

EDUT 6213
Language Development:
Literacy, Communication, & Multilingualism
DRAFT

Instructor:	Class Meets:
	Credit Hours:
Email:	Room:
Phone:	Canvas:
Advising Hours:	Zoom:

Course Description

This course provides students with an understanding of the process of language development, paying awareness to the application of this knowledge to children with diverse abilities and varying cultural backgrounds. Specifically, students will learn about theories and research on child language acquisition, typical and divergent language development, first and second language learning, English Language Learning in the US, multilingualism, the relationship between language and cognition, and the relationship between the development of oral and written literacies. Through direct observation, along with reading peer-reviewed literature, books and popular articles, students learn how factors such as age, gender, neurodiversities, and cultural experiences influence oral and written language competence and performance. Students examine the role of play, particularly with language itself and in conversations with adults, peers, and siblings in fostering language development. Finally, students learn how teaching practices and the use of cultural tools, books, and media with young children can be used to foster language and literacy development in children with a variety of backgrounds.

CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program (and can be found in detail [here](#) (TPEs 1-6) and [here](#) (TPE 7)). These are:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

TPE 7: Effective Literacy Instruction for Children

This course addresses the following TPEs

- Introduced: [1.4](#); [1.4](#); [1.9](#); [3.1](#); [4.6](#); [4.12](#); [5.3](#); [5.4](#); [5.5](#); [5.7](#); [6.13](#); [7.5](#); [7.5](#); [7.6](#); [7.7](#)
- Practiced: [3.4](#); [7.1](#); [7.2](#); [7.3](#); [7.4](#); [7.5](#); [7.6](#); [7.8](#); [7.9](#); [7.11](#); [7.12](#); [7.13](#); [7.14](#)
- Assessed: [7.10](#)

Readings & Course Materials:

Books:

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Wiley.

Kilpatrick, D. A. (2021). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition*. Casey & Krisch Publishers.

Murawski, W. W. & Scott, K. L. (Eds). (2019). *What really works with universal design for learning*. Corwin.

- Ch. 1 Literacy

CA State Resources:

- [CA Infant/Toddler Foundations](#): Ch. 4 Language Development
- [CA Infant/Toddler Curriculum Framework](#) Ch. 4 Language Development
- CA Preschool Foundations [Vol. 1](#):
 - Foundations in Language & Literacy
 - Foundations in English Language Development
- [ELA/ELD Framework](#):
 - Intro
 - Ch. 1 Overview of Standards
 - Ch. 2 Essential Considerations
 - Ch. 3 Content & Pedagogy
 - Ch. 9 Access & Equity
 - Appendix: Literature
- [CA English Language Development Standards](#)
- [CA Practitioner's Guide for Educating English Learners with Disabilities](#) (2019).

- Ch. 6 Ed Program Access
- Ch. 7 Teach and Learn
- Ch. 9 Reclassifying
- [Kindergarten Literacy Standards, CCSS](#)
- [CA CCSS: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#)
- [CA Dyslexia Guidelines](#) (2017)
 - Ch. 1-7, 11, and 13

Course Policies

Language has been used as a tool for both communication and oppression. The research that we will examine in this course may be provocative and triggering, particularly regarding terminology that is outdated and being revised. We will co-construct class norms in our first meeting, which will be uploaded and reviewed regularly. Any concerns regarding these discussions are encouraged to be brought forward to myself or the peer tutors, as well as the School of Education.

Attendance policy:

Students are expected to attend all classes for which they are registered. Academic work proceeds up to the date and hour of the beginning of holidays and semester breaks and resumes promptly at the end of such breaks at the time specified in the academic calendar. In the case of excused absences for religious holidays, medical reasons, athletics, or accommodations, **students must discuss these absences with the instructor ahead of time** (barring emergencies or unexpected issues). In these cases, students will not be docked participation points, but students are still accountable for any work missed by absence from class and must still follow course requirements. http://www.mills.edu/academics/undergraduate/catalog/academic_regulations.php

College policy on Incompletes:

All assignments, projects, term papers, and course assignments are due no later than 5:00 p.m. on the last day of instruction (May 3, 2021). Failure to take the final examination, or submit a paper or report that has been substituted for it, is counted as a failure in the examination. Exceptions are made for failure due to reasons beyond the student's control, at the discretion of the instructor. In such cases, students may submit an Incomplete request form for the course. The course will be graded "I" until the examination has been taken, which must occur by the end of the next semester.

