Course Description:

This course is designed to inform and prepare pre-service teachers in an overview that focuses on the vital elements of child language and early literacy development. It will explore literacy development as an active process between children and adults and as a vital part of the social experience of a child. Strategies for early literacy for the diverse and inclusive classroom will be strongly emphasized. This course is a pre-requisite for EDU 310 Methods in Language Arts. It will explore the following topics in theory, research and practice:

Required Text:


Relevant Websites:

- [www.LDonline.com](http://www.LDonline.com)
- [www.Readingrockets.com](http://www.Readingrockets.com)
- [www.childdevelopment.info.com](http://www.childdevelopment.info.com)
- [http://www.cfw.tufts.edu/topic/4/78.htm](http://www.cfw.tufts.edu/topic/4/78.htm)  Child and family web guide
- [http://www.parentsplace.com](http://www.parentsplace.com)
- About our kids
- Center for applied linguistics
- National Clearinghouse for English Language Acquisition
- Talaris Research Institute
- Educators Reference Desk
- Zero to three
**Focused Objectives:**

1. Foundations of early literacy development
2. Theory and research on child language acquisition: Infants and toddlers
3. Language development among children of linguistic diversity
4. Writing, spelling and literacy development
5. Assessment in pre-school language development
6. Enhancing language development among children with communicative disorders
7. Exploring children’s use of language: Assessment
8. Family literacy: fostering language development through school-home connections

**Student Learning Outcomes:**

Teacher candidates will be able to:

1. Define literacy and emergent literacy, apply knowledge of brain development, contrast theories of early literacy development, discuss the elements and processes of early literacy, and, discuss the relationship of the four, interrelated parts of language development; the phonetic, semantic, syntactic and pragmatic parts of oral and written language.

2. Analyze various theories of language development, recognize developmental milestones of language development /communication of children, describe the process of second language learning and the importance of culturally relevant instruction.

3. Understand the teacher’s role in promoting emergent literacy: Integrate learner’s culture into meaningful literacy experiences, be skillful at selecting literacy materials that are not culturally biased, adapt literacy materials for special needs learners, utilize varied assessment that is developmentally appropriate to learning needs, theoretically and physically integrate technology to support literacy development in the curriculum.

4. Create a literacy environment for children: Incorporate literacy in all classroom centers, analyze cultural influences, design “print rich” environments with opportunity to engage in real-life and meaningful literacy experiences, assist children in developing skills and a positive attitude towards literacy and books, provide opportunities to interact with texts in varied and meaningful contexts and to generate literacy materials appropriate to their programs.

"This course adheres to the PDE PreK-4 Program Specific Guidelines, 2008, Candidate Competencies as they relate to curriculum, education foundation, child development theory, classroom environment, early math foundations, diversity, and assessment." (competencies which apply to the particular course)
Course Requirements:

Personal Literacy History:
Before entering the classroom, it is helpful to reflect upon the experiences and individuals that nurtured and guided your personal literacy development. To complete this assignment, you are asked to write a two page reflection addressing your earliest memories of:
- A parent or caregiver reading to you
- Independent reading and writing
- Literacy experiences at home, in preschool, kindergarten, and first grade

Caregiver Interview:
In a small group classroom setting, develop questions that would give you an overview of a caregiver’s perception of a child’s language development, the language behaviors are various milestones, and the activities that the caregiver may provide for the child at this time. After administering the questionnaire to a caregiver, write a summary of your findings and related to the theoretical information discussed in this course and text.

Learning Center:
Create a learning center that will focus on a preschool child’s language development.

Lesson Plan:
Develop a lesson that will focus on a child’s literacy development.

Research Paper/ Language Development Assessment
Research a specific language development assessment measurement in terms of its theoretical underpinnings, components, and interpretations of its findings. Present your findings to the class.

Grading Policy:

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<tr>
<th>Assignment</th>
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<tr>
<td>Personal Literacy History</td>
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<td>Caregiver Questionnaire</td>
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<td>Caregiver Interview and write-up</td>
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<td>Lesson Plan</td>
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<tr>
<td>Learning Center</td>
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<td>Research Paper on assessment</td>
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<td>Attendance and Participation</td>
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**Attendance:**

Students are expected to attend all regularly scheduled class meetings. Attendance policy adopted by Lincoln University faculty follow:

1. 2 absences may result in an automatic failure in the course.
2. Three tardy arrivals may be counted as one absence.
3. Absences will be counted starting with whatever day is specified by the instructor but not later than the deadline for adding or dropping courses.
4. In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes to the Vice President for Student Affairs and Enrollment Management. However, in such cases the student is responsible for all work missed during those absences.
5. Departments offering courses with less than full-course credit will develop and submit to the Vice President for Student Affairs and Enrollment Management a class attendance policy in keeping with the above.

Students representing the University in athletic events or other University sanctioned activities will be excused from class(es) with the responsibility of making up all work and examinations. The Registrar will issue the excused format to the faculty member in charge of the off- or on-campus activity for delivery by the student(s) to their instructors.

**University Policy on Academic Integrity:**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor’s instructions when completing tests, homework and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed time limitations specified by the instructor. In seeking the truth, in learning to think critically and in preparing for a life of constructive service, honest is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All work must be done in accordance with established principles of academic honesty.

The instructor will issue a written warning for a violation of academic integrity standards and issue a failure for the specific project. Subsequent violations will result in failure for the course. (See pages 54 – 55 of the Lincoln University **Bulletin** – 2003 – 2006)

**Electronic Devises**

All cell phones, iPods and electric devices are to be shut off during class time.
Course Outline:

Topic 1
Aspects of language knowledge
The Critical Role of Children’s Oral Language Competencies

Topic 2
Theoretical Perspectives and Contexts of Language Development
The Brain’s Role in Language Development: Contexts of Language Development

Topic 3
Language Development Among Children of Linguistic Diversity: Language Development and Second Language Acquisition

Topic 4
Language Development of Infants and Toddlers
Aspects of Infant and Toddler language Development
Phonetic Semantic, Morphemic and Pragmatic Development in Infancy/Toddlerhood

Topic 5
Infant and Toddler Curricula

Topic 6
Language Development in Preschoolers
The Semantic, Syntactic, Morphemic and Pragmatic Development of Preschoolers

Topic 7
Enhancing Language Development in Preschoolers
Curricular Activities for Enhancing Preschoolers’ Language

Topic 8
Language Development in Kindergartners
Development of Phonetic Knowledge for Oral and Written Language
Development of Syntactic, Morphemic, and Pragmatic Knowledge for Oral and Written language

Topic 9
Overview of Kindergarten Curricula

Topic 10
Language Development in the Primary Years

Topic 11
Enhancing Language Development in the Primary Years

Topic 12
Language Assessment: Observing, screening, Diagnosing and Documenting

Topic 13
Enhancing Language Development Among Children with Communicative Disorders

Topic 14
Fostering Language Development Through Home-School Connections

*Required reading through supplemental materials will be provided by the instructor.*
Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators are required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner, which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student, together explore the challenge and the dignity of the human experience.

Section 4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
(b) Professional educators are expected to abide by the following:
(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § 1-101 -
272702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(l), (2) and (4) of the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b) (1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions, which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct
Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations
(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1251-12-12.68), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:
(1) The Public School Code of 1949 (24 P. S. § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § 401-413), known as the Public Official and Employee Ethics Law.
(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification
The professional educator may not:
(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not:
(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment
(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students
The professional educator may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students.
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships
The professional educator may not:
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow employee.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.