

AEDE 544  
LANGUAGE DEVELOPMENT AND COMMUNICATIVE SKILLS  
Fall 2008

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Meeting Time: Thurs. 9:25-12:05  
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I. Descriptive Information

A. Number and Title of Course

AEDE 544 Language Development and Communicative Skills

B. Catalog Description: Language Development and Communicative Skills. (3 hours) (Prereq: admission to Professional Program or permission of education advisor). The course deals with the relationship of language development and thinking to teaching the communicative skills to young children. Specific areas covered are activities to develop oral language facility, writing (handwriting, spelling, functional, and creative writing), and listening. Also specific techniques dealing with diagnosis of language development will be handled.

C. USCA School of Education Conceptual Framework

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *planning, instructing, communicating, growing professionally, and managing.*

II. Course Goals and Objectives

A. General Goals

1. Develop an understanding of language acquisition and development and the interrelationships among language, culture and thought, and function of home language in language development.
2. Develop skills in providing a classroom environment and curriculum experiences which will support and enrich a child's development of language and communicative skills while respecting cultural linguistic diversity and promoting home language preservation.
3. Develop skills in developing and using a variety of anti-bias materials and inquiry methods which will support and enrich the skills, abilities, and attitudes necessary to teach language arts effectively.

B. Instructional Objectives

Each student will:

1. understand the basic theories of language acquisition and development from birth to age eight, and the factors in family cultures and society which influence development.
2. select, evaluate and interpret formal and informal assessment and diagnostic instruments and information used in the assessment of children in the classroom, and integrate authentic assessment data with formal assessment data.
3. understand the relationship of language development and thinking, and the importance of integrating language arts when teaching communication skills to young children.
4. become aware that language is a central and integral component of an early childhood curriculum.
5. develop skills in structuring the learning environment, in designing appropriate language experiences (including writing lesson plans) and in communicating with children in ways that will enhance language development.
6. identify, develop, and critique a wide variety of materials and activities appropriate for aiding language development in preschool and primary education programs.
7. develop and use authentic, performance based assessments of children's language learning for communication with children and parents.
8. identify and develop strategies for working with English as a second language (ESL) students and their families.

### III. Course Readings

- A. Ray, K.W. & Cleaveland, L. B. (2004). *About the authors*. Portsmouth, NH: Heinemann.
- B. Articles from *Spotlight on Young Children Language Arts*
- C. Internet resources:  
<http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/ela/index.html>
- D. Other readings as assigned.

#### IV. Instructional Procedures

The following methods will be used, but not be limited to, for instruction: lecture, discussion, small group activities, student presentations, guest speakers, videos, demonstration.

#### V. Course Requirements

##### A. Administrative Requirements

1. Professionalism is a valued characteristic of teachers. You will be expected to attend classes and be on time. You are expected to behave in a professional manner to demonstrate your interest in preparation for teaching young children. Absences should not exceed more than two classes. Absences above that limit or excessive tardiness will result in the loss of at least one letter grade of your final grade. Participation and professionalism are elements of the evaluation criteria and assessment in each aspect of the course.

2. Assignments are due on dates specified at the beginning of class. Assignments turned in after the beginning of class will not be awarded the full point value.

3. Students will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.

4. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

5. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

##### B. Required Activities

--Professionalism (5 pts.) Education Majors Disposition Evaluation will be completed regarding professionalism. Candidates are expected to be in class on time.

--Participation (5 pts.) Candidates will contribute to class through their participation in class and group discussions and projects. (For example, being prepared for group book discussions, preparing a fingerplay for class, article review, sharing a read aloud or a

piece of writing, small group lesson presentation, early childhood classroom presentations/observations etc.)

--Language Arts Lesson Plan (10 pts.) See rubric.

--Integrated Language Arts Lesson Plan (10 pts.)

**\* All plans must be approved by your cooperating teacher prior to due date!**

\*\* Each plan should include the following:

Objective(s)—2 points

\* The integrated plan will have **two** objectives and **two** standards.

SC state standards—1 point

Materials—1 point

Procedures—2 points

Special accommodations—1 point

Assessment(s)—2 points

Correct Spelling and Grammar—1 point

--Design an integrated thematic unit. (10 pts.) Overview; Final (10 pts.)

It will include activities that are age appropriate and include multicultural influences and address needs of exceptional children. This is a joint assignment with AEDE 435 and AEDE 436. The topic for this unit cannot be a holiday.

--Analysis of Child's Writing (10 pts.)

Pick out at least three pieces of a child's (or children's) writing to show varying levels of abilities. Assess the various things the child(ren) know(s) about writing based on the pieces of writing. Based on your analysis, decide what types of instruction you would proceed with in the area of writing for this child. Describe your plan for this instruction.

Samples of Writing—3 pts.

Assessments—3 pts.

List **ALL** the things the child knows about writing (refer to Mammoth story for example.) Do this in bulleted form.

Instructional Plan—3 pts.

Where do you go from here based on where the student is? What would you do instructionally to help student?

Spelling/Grammar/Structure—1 pt.

--Reading Response Journal (10 pts. total, up to 5 pts. awarded each time) Each candidate will keep a response journal throughout the semester to respond/reflect on his/her readings from *About the Authors*. Examples of how to do the Response Journal will be given in class. The response journal can be typed or hand written, but needs to be legible. No points will be deducted for spelling or grammar errors for this journal. This journal will be collected twice during the semester.

Notes significant parts of chpts.—2 pts.

(Include 7 to 10 points from each chapter.

