



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 2022

Instructor Information

Name: Lauren Solarski, PhD

Email: lsolarski@luc.edu

Office Hours: By Appointment

Course Information

Course Meetings: Tuesdays 4:15PM - 6:45PM

Location: Cuneo Hall Room 107 / Online Zoom

Dates: January 18 – May 7, 2022

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.

Required Text:

Otto, B. (2018). *Language development in early childhood* (5th edition). New Jersey: Pearson Higher Education. ISBN-13: 9780134519791

Additional readings posted on Sakai

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; ECE2A, 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 materials to foster literacy in the infancy, toddler, preschool, and primary grade levels. (ECSE4X, ECE 2C, NAEYC:5A-C)

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.

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 dispositions for this course are listed below.

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

Digication

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

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%

Late Work

Late course work will not be accepted unless a prior arrangement was made with the instructor via e-mail. Points may be deducted based upon instructor discretion. Some projects will require more than one week to complete so plan accordingly. Please raise any questions well enough in advance to allow enough time to complete the assignment according to the rubric provided.

Attendance

Attending every class and arriving on time is important if you aim to become an effective educator. Please make every effort to protect the time you have decided to invest in your education so that you do not miss out on your own learning. Being late to class by more than 15 minutes without an appropriate excuse could result in an absence. Communication is essential. Please contact me via email in advance if you need to arrive late, leave early, or miss a class.

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.
- 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.

Course Assignments

All assignments must be submitted via Sakai by the due date indicated. Papers and projects should be uploaded as Microsoft Word document with the file "CIEP315_StudentLastName_AssignmentName"

Reading Responses: 20% of final grade

Candidates will submit a total of 10 written responses to questions related to the weekly readings and/or videos on Sakai.

Activity Portfolio Development: 20% of final grade

Teacher candidates will create a portfolio of activities related to developing language and literacy at varied levels of early childhood (0-3, PreK, K, Primary). The activities will be accompanied with a detailed description and research/theoretical basis for how they will support language and literacy development at the given age level.

Children's Book Project: 20% of final grade

Teacher candidates will curate a list of culturally and developmentally appropriate books focusing on a chosen theme. For each book choice there must be a rationale for its selection, discussion of how it promotes language development, and a description of the book.

Language and Literacy Development in Early Childhood Research Paper: 20% of final grade

Candidates will select a topic of interest related to the course focus. They will research relevant peer-reviewed articles to learn more about the topic and will write an approximately 6 page-paper (not including title and references) to discuss what was learned about the topic.

Course Participation: 20% of final grade

Candidates are expected to consistently and actively participate in all class activities and 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. See participation rubric below. Students will self-assess midway through the semester and the instructor will make final grade determinations after the last week.

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 references readings; use readings to support points.

2-Occasionally references readings; sometimes use readings to support points.

1-Rarely references readings; rarely use readings to support points.

Part V Listening Skills

3-Listens when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.

2-Listens when others talk, both in groups and in sessions

1-Rarely listens when others talk, both in groups and in sessions.

Loyola University Chicago School of Education Syllabus Addendum

***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 2021-2022 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. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page. 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. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***On-Campus COVID-19 Testing:** Everyone in our community is **strongly encouraged** to participate in [on-campus surveillance testing](#)—even if fully vaccinated and boosted.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can

help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and [test often](#). N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University's [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

***Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.

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.

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 DIGICATION. *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.

Digication

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[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

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.

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. 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.

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***.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

CIEP 315 Weekly Overview

Week/ Class Date	Topics	<u>Readings</u> Complete Prior to Class	<u>Assignments</u> Due by 4:15 PM on Class Date
#1 January 18	Course Introduction		
#2 January 25	Aspects of Language Knowledge, Theoretical Perspectives, Contexts of Language Development	Otto Chapters 1 & 2	Reading Response
#3 February 1	Language Development among Children of Linguistic Diversity	Otto Chapter 3 Articles on Sakai	Reading Response
#4 February 8	Language Development of Infants and Toddlers	Otto Chapters 4 & 5 Articles on Sakai	Language Development Activities for 0-3 (no reading response)
#5 February 15	Language Development in Preschoolers	Otto Chapter 6 & 7	Language Development Activities List for PreK (no reading response)
#6 February 22	Culturally Relevant Literature	Articles on Sakai	Reading Response
#7 March 1	Fostering Family – School Connections Book Project Presentations	Otto Chapter 14	Reading Response *Book Project Due
March 8	NO CLASS: SPRING BREAK		

Week/ Class Date	Focus	<u>Complete Prior to Class</u>	<u>Assignments</u> Due by 4:15 PM on Class Date
#8 March 15	Language Development in Kindergarten	Otto Chapters 8 & 9	Reading Response Participation Self-Assessment Due
#9 March 22	Language Development in Kindergarten	Articles on Sakai	Language Development Activities List for K (no reading response)
#10 March 29	Language Development in Primary Grades	Otto Chapters 10 & 11	Reading Response *Submit Research Paper Topic
#11 April 5	Language Development in Primary Grades	Articles on Sakai	Language Development Activities List for Primary Reading Response
#12 April 12	Language Assessments for Young Children	Otto Chapter 12 Articles on Sakai	Reading Response *Submit Inquiry Question
#13 April 19	Enhancing Language Development in Children with Communicative Disorders	Otto Chapter 13 Articles on Sakai	Reading Response
#14 April 26	Course Review and Wrap-Up	Articles on Sakai	Reading Response
May 3	NO CLASS: FINALS WEEK	*Research Paper Due May 3 by Midnight Please complete course evaluations!	

*denotes projects that you must begin working on several weeks in advance