

International
Multidisciplinary Program
in the Humanities



The Lester and Sally Entin
Faculty of Humanities
Tel Aviv University

Early Language & Literacy Development

Lecture Course

Dr. Deborah Bergman Deitcher

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2018-9 spring semester

1662.2611.01

2 credits

Thursdays: 12:00-14:00

Office hours: I am usually available before/after class

Course Description: This course will introduce you to theoretical and practical aspects of children's early language and literacy development. We will explore children's oral language development – how it unfolds, theories that help explain this development, and situations that can help or hinder development. We will then focus on written language development, emergent literacy, and early literacy skills, such as: letter knowledge, phonological awareness, morphological awareness, spelling, etc. We will delve into various theories of reading and how these relate to children's preschool and school environments, including the needs of English Language Learners. This course will focus on research-based understandings of the topics and current issues in language and literacy development. In addition, we will explore how these topics apply practically to children's early learning situations.

Assessment

Article summaries: In addition to the textbook, there will be a number of research articles to be read during the course of the semester. You will be required to submit a summary of three articles, which will follow the outline that I provide.

Midterm Assignment: One of the best ways to grasp how children learn language is to collect and analyze a sample of real spontaneous child language. You will collect a child language sample from a 2-3 year old child and analyze it in detail at multiple levels of linguistic ability (e.g., phonology, vocabulary, syntax, etc.).

Final paper: You may choose a topic on which to write a research-based paper relating to early language or literacy development. The paper must include a review of the literature (at least 6-8 sources) as well as a practical component. The topic and sources must be approved by me. The paper needs to be 8-10 pages (**excluding** bibliography). **Due on 10.7.19.**

For OSP and international students there is an additional assignment: Examine the Common Core Standards for Language Arts for kindergarten.

<http://www.corestandards.org/ELA-Literacy/L/K/>

Write a 3-page response that reflects your knowledge of how children learn to read. Consider the following questions: Are these standards reasonable? Do they expect too much from the children? Do they provide enough guidelines for teachers? If you had the opportunity to respond before the standards were approved, what might you add or remove?

Participation: Participation is crucial to a successful semester and counts towards your final grade.

Attendance: Attendance is mandatory. Students are permitted a maximum of three unexcused absences without penalty. Any additional absences will affect the final grade and may result in failure of the course.

| Liberal Arts Program | | OSP | |
|-----------------------------|-----|-----------------------|-----|
| Article summaries | 30% | Article summaries | 25% |
| Midterm assignment | 20% | Midterm assignment | 15% |
| Final paper | 40% | Final paper | 30% |
| Participation | 5% | Participation | 5% |
| Attendance | 5% | Attendance | 5% |
| | | Additional assignment | 20% |

Schedule – subject to change by the instructor

28.02.2019

Introduction & theoretical approaches

07.03.2019

Early communication & cognition – setting the stage for language

- Clark, ch. 3-4

14.03.2019

Word learning

- Hoff, ch. 5

21.03.2019 – No Class: Purim

28.03.2019

Article summary #1 due

Home & family contexts of language development

- Article: Senechal & LeFevre (2014). Continuity and change in home language environment as predictors of vocabulary and reading growth

04.04.2019

Language structure – syntax & morphology

- Hoff, ch. 6

11.04.2019

Multilingualism

- Hoff, ch. 8 (Clark, ch. 14)
- August, D. Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English Language Learners
- Oller, D. K. & Jarmulowicz, L. (2009). Language and literacy in bilingual children in the early school years

15.04.2019 – Make-up class

Language development in special populations

- Hoff, ch. 10

18.04.2019 – NO CLASS – Passover vacation

25.04.2019 - NO CLASS – Passover vacation

01.05.2019 – Language observation write-up due

02.05.2019 – 12p.m.-1p.m. Holocaust Memorial Day ceremony followed by class

From oral language to written language – the beginnings of literacy

Elements of early literacy: phonological awareness, phonemic awareness, morphological awareness

- Hoff, ch. 10

09.05.2019 – NO CLASS: Israel Independence Day

16.05.2019

Theoretical approaches to reading development

- Chall (1983). Stages of reading development (pp. 9-26)

23.05.2019 – NO CLASS – Student Day

30.05.2019

Article summary #2 due

Invented spelling and writing development

- **Read & Treiman** (2013). Children's invented spelling: What we have learned in forty years.

06.06.2019

Reading disabilities & precocious readers

- Snowling (2013). Early identification and interventions for dyslexia: A contemporary view. *Journal of Research Special Education Needs*, 13(1), 7-14.

13.06.2019 – Last Class

Article summary #3 due

Literacy development and the environment – home & preschool

- Sylva, K., Chan, L.S., Melhuish. E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2011). Emergent literacy environments: Home and preschool influences on children's literacy development. *Handbook of early literacy research*, Vol. 3 (pp. 97-117). New York: Guilford.

Attendance

Attendance is mandatory. Students are permitted a maximum of three unexcused absences without penalty. Any additional absences will affect the final grade and may result in failure of the course.

Academic conduct

Plagiarism is taken extremely seriously. Any instance of academic misconduct which includes: submitting someone else's work as your own; failure to accurately cite sources; taking words from another source without using quotation marks; submission of work for which you have previously received credit; working in a group for individual assignments; using unauthorized materials in an exam and sharing your work with other students, will result in failure of the assignment and will likely lead to further disciplinary measures.

Cell phones must be turned off and kept in your bag during class!!

Bibliography

Clark, E. (2009). First language acquisition, 2nd Edition. New York: Cambridge University Press

Hoff, E. (2009). Language development, 4th Edition. Belmont, CA: Wadsworth