



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **CIEP 315: LANGUAGE AND LITERACY DEVELOPMENT IN EARLY CHILDHOOD**

School of Education, Loyola University Chicago  
Spring Semester 2021

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### **Instructor Information**

**Name:** Sarah Cohen, PhD

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**Office:** Lewis Towers 1056

**Office Hours:** Before or after class or by appointment

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### **Course Information**

**Day:** Tuesdays

**Online Class Sessions Time:** 5:30-7:30

**Location:** Online Zoom

**Dates:** January 19– May 2, 2021

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### **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.

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### **Required Text:**

Otto, B. (2016). *Language development in early childhood* (4th edition). Upper Saddle River, NJ: Merrill.

### **Additional Readings Posted on Sakai site**

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### **Course 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)

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### **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. 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.

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### **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. Additional information can be found here: [LiveText](#).

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### **Dispositions**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for this course are listed below and the descriptions for the expected behaviors for the disposition(s) can also be found on the rubric posted in LiveText for this course.

- **D7** valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L,9N) (IB)
- **D9** demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade

levels. (2H,6A) (1B)

- **D17:** Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

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### Diversity

A characteristic of social justice advocates is an awareness of one's own values, beliefs, and biases and their influence on the field of education. We will address issues throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical practices.

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### Additional Relevant Policies and Guidelines:

<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

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### 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:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%

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### 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.

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### Attendance

Teacher candidates must demonstrate the characteristics of good teaching. Being prompt to class and attending every class is important if you aim to become an effective educator. Being late to class by more than 15 minutes without an appropriate excuse could result in an absence.

Please contact me via email in advance if you need to arrive late or miss a class. An absence due to illness should be followed up with a note from a doctor or related care provider.

#### **If you do need to miss a class, it is your responsibility to:**

- Notify the professor in advance for any absence or requests for additional support for the course work. If there is an emergency, contact your professor as soon as reasonably possible.
- Collaborate with your peers and communicate effectively with them on assignments and regarding work missed if absent.
- Submit assignments that are due.

- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
  - Be prepared for the next class.
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### **Participation Rubric:**

#### **Part I Professional Attitude and Demeanor**

- 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).

#### **Part II Professional Attitude and Demeanor**

- 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.

#### **Part III Level of Engagement in Class**

- 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.

#### **Part IV Integration of Readings into Classroom Participation**

- 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.

#### **Part V Listening Skills**

- 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.
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### **Course Assignments**

- **Course Participation: 20 points**
  - Candidates are expected to consistently and actively participate in all class activities in discussions. Teacher candidates are expected to read prior to class, arrive to class meetings on time, and stay for the entire course session. Class dialogue, facilitated by the instructor or sometimes by students who are presenting, will be an essential component of this course. Active and thoughtful participation in every discussion and class session is a necessary part of the course and a requirement to earning the full points for this component
- **Reading Responses and Video Reflections: 20 points**
  - Candidates will submit written responses to guiding questions related to the weekly readings and/or videos on the Sakai Blog
- **Activity Development 20 points**
  - Teacher candidates will develop a portfolio of activities related to developing language and literacy at each level of early childhood. The activities will be accompanied with a brief description of how they will support language and literacy development at the given age level
- **Children's Book Project 20 points**
  - Teacher candidates will create a list of culturally and developmentally appropriate books for children birth to five years old focusing on a chosen theme. For each book choice there must be a rationale for its selection and a description of the book. The final product
- **Language and Literacy Development in Early Childhood Research Paper 20 points**

- Candidates will select a topic of interest related to the course focus and will research relevant articles to learn more about the topic and will write a 6-8 page-paper (not including references) to discuss what was learned about the topic.
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**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**Smart Evaluation** Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Course Learning Objectives:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
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. Learning how to find, evaluate and use resources to explore a topic in depth

**School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

## **KEY COVID-19 Resources for your Spring – 2021 Return**

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

**Privacy Statement** Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

### **Student Support**

Special Circumstances--Receiving Assistance Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center \(SAC\)](#) (<http://www.luc.edu/sac/>).

**Center for Student Access and Assistance (CSAA)** *Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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.

### **Syllabus Addendum Link**

<https://www.luc.edu/education/studentlife/resources/syllabi/>

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.***