Students qualify for incomplete grades only if they have completed **2/3 of the total coursework** and are responding to **unforeseen circumstances**. Students who have not completed substantial coursework should not assume that they will be "given" an incomplete at the end of the semester.

Policies on Student Access and Support Services (SASS):

Every effort will be provided to make this class universally accessible. Though "reasonable accommodation" is the legal right of people with disabilities, this course is designed to be universally accessible for students regardless of disability or other individual categorization. Students with needs for alternate learning materials or

strategies should contact SASS in the Cowell Building by calling 510.430.2130 in order for any services to be arranged promptly. Students must adhere to the guidelines outlined by SASS, particularly in regard to accommodations. ****When accommodations include extended time, due dates, or absences, these should be negotiated with the instructor in advance.***

Policies on missed and late exams and assignments: You are expected to have the readings and assignments completed before each class period. This will ensure you understand the lecture and will be able to fully contribute to the discussion. Late assignments will be docked 5% for each day (starting at the beginning of class) it is overdue.

Policies on tardiness, class participation, and classroom decorum: Class starts on time. Your participation is part of your grade. Participation is based on each class, and you are expected to 1. Be punctual 2. Be prepared 3. Contribute relevant comments/questions 4. Be respectful and encouraging of others' contributions. As classmates and colleagues, we acknowledge that there are a variety of experiences, positionalities, and identities.

Personal Pronouns and Names: Students are asked to identify their personal gender pronoun either in class or to the instructor. Please provide your name either in class or to the instructor. Students are asked to be responsive and respectful with respect to others' personal pronouns and names.

University Policies

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom,

member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Campus Support Services

Below is an overview of the broad range of support services available to students at Mills College at Northeastern University to ensure your successful university journey.

Learner Experience, Support, and Resources:

- [Office for University Equity and Compliance](#)
- [University Health and Counseling Services](#)
- [Office of Diversity, Equity and Inclusion](#)
- [Center for Leadership, Equity, and Excellence](#)
- [Career Design](#)
- [Library Services](#)
- [Student Access and Support Services Office](#) | Accommodations, Writing and Tutoring Center
- [Connect To Tech: Information Technology Services](#)

- [Student Financial Services](#) | Financial Aid and Accounts

Safety & Transportation: *Campus security provides escorts to car or residence halls after dark.*

P: 510.430.5555

CPM, Room 113

If you feel anxious about your work, *talk to me immediately.*

Do not struggle alone in this class (or others).

You will do much better—mentally & academically—if you let yourself talk about what’s hard and let people help you identify strategies for success.

Assignments

I. Reading Responses & Jigsaw Presentation of Readings: (ongoing) —25 points

Reading Responses: Each student will participate with in-class and on-line forums related to current theory, research, and educational practice. You will respond to the weekly reading via prompts and add your own insights in response. Written responses will be posted in Canvas by **midnight** the night before class.

