Teaching Communication Skills to Young Children

Prefix & Number: ECE 431
Title: Teaching Communication Skills to Young Children
Credit: 3 hours
Semester/Time/Location: Fall 2012/Fri 4-8 & Sat 8-4/CEB 207
Instructor: Neal Nguyen
Office Location: CEB 110
Office Hours: Mondays 2:00-4:00pm
Telephone/Email: 702-895-3185/nnguyen@unlv.nevada.edu
Or WebCampus mail
Prerequisite Course(s): Junior standing or consent of instructor

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

Course Objectives:

Knowledge
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)
1. Acquire knowledge on theories of language acquisition and literacy development. (3.b, 3.c)
2. Use knowledge of typical sequential development of language to identify individual differences of young children in their development and demonstrate an understanding of the conditions that affect children’s language development. (3.b, 3.c)
3. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning. (3.d, 4.a)
4. 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 (3.a, 3.b, 3.c, 3.d, 4.a)

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 language experiences to meet the individual assessment needs of children. (3.a, 3.b, 3.c)
2. Demonstrate ways that teachers can contribute to language and literacy development. (3.b, 4.a)
3. Develop and implement an integrated curriculum that focuses on children’s Language/literacy needs and interests. (3.b,4.a)
4. Create, evaluate, and select developmentally appropriate materials, equipment, and environments and integrate learning experiences in language and literacy. (3.a, 3.b, 3.c, 4.a)
5. Develop positive and supportive relationship with children through individual and group guidance. (4.a)
6. Incorporate knowledge and strategies from multiple disciplines into the design of intervention strategies and integrate goals from IEP’s and IFSP’s into daily activities and routines. (3.d, 4.a)
7. Establish positive, collaborative relationships with families. (3.d)

Disposition(s)
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and 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. Respect parents’ choices and goals for children and communicate effectively with parents about curriculum and children’s progress. (3.d)
2. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (3.a, 3.b, 3.c)
3. Develop and use authentic, performance-based assessments of children’s learning to assist in planning and to communicate with children and parents. (3.a, 3.b, 3.c, 3.d, 4.a)
4. 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. (3.a, 3.b, 3.c, 4.a)
Texts, Readings, and Instructional Resources:

Required Text


Assignments, Evaluation Procedures, and Grading Policy

Academic Requirements

1. **Journal Reviews ~ Due on October 5 and October 19**

   Students will complete TWO journal article reviews on a topic related to language and/or literacy development, support, instruction, etc. The chosen article must relate to early childhood curriculum and originate from scholarly publications. The review will include: (1) a summary, (2) a critique, (3) the student’s personal reflection of the article and how it relates to their practice. The review should be no more than two pages in length. Appropriate reference of the article must be included with the review. (5 points each – total of 10 points)

   **Journals to be Used for the Review:**


2. **Parent Newsletter ~ Due on October 6**

   Students will create a newsletter to communicate the importance of early literacy experiences for parents. The newsletter should focus on a specific age group (i.e., toddler, 3 year old, Kindergarten age, etc.) and address a variety of elements of early literacy awareness (i.e., reading to young children, books in the home, etc.) to encourage family involvement. At least three different activities appropriate for home should be included. All newsletters should be comprehensive in scope, aesthetically pleasing, include language appropriate for the target audience of parents and families. Post your newsletter for your classmates to view. (30 points)
3. **Literacy Case Study ~ Due on October 12**
   The objective of the case study is to explore family reading interests, attitudes, comprehension, strategies, and language development.

   Arrange to interview a parent of a young child (birth to 8 years of age). Utilize the Case Report guideline and Literacy Interview questions (if appropriate) included in this syllabus in addition to any questions or procedures you may currently be using in your work with young children. The interview report should include: (1) the questions you asked; (2) your findings; and (3) how the information will impact your practice. Students will prepare and submit a discussion (no more than five pages in length) on the interview. (20 points).

4. **Literacy Unit Plan ~ Primary Assignment ~ Due on October 20**
   Students will choose a theme (e.g., insects, clothes, plants, nature, dinosaurs, space, sports, community helpers, farming, antiques, supermarkets, traveling, the future, time, etc.). The Unit Plan will consist of listening, writing, language and reading experiences for children in early childhood settings. Activities should be developmentally appropriate for the targeted age group. Lesson/activities must reflect a clear and logical sequence/progression of the child’s development (focus on your theme for all sections of the plan).

   Your unit should include: (1) introduction including the purpose/rationale for the unit, (2) goals for the unit correlated to Nevada Learning Standards, (3) skills to be developed, (4) concepts to be developed, (5) ten activity/lesson plans (follow the lesson plan format in this syllabus) including at least one plan for each of the following age groups: toddler, preschool, Kindergarten, first grade, second grade (these must be self contained lesson/activity plans not included in another assignment in this course), (6) six internet resources (3 for use by student and 3 resources for the teacher), and (7) a reflective piece (your thoughts on the use of the unit in your future teaching). (30 points)

5. **Participation - All students are expected to be ON-TIME for each class meeting AND respectful to other students in the class and the instructor.**

   All cell phones must be turned off including the instructor (Students must notify the instructor in advance for emergency or exceptional circumstances). Laptops are only for note-taking purposes. Please feel free to leave the room quietly to make necessary/important phone call(s) or laptop use and return to class when you are done. **There will be no “texting” or inappropriate internet usage during weekly lectures and in-class whole/small groups discussions.**
Class participation (in-class discussions) are expected and count as part of your grade (10 points).

