SYLLABUS
Department of Special Education
College of Education, University of Nevada, Las Vegas

I. Prefix & Number: ECE 353
II. Title: Teaching Communication Skills to Young Children
III. Credit: 3 hours
IV. Semester/Time/Location: Fall, 2005
V. Instructor: Dr. Jeffrey Gelfer
VI. Office Location: CEB 123
VII. Office Hours: T-1-3, W-10-12,
VIII. Telephone/Email: 895-1327 / gelfer@nevada.edu
IX. Prerequisite Course(s): Junior standing or consent of instructor

X. Course Description:

This course is designed to explore and understand the current research and studies examining the young child's language and early literacy. Methods for developing listening, oral language, and early literacy skills for typical developing children as well as children with special needs will be covered. The goal of the course is to trace both the formation and strengthening of basic communication skills as they support early literacy.

NAEYC Guidelines Addressed

3. Observing, Documenting And Assessing To Support Young Children And Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning

a. Understanding the goals, benefits, and uses of assessment
b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
c. Understanding and practicing responsible assessment
d. Knowing about assessment partnerships with families and other professionals
4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement and evaluate experiences that promote positive development and learning for all young children.

a. Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.

b. Candidates know, understand, and use a wide array of effective approaches, strategies and tools to positively influence children’s development and learning.

XI. Course Objectives:

**Knowledge**

(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Use knowledge of typical sequential development of language to identify individual differences of young children in their development. (4.b)

2. Demonstrate understanding of the conditions that affect children’s development and learning. (4.b)

3. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning. (4.a, 4.b)

4. Affirm and respect culturally and linguistically diverse children. (4.a)

5. Observe, record, and assess young children’s development and learning and engage children in self-assessment for the purpose of planning appropriate programs for individuals (4.b)

**Performance (Skills)**

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in manner that ensures that all students are learning.)

1. Create and modify environments and experiences to meet the individual needs of all children. (4.b)
2. Demonstrate ways that teachers can contribute to language and literacy development. (4.a., 4.b)

3. Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development. (4.a., 4.b)

4. Generate activities in early environments, where young children can explore talking, reading, and writing. (4.a, 4.b)

5. Demonstrate ability to develop and implement meaningful, integrated learning experiences in language and literacy. (4.a, 4.b)

6. Develop positive and supportive relationship with children through individual and group guidance. (4.a)

7. Establish positive, collaborative relationships with families. (4.a)

8. Trace and support emergent literacy skills (writing and reading to the very early years). (4.b)

**Disposition(s)**
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Establish and maintain physically and psychologically safe and healthy learning environments for children. (4.b)

2. Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress. (4.a)

3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (4.b)
4. Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents. (4.b)

5. Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. (4.b)

XII. Suggested Resources:

Required Text(s):


Supplementary Readings:


XIII. Course Assignments and Grades:

Course Requirements:

1. Text readings as assigned
2. 2 Current Journal Article Reviews
3. Originate one Children's Literature Book
4. Midterm
5. Case Study
6. Unit Plan
7. Present one Sound/Letter Activity

Course Grading:

1. 2 Current Journal Article Reviews 10%
2. Exam 20%
3. Case Study 20%
4. Unit Plan 25%
5. Sound/Letter Activity 5%
6. Originated Children's Literature Book 20%

Course Policies:

1. Projects are to be submitted on or before due dates. Late projects will be penalized by one full grade.
2. Although content is of primary concern, appearance, grammar and composition, spelling and handwriting will be considered in grade determination of all course requirements.
3. All work is to be original.
4. Three (3) missed classes will result in an automatic 10 point loss on your overall grade.
Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact the disability resource center for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex in 400-137. The DRC phone number is 895-0966 (TDD 895-0652).

Academic Integrity Statement
UNLV and its College of Education demand high level of scholarly behavior and academic honesty on part of the students. Violations by students in exhibiting honesty while carrying out academic assignments and procedural steps for dealing with violations of academic integrity, are delineated with the Handbook of Regulations Governing Probation and Suspension Within The College Of Education. This publication may be found in the Curriculum Materials Library (CML - CEB 101 or the Office of the Dean of the College of Education (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at http://www.unlv.edu/committees/copyright.