Jigsaw Presentation of Readings: Reading assignments will be split. Students will choose one of 2 readings (limited number/group). The following week during class, students will meet in small groups to discuss the text. Students will collaboratively develop a list of critical information, ongoing questions, and various perspectives on the topic. Students will share this information to students who have read a different text. *As you will be teaching your peers, it is critical that you do the readings.*

II. Observation Report of Children’s Language & Literacy Development: Preschool

Observe in a preschool classroom with children with disabilities and children learning English. Describe the evidence you observe of Language and Literacy Development, relying on the CA Preschool Learning Foundations:

- **Speaking and Listening:** Language Use and Conventions, Vocabulary, and Grammar
- **Reading:** Concepts about Print, Phonological Awareness, Alphabetics and Word/Print Recognition, Comprehension and Analysis of Age-Appropriate text, Literacy Interest and Response
- **Writing:** Writing Strategies

How is the learning environment designed to support language and literacy development across topics and activities? What successes and challenges do you see the teacher and students experiencing? How/are children with disabilities being supported? How/are children learning English being supported? What is one activity you will “steal” from this observation? What is one activity/interaction that caused you concern? You will need to integrate the course readings in recognizing the developmental achievements and making interpretations of them.

Based on this observation, detail how you would integrate language and literacy development across academic topics and activities.

III. Observation Report: Children's Language & Literacy Development: TK-Kindergarten

Observe in a TK or kindergarten classroom with children with disabilities and children learning English. Describe the evidence you observe of Language and Literacy Development, relying on the CA ELA/ELD Framework:

- **Reading, Writing, Speaking, Listening**
- **Foundational Skills**
- **Meaning Making**
- **Language Development**
- **Effective Expression**
- **Content Knowledge**

How is the learning environment designed to support language and literacy development across topics and activities? Describe the explicit and embedded language and literacy learning possibilities. What successes and challenges do you see the teacher and students experiencing? How/are children with disabilities being supported? How/are children learning English being supported? What is one activity you will “steal” from this observation? What is one activity/interaction that caused you concern? You will need to integrate the course readings in recognizing the developmental achievements and making interpretations of them.

Based on this observation, detail how you would integrate language and literacy development across academic topics and activities by planning a TK or kindergarten day (level based on your observation).

IV. Collaborative Literacy Unit Plan:

In groups of 3-4, you will plan a week-long literacy unit to support children's literacy development through multiple means, including Small Group Activities, Learning Centers, and Circle Time.

- Incorporate foundational skills, meaning making, effective expression, and content knowledge/literacy across the reading domains of Reading, Writing, Speaking, and Listening.
- Rely upon *each* of the curricular frameworks utilized in this course.
- In your design, consider levels of English language proficiency, prior educational experiences, and children's literacy profiles.
- The plans should be asset-based and responsive to the strengths and needs of individual students and should be inclusive of and accessible for students with disabilities and those who are English Learners; be specific about the additional support you are providing them.
- Plan at least 3 activities/lessons that utilize a co-teaching model.

Grading

Grading in this course will be determined using a point system for required assignments, described above. Suggestions from the professor and peers may be added to assignments in order to demonstrate new knowledge. Please note that a course grade of "Incomplete" will only be considered and/or accommodated in the event of a dire medical emergency or condition suffered by the student.

Grades	Assignment	Points
97-100 A	Assignment #1: Reading Responses & Jigsaw Participation	30
93-96 A-	Assignment #2: Observation	25
88-92 B+	Assignment #3: Critical Reflection: Learning from Classroom	25
83-87 B	Assignment #4: IFSP/IEP & Activity/Lesson Plans	20
79-82 B-		
76-78 C+		
73-75 C		
70-72 C-		

Digital ECSE Portfolio



For ECSE teaching credential candidates only:

Throughout the course sequence of the ECSE program, students will compile a [digital portfolio](#), which will include course assignments such as reflection pieces, presentations, and papers. The portfolio provides evidence of varied experiences, depth of knowledge, and critical reflection around instruction gained during the program. Specifically, candidates are expected to document their own learning, how they supported the learning and development of young children, and their development as educators. *For this course, students are required to upload an Observation Report and the Collaborative Literacy Unit Plan.*

Class Schedule

This is a *tentative* schedule.

It is possible the schedule will change, due to life or course events; if so, a new schedule will be shared in class and on Canvas. You are responsible for managing new due dates, information, & assignments.
Have your notes accessible in each class for discussion.

