in the ECSE certification program have been designed to assist students in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. This involves a specialized set of competencies, some of which will be emphasized in this course. Future teachers discover quickly that many schools and programs are in need of a fresh viewpoint and renewed commitment to social justice, and it is in addressing this need that students in Loyola's School of Education are uniquely qualified to assist. The following Conceptual Framework Standards are specifically addressed in this course:

<b>Conceptual Framework Standards</b> Candidates demonstrate...	<b>Activities and Assignments</b>
<b>CF1:</b> ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	Text books and Early Childhood Periodicals
<b>CF2:</b> ...knowledge and skills in a variety of school and professional settings.	Clinical & Observations
<b>CF3:</b> ...an understanding of issues of social justice and inequity.	Texts & Periodicals
<b>CF4:</b> ...skills that will enable them to work effectively with diverse clients.	Clinical and journaling
<b>CF5:</b> ...technological knowledge and skills which enhance education.	Power Point Presentation
<b>CF6:</b> ...professional decision-making skills and behaviors in advancing social justice and service.	Clinical, Observations, Periodicals
<b>CF7:</b> ...how moral and ethical decisions shape actions directed toward service to others.	Texts & Early Childhood Periodicals
<b>CF8:</b> ...an ability to apply principles in professional decision-making.	Texts, Journals, Clinicals

### **Course Outcomes:**

1. Analyze and compare current theories of language development, and the roles of communication, language, and speech. (ECSE 6A, 7B; ECE 2B, 8A, 9B, 9D, 13A, 13C, NAEYC: 2.D.01)
2. Investigate the relationship between cognition and language, including the perceptual bases of early cognitive and language development. (ECSE 6A, 7B; ECE 13A, NAEYC: 2.D.03)
3. Describe language development from birth through age two including milestones and stages of speech and language development and the roles of parents/caregivers, siblings, teachers and the environment. (ECSE 7B ECE 8A, 8E, 13A, NAEYC:2.D.03,2.E.02,2.F.01)
4. Demonstrate knowledge of language development in the preschool child including: (a) syntactic development and Brown's Stages; (b) semantic development and the relationship to cognition; (c) discourse level skills, especially narration and conversation ability. (ECSE 7B; ECE 2A, 13A, NAEYC:2.D.04 & 2.D.06)
5. Identify changes in syntactic, semantic, and pragmatic abilities during infancy, toddlerhood, and early childhood. (ECSE ECE 2A, 2B, NAEYC:2.E.01, 2.E.02)
6. Identify differences in acquisition of language by individuals from diverse cultural and dialectal backgrounds. (ECSE 3C, 3D; ECE 9B, 9C, 9D, NAEYC:2.D.02)

7. Identify characteristics of normal, delayed, different, and disordered communication patterns of young children, as well as the relationships among language impairments and learning disabilities. (ECSE 2D; ECE 2A, 13A,)

8. Explain the principles of second language development in early childhood and the relationship of second language development to broader social, political and educational contexts. (ECSE 3D, 7A, 7C; ECE 13B, 13C, NAEYC:2.E.04)

### **Required texts:**

Otto, B. (2010). Language development in early childhood (3<sup>rd</sup> edition). Upper Saddle River, NJ: Merrill.

Vacca, J., Vacca R., Gove, M., Burkey, L., Lenhart, L., McKeon, C. (2012). Reading and Learning to Read (8<sup>th</sup> edition). Boston, MA: Pearson

### **Course Outline:**

- I. Learning and its relationship to language
  - A. Children's use and exploration of language
- II. Language Development
  - A. Language development and diversity
  - B. Assessment and enhancing language development
    1. infants and toddlers
    2. preschoolers and early school years
  - C. Language development among children with communicative disorders
  - D. Fostering language development through school-home connections
- III. Foundations of Early Literacy
  - A. Perspectives about Early Literacy
  - B. Learning Theories
  - C. Integrating the language arts into content areas.
- IV. Writing & Early Literacy Development
  - A. Theories of writing acquisition; developmental stages
  - B. Objectives strategies, materials, and assessments
  - C. Writing & Special Needs
- V. Children's Literature & Literacy Development
  - A. Promoting early literacy
    1. print awareness
    2. reading
    3. role of literature
  - B. Environments that support literacy
    1. print-rich environments
    2. home-school collaboration

## Assignments:

1. Observation of a student (live or on video) with a language and/or other disability, followed by a descriptive paper highlighting each aspect of the student's language of the student (e.g., Brown's morphemes, MLU, phonemes, syntax, etc.)
  2. Compare and contrast paper on Piaget and Vygotsky and their major concepts and contributions to language development.
  3. Resource binder including resources, accommodations, and modifications that can be used for children with speech and/or language disorders & literacy development.
  4. PowerPoint presentation on a topic related to literacy development, which includes materials and activities that relate to the four key literacy areas. Demonstrate ability to use multiple literacy strategies to provide young children with and without disabilities a variety of experiences in early literacy & language.
  5. Create literacy materials to foster literacy in the infancy, toddler, preschool, and primary grade levels.
5. Quizzes

REQUIREMENT	DESCRIPTION / EXPECTATIONS	POINTS
Attendance and class participation		10
Quizzes (2)		10
Paper	Compare & Contrast Piaget & Vygostky	20
PowerPoint	See above	20
Observation	See above	10
Midterm exam		20
Resource Binder	See above	10
<b>TOTAL</b>		100

## **POLICIES:**

### **Notes on Attendance and Participation**

It is your responsibility to attend class, arriving and departing at the appropriate times. Missed classes or tardiness will result in point deductions as outlined in the section above. As for participation, it is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of presentation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate.

Examples of behavior leading to the loss of participation points include the following: allowing your cell phone to disturb others, using lab/personal computers, and failure to engage in the positive forms described above. You will lose participation points when you are engaged in activities such as side conversations with classmates, text messaging, and/or making/accepting phone calls during class. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.

### **Late Assignments**

This course includes several assignments requiring formative feedback. Therefore, it is imperative that work be completed on time. Assignments are expected on the dates noted. Point deductions will be made as follows, with no exceptions. These apply only to major assignments for the course. For tests, quizzes, and periodic reflection papers, no late assignments will be accepted:

- a. 1 to 3 days late: 50% of points will be deducted
- b. 4 to 6 days late: 75% of points will be deducted
- c. 7 or more days late: 100% of points will be deducted

All written assignments (with obvious exceptions) must be typewritten and conform to the *reference* formats specified in the Publication Manual of the American Psychological Association, 5<sup>th</sup> edition. You are not required to use APA formatting for the papers as a whole, but please double-space, utilize a 12-point font, and margins no greater than one inch. In addition, please submit papers in the format(s) outlined by the instructor.

Final course grades will be assigned as follows:

Percentage	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

### **Technology**

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. It assumes that students will be proficient at word processing (including creating tables and diagrams), communicating via Loyola GroupWise e-mail, using Blackboard, downloading Microsoft Word and Acrobat Reader files, and creating/displaying PowerPoint presentations. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this. Otherwise, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

## **Diversity**

Students will become aware of the diversity within the education field and the children they will serve. Use of multicultural materials which offer the opportunity for students to deal with racial justice, and the contributions of Hispanic, Asian, Native & African American peoples. In addition, the students will be afforded the opportunity to work with underprivileged and at-risk children.

## **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>