Religious Holidays
It is UNLV's policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.
### XIV. Class Schedule:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Aug. 30</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Sept. 6</td>
<td>Understanding Children’s Literacy Development</td>
<td>Chapter 1</td>
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<tr>
<td>Sept. 13</td>
<td>Video Baby Talk --- Responses to Baby Talk</td>
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<tr>
<td>Sept. 20</td>
<td>From Birth to Three Years: Literacy Beginners</td>
<td>Chapter 2</td>
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<td>Sept. 27</td>
<td>From Three to Five Years: Novice Readers and Writers</td>
<td>Chapter 3</td>
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<tr>
<td>Oct. 4</td>
<td>From Five to Seven Years: Experimenting Readers and Writers</td>
<td>Chapter 4</td>
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<tr>
<td>Oct. 11</td>
<td>From Six to Eight Years Conventional Readers and Writers</td>
<td>Chapter 5</td>
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<tr>
<td>Oct. 18</td>
<td>Assessment (Portfolios)</td>
<td>Chapter 12</td>
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<td></td>
<td>Journal Article 1-- due</td>
<td></td>
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<tr>
<td>Oct. 25</td>
<td>Midterm</td>
<td></td>
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<tr>
<td>Nov. 1</td>
<td>Supporting Literacy Learning in Preschools</td>
<td>Chapter 7</td>
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<td>Nov. 8</td>
<td>Supporting Literacy Learning in Kindergarten</td>
<td>Chapter 8</td>
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<tr>
<td>Nov. 15</td>
<td>Supporting Literacy Learning in First Grade</td>
<td>Chapter 9</td>
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<tr>
<td>Nov. 22</td>
<td>Supporting Literacy Learning Beyond First Grade</td>
<td>Chapter 10</td>
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<tr>
<td>Nov. 29</td>
<td>Research</td>
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<tr>
<td>Dec. 6</td>
<td>Literacy-Rich Classrooms</td>
<td>Chapter 6</td>
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<tr>
<td></td>
<td>Journal Article 2-- due</td>
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<td></td>
<td>Case Study--due</td>
<td></td>
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<tr>
<td></td>
<td>Unit Plan--due</td>
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<tr>
<td>Dec. 13</td>
<td>Presentation of Children’s Literature</td>
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</tbody>
</table>
Assignments Due:

Journal articles due: Oct, 18, Dec. 6
No Class: Nov. 24
Midterm: Oct. 20
Case Study: Dec. 6
Unit Plan: Dec. 6
Final Presentation: Dec. 13
Presentation of sound Letter Activities: Every class session there will be two presentations

Grading criteria:

95-100 A
92-94 A-
88-91 B+
85-87 B
82-84 B-
78-81 C+
75-77 C
72-74 C-
68-71 D+
65-67 D
60-64 D-
59 F
Case Study Assignment

The objective of the case study is to find out about childrens' reading interests, attitudes of reading and writing, comprehension, reading and writing strategies, and language development.

In class you will examine reading and writing interest and attitude inventories, methods of assessing oral language and comprehension. You will choose an interest inventory, attitude inventory, interview, functions of print test, word attack test, and comprehension test.

Case Study Criteria:

1. Case Report Form:  
2. Attitude Inventory:  
3. Interest Inventory:  
4. Print Function Tests:  
5. Word Attack  
6. Comprehension Tests:  
7. Recommendations:  
Case Report
(Parental permission must be given to use real names.)

I. Student Data

Student's Name:

Date of Birth: ______________ Age _____ Sex ______________

School: __________________________ Grade: ______________

Parent/Guardian: __________________________

Home Phone: __________________________

Examiner: __________________________

Dates of Examination: __________________________

II. Background Information
(Apply only if information is available)

• Family, Birth and Developmental History
• Social History
• Educational History
• Physical Factors
• General Behavior During Examination

III. Assessment and Evaluations

A) list instruments administered and the score
B) analysis and interpretation of each instrument follows
C) synthesis of all sources (evaluation)

IV. Instructional Plan
Approaches/strategies/methods, and recommendations for classroom instruction and parental support
Journal Articles (2) Supplement

This assignment requires the student to select and summarize 3 journal articles on some area of early literacy development.

Assignment Profile

Author(s), (Year of Journal). Title of Article (small case letters except first word), Name of Journal, Volume(number of issue), pages.


- Purpose of the research
- Include subjects involved in the study
- Procedure and Method used in the study: (test instruments, intervention approaches, treatments, unique instruments and special equipment and etc.)
- Findings/Results:
- Conclusions (researcher's interpretation of whether hypothesis is substantiated)
- Reflections: (the most important section, the place for students to express personal opinions, questions to consider. Is it a worthwhile study? Are there any points of agreements or disagreements with the researcher? What are the theoretical implications?

Journal Article Criteria:

Organization 1
Content addressed by answering all of the above requirements 2
Reflection 2

The following journals can be found in the UNLV library:

Teaching Sound/Letter Activity/Teaching Activity:

- You will select one teaching activity relevant to phonemic awareness or sound or letter awareness and one activity relevant to language and literacy development.
- You will submit a written copy of the procedure to your professor.
- Demonstrate the activity to the class.
- Discuss expected outcomes, time allowance, when this activity will fit in your scheduled day,
- materials needed and how will you evaluate this activity.
- Please Xerox copies for each class member.
Unit Plan: (7-10 day minimum)

Theme your choice (e.g., Insects, clothes, Plants, Nature, Dinosaurs, Space, Sports Community Helpers, Consumerism, Farming, Antiques, Supermarkets, Traveling, the Future, Time, etc.