<i>Week # Date</i>	<i>Readings</i>	<i>In-Class Topics & Activities</i>	<i>Assignments Due</i>
	<i>Have completed these readings</i> 	<i>Because we're gonna do this</i> 	<i>Turn this in by the start of class</i>
1	-Preview the syllabus -Preview Kilpatrick (2015): Ch. 1 Introduction	Course overview & syllabus review Components of Language & Literacy: -Semantics, syntax, phonology, pragmatics -Reading, writing, speaking, listening	Introduction on Canvas
2	-Read the syllabus -Explore Canvas site Literacy TPEs ELA/ELD Framework -Ch. 1 Overview of Standards -Ch. 2 Key Considerations CA ELD Framework -Intro pp. 1-4 -Ch. 1 Purposes of CA ELD, pp. 5-16 -Ch. 6 Foundtl Skills CA CCSS: Introduction	Literacy Themes: Foundational Skills Language Development Meaning Making Effective Expression Content Knowledge Literacy for students w/DAs Integrated and Designated ELD Poster Walk of Literacy TPEs Exploration of Standards: Relationships &	Reading Response

		Differences	
<i>Week # Date</i>	<i>Readings</i>	<i>In-Class Topics & Activities</i>	<i>Assignments Due</i>
3	<p>Kilpatrick (2015): -Ch. 10 Prevent Rdg Difficulties</p> <p>ELA/ELD Framework -Ch. 3 Content & Ped., pp. 1-51</p> <p>CA ELD Framework: -Ch. 3 Standards: K</p> <p>CA CCSS: Standards for Reading, pp. 10-19</p> <p>Jigsaw Readings: ELA/ELD Framework -Ch. 3 Content & Pedagogy, TK. pp. 52-87</p> <p>OR</p> <p>K pp. 87-132</p>	<p>ELA/ELD Framework & Literacy Themes</p> <p>Poster Walk of Literacy TPEs, contd.</p> <p>Exploration of Standards, contd.</p>	Notes for Jigsaw Reading
4	<p>Kilpatrick (2015): -Ch. 2 How We Teach Rdg -Ch. 3 Practical Framework</p> <p>CA ELD Framework: -Ch. 2 Prof Descriptions -Ch. 5 Learn. English</p> <p>Jigsaw Reading: ELA/ELD Framework, Ch. 9 Access & Equity pp. 1-42</p> <p>OR</p> <p>CA Guide for Educating ELs with Disabilities: Ch. 6 Ed Program Access</p>	<p>Teaching of Literacy Skills</p> <p>Diversity of CA students</p>	Notes for Jigsaw Reading

<i>Week # Date</i>	<i>Readings</i>	<i>In-Class Topics & Activities</i>	<i>Assignments Due</i>
5	<p>ELA/ELD Framework -Ch. 9 Access & Equity pp. 42-79</p> <p>IRIS Module:-Teaching English Language Learners (2 hrs).</p> <p>CA ELD Framework: -Standards, Kindergarten -Theory/Research, pp. 145-153</p> <p>CA CCSS: Standards for Speaking, Listening & Language, pp. 26-39</p> <p>Jigsaw Reading: Infant/Toddler Framework: Lang Dev. OR CA Pre Foundations: -Lit. Dev.</p>	<p>Supporting Language & Literacy Development</p> <p>Jigsaw Presentations</p> <p>“Timeline” and overlap with Literacy Themes</p>	Notes for Jigsaw Reading
6	<p>Kilpatrick (2015): -Ch. 4 Understanding Word Recognition - Ch. 8 Assessing Word ID & Reading Fluency</p> <p>Kilpatrick (2016, <i>Equipped</i>) -Ch. 4 Orthographic Mapping -Ch. 5 Teach Ortho Map -Ch. 6 Word Study to Promote Ortho Mapping</p> <p>CA CCSS: Standards for Writing, pp. 20-25</p>	<p>Word Recognition, Fluency, and Instructional Strategies</p> <p>Modifying assessment & instruction to address individual needs/disability/lang.</p> <p>Small Groups: Teaching methods (<i>Equipped</i>, Ch. 4-6)</p>	<p>Reading Response</p> <p>Observation Report: Preschool</p>
7	<p>Kilpatrick (2015): -Ch. 6 Assessing Phonological Processing Skills -Ch. 7 Assessing Phonics Skills</p> <p>Kilpatrick (2016, <i>Equipped</i>) -Ch. 1 Fluent Word Recognition & Phoneme Awareness -Ch. 2 Understanding PA</p>	<p>Phonological Awareness: Necessity and Instructional Strategies</p> <p>Small Groups: Teaching methods (<i>Equipped</i> Ch. 1-3, 11)</p>	Reading Response

