“Preparing Professionals for Changing Educational Contexts”

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

I. Prefix & Number
   ECE 431

II. Title
   Teaching Communication Skills to Young Children

III. Credits
   3 semester hours

IV. Semester
   Fall 2010

V. Instructor
   Joseph Morgan, M. Ed.

VI. Office/Phone/Email
   CEB 155, 895-3328, joseph.morgan@me.com

VII. Class Location
   BEH 215

VIII. Office Hours
   MT 1:00 – 4:00 PM
   By appointment.

IX. Prerequisites
   Junior standing or consent of the instructor.

X. Course Description
   (Course Introduction)
   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.

Standards Addressed:
Guideline #3: Observing, documenting, and assessing to support young children and families.

National Association for the Education of Young Children
Guideline #4: Teaching and learning.

XI. 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.

XII. 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)

XIII. COURSE RESOURCES

Required Textbook


Additional readings posted on Webcampus.

XV. ASSIGNMENTS

Note: Failure to complete all course assignments will result in the final course grade being dropped by one letter grade.

Course Requirements

1. Attendance (5 points each = 40 points total). Due to the rigorous course schedule, attendance in class is required. Points will be awarded if students are: (a) on time, (b) stay for the entire class, and (c) actively participate in class activities. Missing class for any reason will result in a loss of attendance points.

2. Journal Review (15 points). Students will complete a journal article review 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 of the author’s main points,  
   (2) a critique of the author’s ideas, and  
   (3) the student’s personal reflection of the article and how it relates to their practice.

   The review should be two-three pages in length. Appropriate APA reference of the article must be included with the review.

Suggested Journals to be Used for the Review (not exhaustive):

of Research on Development in Education, The Researcher, Child Study Journal, 
Psychology, Journal of Language Arts, TESOL Quarterly, Reading Research 
Quarterly, Journal of Teacher Education, Young Children, Childhood Education, 
Reading Teacher, Dimensions, Day care and Early Education

3. **Parent Newsletter (30 points).** Students will create a newsletter to communicate 
the importance of early literacy experiences for parents. The newsletter should:

   (1) focus on a specific age group (i.e., toddler, 3 year old, Kindergarten age, etc.)
   (2) address a variety of elements of early literacy awareness (i.e., reading to young 
       children, books in the home, etc.) to encourage family involvement.
   (3) include at least three different activities appropriate for home.
   (4) be comprehensive in scope, and
   (5) include language appropriate for the target audience of parents and families.

4. **Literacy Case Study. (25 points).** 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 report (no more than five pages in length) on the 
interview.

5. **Literacy Unit Plan (40 points).** 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) learning objectives for the unit,
   (4) skills to be developed,
   (5) concepts to be developed,
   (6) ten activity/lesson plans (follow the lesson plan format provided in class) 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), (7) six internet resources (3 for use by student and 3 resources for the teacher), and (8) a reflective piece (your thoughts on the use of the unit in your future teaching).

Additional assignment notes:

1. All assignments are due on the day indicated in the syllabus. No late assignments will be accepted.
2. All assignments must be typed and double-spaced. All assignments will be handed in as hard copies in class on the day assigned.
3. APA 6th edition citations must be used when required.

XIV. GRADING POLICY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and participation.</td>
<td>5 points each x 8 class sessions = 40 points</td>
</tr>
<tr>
<td>Journal review.</td>
<td>15 points</td>
</tr>
<tr>
<td>Parent newsletter.</td>
<td>30 points</td>
</tr>
<tr>
<td>Literacy case study.</td>
<td>25 points</td>
</tr>
<tr>
<td>Literacy unit plan.</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150 points</strong></td>
</tr>
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Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>140-150</td>
</tr>
<tr>
<td>A-</td>
<td>135-139</td>
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<tr>
<td>B+</td>
<td>130-134</td>
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<tr>
<td>B</td>
<td>125-129</td>
</tr>
<tr>
<td>B-</td>
<td>120-124</td>
</tr>
<tr>
<td>C+</td>
<td>115-119</td>
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<tr>
<td>C</td>
<td>110-114</td>
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<tr>
<td>C-</td>
<td>105-109</td>
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<tr>
<td>D+</td>
<td>100-104</td>
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<tr>
<td>D</td>
<td>95-99</td>
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<tr>
<td>D-</td>
<td>90-94</td>
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<tr>
<td>F</td>
<td>89 and below</td>
</tr>
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</table>

XVII. SPECIAL NOTES

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume
the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005, located at <http://studentlife.unlv.edu/judicial/misconductPolicy.html>).

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/>.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

Missed Class(es) / Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 31, 2007, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

Rebelmail – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for information.
**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

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.

**XVII. Course Schedule**

<table>
<thead>
<tr>
<th>Session /Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 9/17</td>
<td>Foundations of Language and Literacy Literacy Development Birth to Three Years</td>
<td>McGee &amp; Richgels Ch. 1 and 2</td>
<td></td>
</tr>
<tr>
<td>2 9/18</td>
<td>Literacy Development Three to Five Years. Literacy Development Five to Seven Years. Literacy Development Six to Eight Years. Family Literacy.</td>
<td>McGee &amp; Richgels Ch. 3-5</td>
<td></td>
</tr>
<tr>
<td>3 9/24</td>
<td>Assessing Early Literacy Skills.</td>
<td>DIBELS/Aimsweb administration guide.</td>
<td>Journal Review Due</td>
</tr>
<tr>
<td>4 9/25</td>
<td>Creating Literacy-Rich Classrooms. Reading Development in Preschool through First Grade.</td>
<td>McGee &amp; Richgels Ch. 7-9</td>
<td>Parent Newsletter Due</td>
</tr>
<tr>
<td>5 10/1</td>
<td>Reading Development in Second through Fourth Grade.</td>
<td>McGee &amp; Richgels Ch. 10</td>
<td></td>
</tr>
<tr>
<td>7 10/8</td>
<td>Meeting the Literacy Needs of Diverse Learners.</td>
<td>McGee &amp; Richgels Ch. 11</td>
<td></td>
</tr>
<tr>
<td>8 10/9</td>
<td>Comprehensive Reading Programs. Putting it All Together.</td>
<td>Corrective Reading Materials. Simmons &amp; Kame’enui (2003). McGee &amp; Richgels Ch. 12</td>
<td>Literacy Unit Plan Due</td>
</tr>
</tbody>
</table>
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>Exceeds Expectations</td>
<td>Clear and logical sequence/order</td>
<td>Provides significant information</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>Typed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate grammar and spelling</td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Somewhat logical sequence/order</td>
<td>Provides significant information</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>Typed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimal grammar and spelling errors</td>
<td></td>
</tr>
<tr>
<td>Below Expectations</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>
</tr>
</tbody>
</table>
