Teaching Communication Skills to Young Children

Prefix & Number: ECE 431
Title: Teaching Communication Skills to Young Children
Credit: 3 hours
Semester/Time/Location: Fall 2010
Instructor: Dr. Michelle Tannock
Office Location: As a distance education course, all communication will be via webcampus email.
Office Hours: N/A
Telephone/Email: N/A
  michelle.tannock@unlv.edu

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 Review ~ Due Thursday, August 26 @ 5:00 pm**

   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, (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. (10 points)

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


2. **Parent Newsletter ~ Due Wednesday, September 1 @ 5:00 pm**

   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 Thursday, September 9 @ 5:00 pm**

   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. (25 points).

4. **Literacy Unit Plan ~ Primary Assignment ~ Due Friday, September 17 @ 5:00 pm**

   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). (35 points)
Administrative Requirements

All assignments will be due on the assigned days unless arrangements have been made with the professor. If the assignment is late and no arrangements have been made, one point 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>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
<td>C</td>
<td>73 – 76</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
<td>C-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>D+</td>
<td>67 – 69</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td>D</td>
<td>63 – 66</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td>D-</td>
<td>60 – 62</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>
**Weekly Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/ Videos</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23 to 27</td>
<td>Foundations of Language and Literacy</td>
<td>Christie, Enz, and Vukelich ch. 1, 2, and 3</td>
<td>Journal Review Due</td>
</tr>
<tr>
<td></td>
<td>Oral Language Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em><a href="#">August 23 to 27</a></em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 30 to September 3</td>
<td>Facilitating Early Language Learning</td>
<td>Christie, Enz, and Vukelich ch. 4, 5, and 6</td>
<td>Parent Newsletter Due</td>
</tr>
<tr>
<td></td>
<td>Emergent Literacy Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Early Reading and Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 6 to 10</td>
<td>Assessing Early Literacy</td>
<td>Christie, Enz, and Vukelich ch. 7, 8, and 9</td>
<td>Literacy Case Study Due</td>
</tr>
<tr>
<td></td>
<td>Elementary Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive Elementary Reading Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em><a href="#">September 6 to 10</a></em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 13 to 17</td>
<td>Creating Writers</td>
<td>Christie, Enz, and Vukelich ch. 10, 11, and 12</td>
<td>Literacy Unit Plan Due</td>
</tr>
<tr>
<td></td>
<td>Teaching Mechanical Skills of Writing Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>
</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><strong>Meets Expectations</strong></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><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>
</tr>
</tbody>
</table>