

**LOYOLA UNIVERSITY CHICAGO SCHOOL  
OF EDUCATION  
CIEP 315: LANGUAGE AND LITERACY DEVELOPMENT IN EARLY  
CHILDHOOD  
Spring 2017**

**Instructor:** Lindsey Strieter  
**Email:** lstrieter@luc.edu  
**Office Hours:** By appointment only  
**Course Days:** Tuesdays  
**Course Time:** 4:15 – 6:45 pm  
**Course Location:** Lake Shore Campus, Cuneo Hall- Room 111  
**Course Dates:** January 17 – May 2

**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 and interaction with others. Students examine how factors such as age, gender, exceptionalities, dual language abilities, 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 coupled with a focus to draw out children's critical thinking of the text can be used to maximize language and literacy development through authentic group experiences and activities.

**The School of Education's Conceptual Framework**

The conceptual framework can be summarized as "*professionalism in service of social justice.*" As you prepare for a career in teaching, your professional development will focus on how to become actively engaged in working with others and working for others. The pillars of the conceptual framework are knowledge, skills, ethics, and service. 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 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. Your participation in this course will provide the groundwork on the role of oral language as a foundation for literacy, home-school connections, and cultural influences on literacy development. As educators, you will advance the work of social justice for all learners.

**Goals:**

The goals for this course are consistent with the School of Education's Conceptual Framework, *NAEYC*, *ECE*, and *ECSE Standards*. Class participants are required to connect these standards to their own learning throughout this course.

**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: 1C)
2. Investigate the relationship between cognition and language, including the perceptual bases of early cognitive and language development. (ECSE 6A, 7B; ECE 13A, NAEYC: 1B)
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:1C, 2A-C)
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:1A-C)
5. Identify changes in syntactic, semantic, and pragmatic abilities during infancy, toddlerhood, and early childhood. (ECSE ECE 2A, 2B, NAEYC:1A-C)
6. Identify differences in acquisition of language by individuals from diverse cultural and dialectal backgrounds. (ECSE 3C, 3D; ECE 9B, 9C, 9D, NAEYC:4C)
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,NAEYC:1A)
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:4C)
9. Demonstrate ability to use multiple literacy strategies to provide young children with and without disabilities a variety of experiences in early literacy & language. (ECSE 3E, ECE 12D, NAEYC: 5C)
10. Create literacy materials to foster literacy in the infancy, toddler, preschool, and primary grade levels. (ECSE 4X, ECE 2C, NAEYC:5A-C)

**The following Conceptual Framework Standard is specifically addressed in this course:**  
**CF1-Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.**

### **IDEA Objectives**

To facilitate the process for online course evaluations, the following 5 objectives are considered essential and important for this course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

IDEA Campus Labs website: <http://luc.edu/idea/>

### **Additional Relevant Policies and Guidelines: See attached**

<http://luc.edu/education/syllabus-addendum/>

This link will direct you to the following university policies. Please follow the link for the most current policy, as each will be applied and followed in this course:

### **Academic Honesty**

### **Accessibility**

### **Conceptual Framework**

### **EthicsLine Reporting Hotline**

### **Electronic Communication Policies and Guidelines**

## **Evaluation**

Grading will be based on the quality and comprehensiveness of each assignment. Criteria for grading include the ability to demonstrate an understanding of the subject matter through various media, articulation, and substantive engagement. The following point system will be used to determine final course grades:

|              |    |
|--------------|----|
| 93-100 ..... | A  |
| 90-92 .....  | A- |
| 87-89 .....  | B+ |
| 82-86 .....  | B  |
| 80-81 .....  | B- |
| 77-79 .....  | C+ |
| 73-76 .....  | C  |
| 70-72 .....  | C- |

## **Attendance and Tardiness**

Teacher candidates must demonstrate the characteristics of good teaching. Being prompt to class and attending classes is important if you aim to become an effective educator. Being late to class by more than 10 minutes will result in an absence. Please contact me via email or text in advance if you are going to be absent.

## **Coursework**

Being prompt to turn in assignments is a responsibility all teacher candidates should take seriously. All work must reflect student effort as well as professionalism and should be turned in at the appropriate due date. Late course work will not be accepted unless a prior arrangement was made with the instructor. Presentations and written assignments should follow the outline and format provided. Please raise any questions well enough in advance to allow enough time to complete the assignment according to the rubric provided.

## **Cell Phones/Laptops**

Students are required to silence their phones before the class begins. No texting or tweeting is allowed during class. If you are expecting an important call, please inform the instructor. Laptops are to be used for class work only. Checking emails and posting on Facebook are not permitted during class.

## **Participation**

This class is largely discussion based and will require collaboration with peers. Contributing to class in a thoughtful and respectful manner will heighten the experience for all involved.

**Participation Rubric:**

## Professional Attitude and Demeanor Part I

- 3-Always prompt and regularly attend sessions.
- 2-Rarely late and regularly attend sessions (No more than 1 absence).
- 1-Often late and/or poor attendance at sessions (More than 2 absences).

## Professional Attitude and Demeanor Part II

- 3-Always prepared for sessions with assignments and required materials.
- 2-Rarely unprepared for sessions with assignments and required materials.
- 1- Often unprepared for sessions with assignments and required materials.

## Level of Engagement in Class Part III

- 3-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 2-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 1-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

## Integration of Readings into Classroom Participation Part IV

- 3-Often cite from readings; use readings to support points.
- 2-Occasionally cite from readings; sometimes use readings to support points.
- 1-Rarely cite from readings; rarely use readings to support points.

## Listening Skills Part V

- 3-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 2-Listen when others talk, both in groups and in sessions
- 1-Rarely listen when others talk, both in groups and in sessions.

