University of Alaska Southeast  
11120 Glacier Highway, Juneau, Alaska 99801  

ED S 651 (CRN 51958)  
Oral Language, Literacy and Play  
3 Credits  

INSTRUCTOR  
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SUPPORTED BY  
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OTHER IMPORTANT CONTACT INFORMATION  
UAS Help Desk: 1-877-465-6400 or 796-6400 (for technical support)  
http://www.uas.alaska.edu/helpdesk/  
Disability Support Services: 465-1298  
Egan Library Reference Librarian: 1-877-465-4827 or 796-6502  
Egan Library website: www.uas.alaska.edu/library/index.html  
Eluminate support: http://www.elluminate.com/support/index.jsp  

COURSE INFORMATION  
Class Meets: Summer 2010, June 7 – June 11  
Days: M, T, W, TH, F (face to face meetings)  
Time: 9:00AM – 5:00PM  
Place: Egan 221 Glacier View Room
TEXTBOOKS AND INSTRUCTIONAL MATERIALS
(Provided during institute):


ADDITIONAL RESOURCE


COURSE DESCRIPTION

Explores and analyses philosophies and definitions of literacy development with a focus on oral language and play. Levels and components of literacy development are researched along with reading behaviors, book leveling, and supporting literacy in a play environment. Child observations are required.

COURSE CONTEXT

This is a required course in the Master of Arts in Teaching in Early Childhood Education (M.A.T. ECE) program and Master of Education in Early Childhood Education (M.Ed. ECE) program. The course explores and analyses philosophies and definitions of literacy development with a focus on oral language and play. Levels and components of literacy development are researched along with reading behaviors, book leveling, and supporting literacy in a play environment.

NATIONAL ASSOCIATION FOR THE TEACHING OF YOUNG CHILDREN (NAEYC) STANDARDS, ALASKAN TEACHER STANDARDS / UAS SOE GOALS

NAEYC # 1 Promoting child development and learning,
NAEYC # 4 Using developmentally effective approaches to connect with children and families,
SOE Goal 2: Teachers understand how human development affects learning and apply that understanding to practice.

**Oral Language, Literacy, & Play performance indicator:** All graduate students will respectfully accept linguistic diversity, social responses, and identify strategies and resources that will foster children’s success in the learning environment, while promoting understanding of differences.

NAEYC # 5 Using content knowledge to build meaningful curriculum,
SOE Goal 4: A teacher knows the teacher’s content area and how to teach it.
**Oral Language, Literacy, & Play performance indicator:** All graduate students will identify the developmental stages of oral language which enables learners to gain mastery in emergent literacy, and demonstrate the ability to apply appropriate strategies, including collaborating with others, to facilitate students’ development.

**NAEYC #3 Observing, documenting, and assessing,**

**SOE Goal 5:** A teacher facilitates, monitors, and assesses student learning.

**Oral Language, Literacy, & Play performance indicator:** All graduate students will apply appropriate diagnostic strategies to assess students’ learning in oral language, and use this information to develop appropriate learning goals and objectives.

**COURSE OBJECTIVES**

1. To increase students’ knowledge and understanding of the philosophical foundations and principles of oral language and literacy development (Goal 4);
2. To examine aspects of language knowledge (Goal 2);
3. To examine the brain’s role in language acquisition (Goal 2);
4. To survey and evaluate importance of play in oral language development (Goal 2);
5. To analyze the characteristics of oral language and linguistic diversity (Goal 4);
6. To discuss oral language behaviors of young children in relationship to emergent reading and writing development (Goal 4);
7. To examine quality print rich environments (Goal 4);
8. To evaluate quality family literacy connections (Goal 4);
9. To survey four diagnostic early literacy assessments (Goal 5); and
10. To increase knowledge on early literacy curriculum based on diagnostic information (Goal 5).

**GRADUATE COMPETENCIES**

**Communication**

1.1 Candidates possess effective professional writing skills appropriate in their fields.
1.2 Candidates are effective in presentations and professional discourse.
1.3 Candidates use substantial comprehension skills in reading and listening.
1.4 Candidates understand the role of technology and effectively use it for professional communication.

**Professional Behavior**

2.1 Candidates recognize ethical and professional responsibilities.
2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals.
2.3 Candidates can assume a leadership role, when necessary.

**Critical Thinking and Problem Solving**

3.1 Candidates identify, analyze and conceptualize problems in their field.
3.2 Candidates evaluate and synthesize data, considering multiple perspectives.
3.3 Candidates understand the holistic and systemic nature of issues in relation to various environments.
3.4 Candidates understand the role of technology in analysis and decision-making.
3.5 Candidates exercise judgment in decision-making.