All work need to be submitted **ON THE DATE(s)** as indicated in the syllabus or a **5 points deduction for each day** after the specified due date(s) of each late assignment(s).

**Administrative Requirements**

All assignments will be due on the assigned days unless arrangements have been made with the instructor. If the assignment is late and no arrangements have been made, five points will be deducted for each day an assignment is late.

**Administrative Requirements:**

1. Attendance and participation in learning activities (in class and outside of class) that includes discussion, role-play and simulations, individual and collaborative learning/problem solving processes.

2. All assignments are due on the day indicated in the course schedule. One point will be deducted for each day an assignment is late. Missed assignments cannot be made up and will result in a score of 0 (zero).

3. A grade of “incomplete” will be granted only if the student has:
   a. Completed 75% of the course,
   b. Earned a grade of “C” or better at the time the incomplete grade is requested
   c. The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
   d. The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is not grading penalty for completing the course by the agreed upon date.

4. All assignments MUST be typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).

**Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>77 – 79</td>
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<tr>
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<tr>
<td>C-</td>
<td>70 – 72</td>
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<td>D+</td>
<td>67 – 69</td>
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<td>D</td>
<td>63 – 66</td>
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<td>D-</td>
<td>60 – 62</td>
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<td>F</td>
<td>59 or less</td>
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<td>Date</td>
<td>Topic</td>
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| September 28 to September 29 | Foundations of Language and Literacy  
Oral Language Development  
Family Literacy | Christie, Enz, and Vukelich  
ch. 1, 2, and 3 |                                  |
| October 5 to October 6 | Facilitating Early Language Learning  
Emergent Literacy Strategies  
Teaching Early Reading and Writing | Christie, Enz, and Vukelich  
ch. 4, 5, and 6 | Journal Review 1 DUE  
Parent Newsletter DUE |
| October 12 to October 13 | Assessing Early Literacy  
Elementary Reading Comprehensive Elementary Reading Programs | Christie, Enz, and Vukelich  
ch. 7, 8, and 9 | Literacy Case Study DUE |
| October 19 to October 20 | Creating Writers  
Teaching Mechanical Skills of Writing Assessment | Christie, Enz, and Vukelich  
ch. 10, 11, and 12 | Journal Review 2 DUE  
Literacy Unit Plan DUE |
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 Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 895-0652.

Academic Integrity Statement

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in 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.

Copyright

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website:
<http://www.unlv.edu/committees/copyright/>.

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. Thank you.
LESSON PLAN FORMAT

Subject: __________________________________________________

Grade: _____________________________

Date: ______________________________

Lesson Title: ____________________________________________________________

Goal (s):

Objective (s):  *relate these to the Nevada Learning Standards*

Material (s):

Procedure / Method (s):

Evaluation:
Parent Data for Case Report
   (do not use real names.)

1. Student Data

   Student’s Name:

   Date of Birth:         Gender:

   School:

   Parent/Guardian:

   Interviewer:

   Dates of Interview:

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

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

3. Assessment and Evaluations

   • List instruments administered
   • Analysis and interpretation of each instrument
   • Synthesis of all sources (evaluation)

4. Instructional Plan

   Approaches/strategies/methods, and recommendations for classroom instruction and parental support.
Children’s Literacy Interview

Name________________________________ Age _____ Grade ______________

Gender ___________ School ______________________________

Examiner _________________________ Date _________________

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?
## ECE 431 Teaching Communication Skills to Young Children
### Unit Plan Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (5 points possible)</th>
<th>Completeness of Information (20 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Clear and logical sequence/order</td>
<td>Provides significant information</td>
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<tr>
<td></td>
<td>Easy to follow</td>
<td>All major components are described and discussed; goals and objectives, skills to be developed, content, lesson plans, evaluation, hands on activities, developmentally appropriate activities</td>
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<tr>
<td></td>
<td>Typed</td>
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<tr>
<td></td>
<td>Appropriate grammar and spelling</td>
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<tr>
<td><strong>Meets Expectations</strong></td>
<td>Somewhat logical sequence/order</td>
<td>Provides significant information</td>
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<tr>
<td></td>
<td>Difficult to follow</td>
<td>Major components are described and discussed with 5 of the 7 identified criteria listed above complete in depth</td>
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<tr>
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<td>Typed</td>
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<tr>
<td></td>
<td>Minimal grammar and spelling errors</td>
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<tr>
<td><strong>Below Expectations</strong></td>
<td>No logical sequence/order</td>
<td>Information is missing</td>
</tr>
<tr>
<td></td>
<td>Poor grammar and spelling</td>
<td>Major components are discussed with more than 5 of the identified criteria listed above missing in the description</td>
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</tbody>
</table>