**Required Text**

Otto, B. (2010). Language development in early childhood (4th edition). Upper Saddle River, NJ: Merrill.

**Additional Readings:**

Berk, Laura E. (2012). Infants and Children Prenatal Through Middle Childhood (7<sup>th</sup> edition). Boston, MA

Dombrink-Green, Meghan & Bogart, Holly. (2015) Supporting Dual Language Learners. National Association for the Education of Young Children. Washington, D.C.

TBA by Instructor

**Assignments:** All rubrics will be provided on **Sakai**.

| <b>ASSIGNMENT</b>          | <b>DESCRIPTION</b>   | <b>ASSIGNMENT POINTS</b> |
|----------------------------|--|--------------------------|
| <b>Response Paper #1</b>   | Teacher candidates will write a minimum 4-page response paper related to the course objectives.  | <b>10 points</b>         |
| <b>Activity Reflection</b> | Teacher candidates will present a summary of an activity that they have completed within their field experience.   | <b>10 points</b>         |
| <b>Response Paper #2</b>   | Teacher candidates will research a topic related to language and literacy development and present to the class in an engaging powerpoint presentation.   | <b>10 points</b>         |
| <b>Field Trip Project</b>  | Teacher candidates will create a 1-page list of developmentally appropriate books for children birth to four years old. For each book choice there must be a rationale for its selection. Students will create a mini-lesson centered around one of the book selections. | <b>10 points</b>         |
| <b>Reading Reflections</b> | Teacher candidates will write a 1-page reflection on <b>each</b> assigned reading.   | <b>30 points total</b>   |
| <b>Final Exam</b>          | Teacher candidates will complete a final exam based on readings, class presentations, and group discussions.   | <b>20 points</b>         |
| <b>Class Participation</b> | Teacher candidates are expected to read prior to class, arrive on time, and stay for the entire course session. Class dialogue, facilitated by the instructor, will be an essential component of this course. Active participation in every discussion is necessary.     | <b>10 points</b>         |

|              |  |                   |
|--------------|--|-------------------|
| <b>Total</b> |  | <b>100 points</b> |
|--------------|--|-------------------|

**Tentative Course Schedule:** *The professor reserves the right to make changes to this schedule with ample notice.*

| Date    | Topics  | Reading                                    | Assignment Due                                  |
|---------|---|--|---|
| Jan. 24 | <ul style="list-style-type: none"> <li>• Course introduction and Syllabus</li> <li>• Autobiography Activity</li> <li>• What does it mean to be a teacher of culturally and linguistically diverse students?</li> <li>• Language Development through Home-School Connections</li> <li>• Reading facilitations and reflections guidelines</li> <li>• Response Paper #1 Assignment overview</li> </ul> | Otto, Chapter 14                           | Reading Reflection #1<br>(in class)             |
| Jan. 31 | <ul style="list-style-type: none"> <li>• Aspects of Language Knowledge</li> </ul>   | Otto, Chapter 1                            | Reading Reflection #2                           |
| Feb. 7  | <ul style="list-style-type: none"> <li>• Theoretical Perspectives and Contexts of Language</li> <li>• Review of Response Paper #1 Assignment</li> </ul>   | Berk, pages 233-245<br><br>Otto, Chapter 2 | Reading Reflection #3                           |
| Feb. 14 | <ul style="list-style-type: none"> <li>• Supporting Dual Language Learners</li> <li>• WIDA Can Do Descriptors</li> </ul>  | NAEYC Articles                             | Response Paper # 1                              |
| Feb. 21 | <ul style="list-style-type: none"> <li>• Language Development among Children of Linguistic Diversity</li> <li>• Review of Field Trip Project Assignment</li> </ul>  | Otto, Chapter 3                            | Reading Reflection #4                           |
| Feb. 28 | <ul style="list-style-type: none"> <li>• Culturally Relevant Literature from Birth to 6 Years Old</li> <li>• Field Trip Project Read-Alouds</li> </ul>  | Nichols, Ch.4-6                            | Reading Reflection #5<br><br>Field Trip Project |

|         |  |  |                        |
|---------|--|--|------------------------|
| Mar. 7  | SPRING BREAK   |  |                        |
| Mar. 14 | <ul style="list-style-type: none"> <li>Language Development of Infants and Toddlers</li> </ul>                               | Otto, Chapter 4                        | Reading Reflection #6  |
| Mar. 21 | <ul style="list-style-type: none"> <li>Activity Reflection Presentations</li> </ul>  |  | Presentations          |
| Mar. 28 | <ul style="list-style-type: none"> <li>Language Development in Preschoolers</li> </ul>                                       | Berk, pages 354-359<br>Otto, Chapter 6 | Reading Reflection #7  |
| Apr. 4  | <ul style="list-style-type: none"> <li>Language Development in Kindergartners</li> </ul>                                     | Berk, pages 462-466<br>Otto, Chapter 8 | Reading Reflection #8  |
| Apr. 11 | <ul style="list-style-type: none"> <li>Language Development in the Primary Years</li> </ul>                                  | Otto, Chapter 10                       | Reading Reflection #9  |
| Apr. 18 | <ul style="list-style-type: none"> <li>Language Assessment: Observing, Screening, Diagnosing, and Documenting</li> </ul>     | Otto, Chapter 12                       | Reading Reflection #10 |
| Apr. 25 | <ul style="list-style-type: none"> <li>Enhancing Language Development Among Children with Communicative Disorders</li> </ul> | Otto, Chapter 13                       | Response Paper #2      |
| May 2   | <ul style="list-style-type: none"> <li>FINAL EXAM</li> </ul>   |  | FINAL EXAM             |



**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

· [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.