**RELATION TO THE UAS CONCEPTUAL FRAMEWORK:** The purposes of this course are consistent with the School of Education’s Mission, to identify, prepare and strengthen effective teachers who make sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally. In addition, this course directly supports the Vision of the School of Education that our graduates will be informed, reflective, and responsive teachers within diverse classroom, school, and community contexts.

The heart of this course is learning about and reflecting upon oral language and early literacy development; scaffolding developmentally appropriate opportunities within the learning environment for young children while supporting their individual and often unique learning needs.

**Early Childhood Program Indicators – Student Outcomes:**

<table>
<thead>
<tr>
<th>NAEYC #3</th>
<th>Program Indicator: All graduate students will apply appropriate diagnostic strategies to assess students’ learning in oral language, and use this information to develop appropriate curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAS SOE Goal: #5</td>
<td><strong>Artifact/experience:</strong> Oral Language Assessments, Analysis and instructional planning. Use the information that you glean from giving the oral language, rhyming and phoneme assessments to develop a written paper to include: copies of the assessment tasks, analysis, and developmentally appropriate instruction plans with strategies to scaffold the child’s development.</td>
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</table>

<table>
<thead>
<tr>
<th>NAEYC #1</th>
<th>Program Indicator: All graduate students will respectfully accept linguistic diversity, social responses, and identify strategies and resources that will foster children’s success in the learning environment, while promoting understanding of differences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAEYC #4</td>
<td><strong>Artifact/experience:</strong> (Final Paper) Describe the developmental stages of oral language which enable learners to gain mastery in emergent literacy. List and explain appropriate strategies, including collaborating with others, to facilitate students’ oral language and play development.</td>
</tr>
<tr>
<td>UAS SOE Goal: #2</td>
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<th>NAEYC #5</th>
<th>Program Indicator: All graduate students will identify the developmental stages of oral language which enables learners to gain mastery in emergent literacy, and demonstrate the ability to apply appropriate strategies, including collaborating with others, to facilitate students’ development.</th>
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<td>UAS SOE Goal: #4</td>
<td><strong>Artifact/experience:</strong> (Course Project) How do you as a teacher respectfully accept linguistic diversity and social responses? What strategies and resources will you use that will foster children’s success in the learning environment? Describe how you will modify for developmental and learning differences?</td>
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<td><strong>Artifact/experience:</strong> (Course Project) How do you as a teacher respectfully accept linguistic diversity and social responses? What strategies and resources will you use that will foster children’s success in the learning environment? Describe how you will modify for developmental and learning differences?</td>
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### Alignment

University of Alaska – School of Education Unit Goals aligned with state and national standards

<table>
<thead>
<tr>
<th>National Association for the Education of Young Children (NAEYC) Standards</th>
<th>School of Education Goals from the Conceptual Framework</th>
<th>Alaska Teacher Standards</th>
<th>Association for Childhood Education International (ACEI) Standards</th>
<th>Responsive Teacher Standards in Alaska Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Promoting Child Development and Learning</td>
<td>#3: Differentiated instruction</td>
<td>#3: Differentiated &amp; respectfully</td>
<td>#1 Development, Learning, and Motivation</td>
<td>#2: Learning Theory &amp; Practice (2.c &amp; 2.e)</td>
</tr>
<tr>
<td>#3: Observing, Documenting, &amp; Assessing</td>
<td>#2: Child development &amp; Student Learning</td>
<td>#2: Child Development &amp; Learning</td>
<td>#3 Instruction (3.1)</td>
<td>#3: Diversity (3.a, 3.f)</td>
</tr>
<tr>
<td>#4: Using developmentally effective approaches to connect with children and families</td>
<td>#4: Teaching &amp; Learning</td>
<td>#4: Teaching &amp; Learning</td>
<td>#4 Assessment</td>
<td>#5: Instruction &amp; Assessment (5.a, 5.e, &amp; 5.g)</td>
</tr>
<tr>
<td>#5: Using content knowledge to build meaningful curriculum</td>
<td>#5: Facilitating Student Learning</td>
<td>#5: Student Learning</td>
<td>#1: Development, Learning, and Motivation</td>
<td>#2: Learning Theory &amp; Practice (2.c &amp; 2.e)</td>
</tr>
</tbody>
</table>

### Emphasized in the course

<table>
<thead>
<tr>
<th>#2: Building Family and Community Relationships</th>
<th>#1: Philosophy</th>
<th>#1: Philosophy</th>
<th>#2 Curriculum (2.1)</th>
<th>#1: Philosophy (1.b, 1.e, 1.d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6: Becoming a professional (initial) Growing as a professional (advanced)</td>
<td>#8: Professionalism</td>
<td>#8: Professionalism</td>
<td>#1: Philosophy</td>
<td>#1: Philosophy (1.b, 1.e, 1.d)</td>
</tr>
</tbody>
</table>

### Embedded within the course content

<table>
<thead>
<tr>
<th>#2: Curriculum (2.1)</th>
<th>#1: Philosophy (1.b, 1.e, 1.d)</th>
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</table>

Additional information of the standards may be located through the following links.