Include at least 10 points from Section 3 as a whole.)

Responds to notations—3pts.

What do you think about it? Why does it stick out in your mind? How do you think it would work in your class? Would it work? If not, why? What questions do you have about it? Have you seen it work successfully? If so or if not, tell me about it. etc.

--Standards Journal (5 pts.) Each candidate will document the various activities, lesson plans, ideas, etc. that relate to the SC State Standards in this journal. The journal should include a copy of the SC State Standards for early childhood (you can keep all subject areas in one journal). Candidates should write the name of the activity, lesson plan, idea, etc. beside the correlating standard in their journal. You should have a **minimum of 25** different activities, lessons, or ideas listed.

-- Unit of Study Plan (author study, genre study, etc.) (10 pts.) Each candidate will plan a week long unit of study for language arts. Each unit should include a bibliography of a text set related to your unit of study (minimum of 10), daily plan for Read Aloud, and daily mini-lessons to expand writing ideas related to your unit of study.

Bibliography—2 pts.

Need at least 10. Include children's books, magazine/journal articles, autobiographies/biographies, internet resources, etc.

Plan for Read Aloud—5 pts.

How will you introduce it? List some questions that you plan to ask before/during/after the story.

Daily Plans for Mini-Lessons—5 pts.

What aspect (related to your unit of study) will you share info. about before sending students off to Writer's Workshop. The focus of mini lessons are things that students can try out in their writing. NOT A SHORT LESSON PLAN! DO NOT ASSIGN STUDENTS A TASK/ACTIVITY TO COMPLETE!

Spelling/Grammar/Structure—1 pts.

Presentation—2 pts.

--“Fancy Publishing” (5 pts.) The culmination of the work you've put into your writer's notebook throughout the semester will be a piece of writing that you publish. You will pick out one piece of writing to publish from your writer's notebook. You will share this published piece during class.

Published piece of writing—4 pts.

Spelling/Grammar/Structure—1 pt.

Presentation—5 pts.

-- Story Book Parade (10 pts.) Students will be assigned to a small group and work together on this assignment. Each group will create a dramatization acting out a children's book. The group will perform the dramatization during class and to at least one early childhood class at North Aiken Elementary. Each group will also submit an overview about how their children's book/dramatization could be incorporated across the

following subject areas: language arts, math, science, social studies, and creative arts for a particular grade level (choose only one grade level).

Presentations to classmates and early childhood class—5pts.

Overview implementing ideas across subject areas—5 pts.

-- Include all five subject areas

-- Include appropriate standards

--Final Exam--Writer's Notebook Interview (10 pts.) Keep and maintain a writer's notebook. Your writer's notebook is a conglomeration of your thoughts, ideas, and stories. You will not be asked to turn your writer's notebook in for a grade so feel free to write what you wish. You will be required to complete an interview about your writer's notebook with Dr. Rish. Example interview questions might be, "What entry are you most proud of?" "How has your view of the writer's notebook evolved during the semester?" \* You do need to bring your writer's notebook to the interview to show that you have maintained one throughout the semester and to refer to during the interview.

...Points will be deducted from assignments with spelling and grammar errors.

#### VI. Evaluation and Grading Scale

Final grade will be calculated using possible points and the following percentages for translating the scoring of assignments into letter grades:

A 100-95 B+ 94-90 B 89-85 C+ 84-80 C 79-75 D 74-70 F 69 and below

#### VII. Other requirements

None

#### VIII. Course Schedule

##### **August 21**

Syllabus

ADEPT

Webbing

##### **August 28**

Lesson Planning

##### **September 4**

Getting Started with L.A.

Read Katie Wood Ray Chapters 1-2

Read *Spotlight...and Language* p. 2 "Introduction"

p. 4 "Fostering Language and Literacy in Classrooms and Homes"

*LA Lesson Plan Due*

**September 11**

Alternatives to the Holiday Curriculum

Integrating Subject Areas

Read *Spotlight...and Language* p. 13 “Pillow Talk: Fostering the Emotional and Language Needs of Young Learners”

Read Katie Wood Ray Chapters 3-4

*Response Journal Due*

**September 18**

Children’s Literature as a support for instruction

Read Katie Wood Ray Chapters 5-6

Read *Spotlight...and Language* p. 18 “Telling and Retelling Stories: Learning Language and Literacy”

p. 23 “Meeting the Diverse Needs of Children through Storytelling”

**September 25**

Language Development

Read *Spotlight...and Language* p. 27 “Teaching Young Children to Become Better Listeners”

p. 36 “Talk Time: Programming Communicative Interaction into the Toddler Day”

*Integrate L.A. Plan Due*

**October 2**

Document Children’s Progress and Assessment

Read Katie Wood Ray 7-8

Read Katie Wood Ray Section 3 (Overview of Units of Study)

*Response Journal Due*

**October 9-10 Fall Break (No class)**

**October 16**

“Published” Writing Presentations

*Fancy Published Writing Due*

**October 23**

Language Diversity/ESL

Read *Spotlight...and Language* p. 41 “What Early Childhood Educators Need to Know:”

**October 30**

Unit of Study Presentations  
*Unit of Study Due*

**November 6**  
Practicum Site—Thematic Unit

**November 13**  
Practicum Site--Thematic Unit

**November 20**  
Practicum Site--Thematic Unit

**November 26-30 Thanksgiving Break**

**December 4**  
Reflection and Review  
*Analysis of Child's Writing Due*  
*Standards Journal Due*

**December 9**  
Final Exam  
*Writer's Notebook Interviews*