This Unit plan will be made up of listening, writing, language and reading experiences that children can explore and learn. You will include numerous activities that are relevant to your selected theme. Activities should be developmentally appropriate and ranging from early preschooler to primary student (up to 2nd grad). This will allow you to supplement activities to students who may not be developed as their peers but allows for a relevant theme to be applied throughout this project.

Criteria:

Introduction: Purpose/Rationale (the theme)
Goals:
Skills to be developed:
Introductory Activity/Lesson
Lessons (Provide for early preschoolers, preschoolers and Kindergarten, and first and second grades)
Objectives
Materials
Procedures
Evaluation

Culminating Lesson/Activity
Conclusion
References

Daily Schedule (incorporate the lessons within the 7 to 10 days of school)
ECE - 353 Syllabus Fall, 2005

Literacy Interview

Name__________________________________ Age________ Grade________

Gender_________ School______________________________________________

Examiner__________________________________________________________

1. What is reading?

2. Why do people read?

3. What is writing?

4. Why do people write?

5. A long time ago people couldn’t read or write. How do you think people came to invent reading and writing?
Student Reading Attitude Survey

Name__________________ Age________ Date________ Teacher____________

A. I like to draw.

Not at all a little some a lot a whole lot

1. I like reading stories.

Not at all a little some a lot a whole lot

2. Reading is boring.

Not at all a little some a lot a whole lot

3. I like to read in my spare time.

Not at all a little some a lot a whole lot

4. I enjoyed reading poetry.

Not at all a little some a lot a whole lot

5. I like reading at school.

Not at all a little some a lot a whole lot

6. I have trouble understanding what I read.

Not at all a little some a lot a whole lot

7. It's fun to read at home.

Not at all a little some a lot a whole lot

8. I enjoyed talking about what I read.

Not at all a little some a lot a whole lot
9. Reading is fun.
   Not at all   a little   some   a lot   a whole lot

10. I wish I had more time to read at school.
    Not at all   a little   some   a lot   a whole lot

11. I like to read stories I have written.
    Not at all   a little   some   a lot   a whole lot

12. I think I'm a good reader.
    Not at all   a little   some   a lot   a whole lot

13. I like to read.
    Not at all   a little   some   a lot   a whole lot

14. How often do you read at home?
    Not at all   a little   some   a lot   a whole lot

15. What kinds of things do you read? (Types, topics, or titles)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Interest Inventory

1. Do you have a hobby?________________________________________
   If you do, what is your hobby?________________________________

2. Do you have a pet?________________________________________
   What kind of pet do you have?________________________________

3. What is your favorite book that someone has read to you?________

4. What kinds of books do you like to have read to you?
   Real animals _______ fantasy animals _______ fairy tales _______
   Real children _______ Family stories _______ poetry _______
   Science fiction _______ picture books _______ historical fiction ______
   Funny stories _______ information books _______ science books ______
   Sports stories _______ mysteries _______ adventures _______
   True stories _______

5. What is your favorite book that you have read by yourself?__________

6. What kinds of books do you like to read by yourself? (Similar to 4)______

7. What sports do you like?______________________________________

8. Who are your favorite sports stars?______________________________

9. What do you do when you get home from school?__________________

10. What do you like to do on Saturday?____________________________

11. Do you like to collect things?______________________________
    what do you like to collect?________________________

12. What are your favorite subjects in school?____________________

13. Would you rather read a book by yourself or have someone read it to you?_______

14. Name a book you read this week.________________________________

15. Where would you like to go on vacation?_______________________

16. Do you go to the library?____________________________________
    If you do, how often do you go?________________________
    Do you have a library card?_____________________________

17. Do you watch television?____________________________________

18. If you do, what kinds of programs do you like?
   Comedies _______ specials _______ mysteries _______
   sports _______ news _______ detective shows _______
   animal programs _______ cartoons _______ science fiction ______
   family stories _______ westerns _______ other ______
   educational TV _______ music _______ true stories ______
   game shows _______

19. Name your favorite television programs.________________________
    Who are your favorite characters on TV?___________________

20. Name several subjects you would like to know more about.__________
Unit Plan Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (20%)</th>
<th>Completeness of Written Presentation (80%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Clear and logical sequence and order discussed</td>
<td>* Provides significant information All major components are described and</td>
<td></td>
</tr>
</tbody>
</table>
* Easy to follow  
* Typed  
* Appropriate grammar and spelling | * goals and objectives  
* skills to be developed  
* content  
* lesson plans  
* evaluation  
* hands on activities  
* developmentally appropriate activities |

Target Exemplary

* Somewhat logical sequence and order  
* Difficult to follow  
* Typed  
* Minimal grammar and spelling errors | * Provides sufficient information  
* All major components are described objectives  
* research  
* hands on activities  
* skills to be developed  
* lesson plans  
* developmentally appropriate activities |

Acceptable

* No logical sequence and order  
* Poor grammar and spelling | * Provides little information Somewhat major components are |

Unacceptable