UAS Conceptual Framework: [http://www.uas.alaska.edu/education/logo.html](http://www.uas.alaska.edu/education/logo.html)  

Alaska Teacher Standards: [http://www.eed.state.ak.us/standards/pdf/teacher.pdf](http://www.eed.state.ak.us/standards/pdf/teacher.pdf)

NAEYC Standards: [http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm)

ACEI Standards: [http://education.uncc.edu/eportfolio/documents/word_files/Standards/acei_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/acei_standards.htm)

INSTRUCTIONAL METHODOLOGIES

This course is taught as a one-week campus based course followed by a web-based audio conference format. Students will engage with material from assigned readings; share personal experiences; work cooperatively; in-class presentations; classroom simulations; and use of relevant audio-visual materials as appropriate. A variety of instructional methodologies will be used in this course including but not limited to:

- Elluminate discussions—All candidates expected to participate with peers to deepen course content knowledge, engage in online Forum postings and Discussion Board
- Students will apply course principles in real time scenarios (practicum) with young children to be followed by reflective report of the experience.
- Students are encouraged to conduct personal research (database searches) and outside reading.
- UAS Online and Eluminate will be used for follow-up course content, documents, assessments, and videos.
- Individualized instructor feedback

GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90-93 %</td>
</tr>
<tr>
<td>B+</td>
<td>88-89 %</td>
</tr>
<tr>
<td>B</td>
<td>84-87 %</td>
</tr>
<tr>
<td>B-</td>
<td>80-83 %</td>
</tr>
<tr>
<td>C+</td>
<td>78-79 %</td>
</tr>
<tr>
<td>C</td>
<td>75-77 %</td>
</tr>
<tr>
<td>C-</td>
<td>70-74 %</td>
</tr>
<tr>
<td>D</td>
<td>60-69 %</td>
</tr>
<tr>
<td>F</td>
<td>Below 60 %</td>
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BASIS FOR EVALUATION

Chapter facilitation during institute 25 points
Oral Language Assessment tasks, completed 25 points
  - Oral Language task
  - Rhyming task
  - Blending task
  - Segmenting task
Discussion Board—After institute sharing of articles read 20 (5 points each) Project Description 30 points
Total: 100

DUE DATES for ASSIGNMENTS:

Chapter Facilitation
- Due within the week during the on-site institute

Articles for Discussion Board – after institute connections

- **Due Monday, June 28, 2010**

- **Due Monday, July 12, 2010**

- **Due Monday, July 26, 2010**

- **Due Monday, August 9, 2010**

**Project Description (brainstormed possibilities during institute)**

- **Due Friday, July 23, 2010**
  Possible projects for consideration:
  - Make resource brochure for parents explaining the benefits of play
  - Using your resources, create activity bins containing learning materials that reflect the components of oral language development. Write an activity use card to go with the materials in the bins. Providers could then use these bins and activity cards in their rooms.
  - Using your resources, create a file folder for each of the oral language components that contain games, oral activities, dramatic play, etc.
  - Using your resources, develop a training outline, an abstract, a presentation for colleagues or administrators, etc
  - Analyze where oral language exists in your classroom and design supplemental activities to expand on them

**DAILY SCHEDULE**

Daily agendas will be handed out each morning

**GUEST SPEAKERS**

Wednesday, June 9, 2010: Bob Fagen and his guest
Thursday, June 10, 20’0: Jennifer Sewill, Speech and Language Therapist from JSD
Friday, June 11, 2010: Brett Dillingham

**DATES for ELLUMINATE MEETINGS**

FOUR Elluminate sessions will be held on the following dates and corresponds with the schedule of activities and assignments:
Wednesdays 6:00pm to 7:30pm though the course home site: Web Meeting (Elluminate)

- Wednesday, June 30, 2010
- Wednesday, July 14, 2010
- Wednesday, July 28, 2010
- Wednesday, August 11, 2010