EDUC 280: Language Acquisition

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL1/EDUC/280/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Thursday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

☰ Syllabus Contents

❶ Course Information

Catalog Description

The connection of oral language development and early literacy learning will be the focus of this class with applications to literacy development in elementary and adolescent grades. The types of intervention that may need to occur in assisting the student who has missed vital pieces of language acquisition and emergent literacy will be adressed. During the class, the students will learn to observe and analyze problems in language acquisition and how to address these problems in the learning situation. Students will apply this learning to a case study of the language and literacy development of a student.

Prerequisite: EDUC 100.

Additional Notes

This is an Interactive Virtual Course which will meet weekly through Zoom (virtually) and online instruction through D2L using various resources, discussion and homework. The instructor will email instructions on how to access Zoom the week prior to the start of class.

▣ Textbooks

As part of Truition[SM], students will receive their course materials automatically as described below.

⬇ Whitehead. (2010). *Language and Literacy in the Early Years 0-7* (4th). SAGE Publications, Inc.. *eText*

Bookstore Information

Visit https://www.ccis.edu/bookstore.aspx for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit Ingram Returns to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of Truition^{SM} are responsible for purchasing their own course materials.

⬇ Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see technical requirements.

👍 Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias. (1.5)
3. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
4. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
5. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
6. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)
7. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
8. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)
9. Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. (6.3)
10. Develops skills in using a variety of technology media communication tools. (6.4)
11. Understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners. (9.2)
12. Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. (9.3)

🎓 Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Participation and Professionalism	20	2%
Chapter Reading with Summary and Important Terms	225	22%
Literacy History	40	4%
Weekly Assignments	80	8%
Quiz 1, 2, 3, 4	100	10%
Book Share	20	2%
Reading Schedule Plan	20	2%
Classroom Design Plan	25	2%
Lesson Plans	400	40%
Discussions	70	7%
Total	**1000**	**100%**

📅 Schedule of Due Dates

Week 1

Assignment	Points	Due
Weekly Assignment	10	In class, week 1
Disscusion	10	9/5/19

Week 2

Assignment	Points	Due
Quiz 1	25	In Class/Week 2
Summary and Terms Chapter 1 and 2	50	9/5/19
Weekly Assignment	10	In Class/Week 2
Discussion	10	9/12/19

Week 3

Assignment	Points	Due
Summary and Terms Chapter 3 and 4	50	9/12/19
Weekly Assignment	10	In Class/Week 3
Literacy History	40	9/12/19
Discussion	10	9/19/19

Week 4

Assignment	Points	Due
Book Share	20	9/19/19
Summary and Terms Chapter 5	25	9/19/19
Weekly Assignment	10	In Class/Week 4
Discussion	10	9/26/19

Week 5

Assignment	Points	Due

Assignment	Points	Due
Summary and Terms Chapter 6 and 7	50	9/26/19
Reading Schedule	20	9/19/19
Weekly Assignment	10	in Class/Week 5

Week 6		
Assignment	**Points**	**Due**
Quiz 3	25	In Class
Classroom Design Plan	25	10/3/19
Summary and Terms Chapter 8	25	10/3/19
Weekly Assignment	10	In Class/Week 6
Discussion	10	10/10/19

Week 7		
Assignment	**Points**	**Due**
Weekly Assignment	10	In Class
Summary and Terms Chapter 9	25	10/10/19
Discussion	10	10/17/19

Week 8		
Assignment	**Points**	**Due**
8 Lesson Plans	400	10/17/19
Quiz 4	25	In Class
Weekly Assignment	10	In Class
Participation and Professionalism	20	In Class

Total Points: 1000

Assignment Overview

Assignments

COURSE ASSIGNMENT DESCRIPTIONS:

Participation and Professionalism: Since a teacher's presence is integral to student success, points will be awarded for participation.

Chapter Reading with Summary and Important Terms: The summary will include a description of all important topics and ideas for each chapter covered. The assignment will also include a list of important terms with a definition for each word.

Literacy History: The written literacy history will be a personal narrative describing the student's experience with literacy as a child to adulthood.

Quiz 1-4: There will be four quizzes over the textbook reading during the 8-week session. Quizzes will be done during class and will be timed.

Book Share: A reputable, informative book will be read by the student. A written description of the text will be created, and a presentation will be delivered. Connections to class content and future teaching of reading are the goal for this assignment, as well as introducing useful books to peers.

Reading Schedule Plan: A plan for a daily literacy block will be designed and shared with the class. The reading plan will include time for reading intervention, independent reading, and instruction.

Classroom Design Plan: A design for a print rich classroom will be written out and illustrated. The design will include a description of each item included as well as justification for it being included in the plan.

Lesson Plans (8): Eight ELA lesson plans will be developed and shared. Lesson plans will follow the Madeline Hunter format. The eight lessons will include a choice of case studies for an individual learner; students are will determine the language difficulty/disability presented and provide suggestions and interventions to support that learner within the lesson plans.

Discussions: The online discussion for this class will consist of a weekly writing prompt. The threads you start should reflect

your deeper thinking about the topics we are covering in this class, and your peer responses should be respectful, professional, and lead to further discussion. Discussions are to be a safe place for us to share ideas and ask questions.

Weekly Assignments: There will be an activity assigned during class each week. The assignment will be completed during class time.

Note: All assignments are to be placed in the class dropbox.

☰ Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1:

Weekly Assignment
Weekly Assignments are done in class.

Disscusion

Week 2:

Quiz 1
Summary and Terms Chapter 1 and 2
Weekly Assignment
Discussion

Week 3:

Summary and Terms Chapter 3 and 4
Weekly Assignment
Literacy History
Discussion

Week 4:

Book Share
Quiz 2
Summary and Terms Chapter 5
Weekly Assignment
Discussion

Week 5:

Summary and Terms Chapter 6 and 7
Reading Schedule
Weekly Assignment
Discussion

Week 6:

Quiz 3
Classroom Design Plan
Summary and Terms Chapter 8

Weekly Assignment
Discussion

Week 7:

Weekly Assignment
Summary and Terms Chapter 9
Discussion

Week 8:

8 Lesson Plans
Quiz 4
Weekly Assignment
Participation and Professionalism

⊕ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at Students -> Academics -> Resources.

❗ Columbia College Policies and Procedures

The policies set forth in the **Policy Library** are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see **Student Policies**. For more information on policies applicable to the entire Columbia College community, see **College-Wide Policies**.

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy

- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the **Academic Integrity Policy and Procedures** and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the **Student Accessibility Resources** office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our **ADA and Section 504 Policy for Students**.

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our **Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure**.

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's **Title IX and Sexual Misconduct Policy**.

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the **Withdrawal Policy**.

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible

disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at **ccis.edu/policies**. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.