	-Ch. 3 Levels of PA -Ch. 11. Assessment of PA		
Week # Date	Readings	In-Class Topics & Activities	Assignments Due
8	Introduction to Dyslexia Module CA Dyslexia Guidelines: -Ch. 1: 21st Century Def. of Dyslexia -Ch. 2: Neuroscience -Ch. 3: Dyslexia- Lang. Learning Disability -Ch. 4: Characteristics of Dyslexia by Age Group Kilpatrick (2016, <i>Equipped</i>) -Ch. 7 One-Minute PA Tasks -Ch. 8 Become Proficient PA -Ch. 9. Train Students in PA	Language Delays, Disabilities, & Dyslexia Characteristics of Dyslexia “Timeline” Small Groups: Teaching methods (<i>Equipped, Ch. 7-9</i>)	Reading Response
9	CA Dyslexia Guidelines: -Ch. 5: Socioemotional Factors of Dyslexia -Ch. 6: When the Concern May Not Be Dyslexia -Ch. 7: Dyslexia in English Learners -Ch. 11: Effective Approaches -Ch. 13: Information for Parents IRIS Module: - Dual Language Learners with Disabilities (1 hr). CA ELD Framework -Ch. 4 Theory & Research, pp. 145-153	Language Diversity: English Learners with Disabilities	Reading Response
10	Kilpatrick (2015), -Ch. 11 Effective Approaches -Ch. 13 Read Difficulties and LD Murkawski & Scott: Ch. 1 UDL for Literacy Kilpatrick (2016, <i>Equipped</i>) -Ch. 10 Other One-Minute	Instructional Approaches for Literacy Development Small Groups: Teaching methods (<i>Equipped, Ch. 10-12</i>)	Reading Response Observation Report: TK or Kindergarten

	-Ch. 11 Assessment of PA -Ch. 12 Letter-Sound Learning -Ch. 13 Compensating Stud. -Ch. 14 Rem., LD, Dyslexia, and RTI		
Week # Date	Readings	In-Class Topics & Activities	Assignments Due
11	Kilpatrick (2015): -Ch. 5 Understanding Reading Comp. Difficulties -Ch. 9 Assessing Reading Comp. and Related Skills IRIS Module: PALS: A Reading Strategy for K-1	Comprehension Comp. strategies (Harvey & Goudvis): Questions, Visualizing, Summarizing Small groups: comprehension strategies (Harvey & Goudvis) Workshop: Literacy Unit Plans	Reading Response
12	Jigsaw Reading: ELA/ELD Framework -Ch. 2 Key Considerations, Approaches to Teach & Learning: ELD pp. 57-75 OR CA Practitioner's Guide for Educating English Learners with Disabilities: -Ch. 7 Teaching & Learning	Instructional Approaches Workshop: Literacy Unit Plans	Notes for Jigsaw Reading
13	CA Dyslexia Guidelines: -Ch. 12: Assistive Technology Murawski & Scott: Ch. 10 UDL and Assistive Tech IRIS Module: Assistive Technology: An Overview (2.5 Hrs)	Assistive Technology Guest speaker: Assistive Technology Workshop: Literacy Unit Plans	Reading Response
14	Gallery Walk of Collaborative Literacy Unit Plans		Collaborative Literacy Unit Plans