SPED 500
Communication and Early Literacy for Young Children with Disabilities

Instructor:

Office Hours:

Class Location & Time:

IMPORTANT: The department office CANNOT take messages for professors. If you need to contact me, please email me directly. I will try my best to get back to you within 24 hours of receiving your message. If you don't hear back from me within 3 days, please send another message.

CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education
California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description:

This course focuses on communication strategies and early literacy development for young children with disabilities, including those who are learning English as a second language. Students will learn about recommended and evidenced based practices to assess and support these children's early language use and communicative behaviors. They will also learn to use strategies to support young children's participation in story book reading and develop their emerging literacy skills.

Course Objectives:

1. Discuss principles of first and second language acquisition and identify their applications to educational practice with young children with disabilities;
2. Recognize and practice facilitation strategies that promote pre-linguistic and early linguistic aspects of communication of young children with disabilities, including English language learners;
3. Discuss alternatives to oral language and identify strategies for supporting the development of alternative communication modes for young children with oral language disabilities;
4. Identify aspects of communicative abilities and their connections to reading and writing;
5. Assess young children's language use, communicative behaviors, and emerging literacy skills using observation and informal procedures;
6. Discuss the influence of socio-cultural factors on first and second language/literacy development;
7. Identify and use educational and assistive technology strategies to enhance the development of early communication and emergent literacy skills;
8. Describe and implement activities that support development of reading related behaviors and emergent literacy (book handling skills, concepts about print, phonemic awareness, temporary spelling) of young children with disabilities, including English language learners;
9. Identify techniques to assist family members in supporting early communication/ language/literacy development of their young children with disabilities, including English language learners;
10. Collaborate with other disciplines to support early communication/language/ literacy development of young children with disabilities.

Required Texts:

1. Weitzman, E., & Greenberg, J. (2002). *Learning language and loving it: A guide to promoting children's social, language, and literacy development in early childhood settings* (2nd ed.). Toronto, Ontario, Canada: The Hanen Centre.
2. Beaty, J.J. (2013). *50 Early Childhood Literacy Strategies*. New Jersey: Pearson Education, Inc.
3. CA Preschool Learning Foundations, Volume 1 (https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf)
4. Preschool English Learners (https://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf)

5. Additional weekly readings will be posted to Canvas.

General Requirements:

1. All students must abide by CSUN Student Conduct Code. Detailed information can be found at http://catalog.csun.edu/policies/student-conduct-code/. **Plagiarism and cheating**

will not be tolerated. It is not the role of the instructor to judge the intent behind copied work or other dishonest conduct but only to report it to the University. *First time plagiarism will result in a Zero in the assignment, and second time plagiarism will result in a grade of F in the course.*

2. **Person-first language** should be used during class discussions and in written products. Examples of person-first language are "child with a disability" instead of "disabled child"; "child with autism" instead of "autistic child"; "child with language impairments" instead of "language-delayed child"; "child who has an intellectual disability" instead of "mentally retarded child." *Failure to do so will result in a Zero in the assignment*.

3. Students who require academic support services should register with **Disability Resources and Educational Services (DRES) BH 110**. Please make an appointment to see me at the beginning of the semester; I will be happy to make accommodations to increase success in this course.

4. The instructor will not automatically drop students for absences or poor performance. It is your responsibility to monitor your performance. **Incomplete grades** will not be assigned unless you have a documented illness or family crisis.

5. Please mute the ring tones on cell phone, set them on vibrate and **put them in your bag** during the class unless you have communicated with the instructor ahead of time.

Attendance & Participation:

A critical aspect of any learning experience is the active and sustained participation by the learner. You are required to attend the class sessions. Points will be allocated and adjusted based on **engagement and participation** in each class session. Evidence of engagement involves attending all class sessions, coming to class on time, completing all readings for each class session, keeping cell phones off tables and away in bags/cases, taking notes or attending to the speaker, asking questions regarding the course material, responding to questions asked in class, and making comments on class readings/topics.

Attendance will be taken at the beginning of each class. If you **arrive at the class at 7:30pm or later**, you will be counted as absent. You are responsible for the information covered in assigned readings, class lectures, handouts, out-of-class assignments, and in-class discussions and activities.

If you miss more than 2 class sessions (excused or unexcused), your final grade will be lowered by a letter grade (e.g., A will become B). Each subsequent absence will result in a reduction of your final grade by ½ letter grade.

If you have some difficulties, please contact the instructor and I am happy to provide accommodations.

Readings & Handouts:

You are expected to read **assigned chapters** in the text and other readings (posted in advance on Canvas) by the date indicated on the topic schedule. Feel free to **bring your computer** to class to access some materials and to take notes.

Handouts for each class session will be posted on Canvas right after each class**.** Access Canvas at http://www.csun.edu/it/canvas enter your portal username and password.

Assignments:

Read the assigned readings by when the topic will be discussed in class. Reflect on the information discussed. Note key points that will be useful in your professional role and questions or concerns that the readings raised. Share these ideas and questions in class. Written assignments should reflect integration of the key concepts presented in reading assignments.

<div align="center">

Plan Ahead!

</div>

- All assignments must be typed, double-spaced, one-inch margins, font size 12, and written following the **6th edition of the APA manual**. This website (http://owl.english.purdue.edu/owl/resource/560/01/) will help you with APA style.

- All assignments submitted electronically must be formatted as **Microsoft Word documents (.doc or .docx)**. Please do not submit a .pdf file. Problems with technology will not be accepted as an excuse for late or missing assignments.

- Email the instructor **at least 24 hours** before the due date if you need an extension. You will lose **5%** of total points of that assignment per calendar date for the first week (7 days) after due day; and after that you will get a **Zero** unless prior written approval has been given by the instructor or acceptable documentation of an illness or emergency situation can be provided.

- Points will be allocated for each assignment to "writing style", and frequent spelling and grammar errors will result in loss of points SO PROOFREAD YOUR WORK CAREFULLY. **Excessive spelling and/or grammar mistakes will result in a Zero for that assignment.**

- On rare occasions some assignments which have been submitted are not able to be read. Should that occur, I will notify you and asked you to resubmit your assignment. **Please do not submit assignments to my email unless I ask you to do this.**

Grading:

Assignments	Brief Explanation	Points
Participation	Come to class prepared and actively participate in class discussions.	/20
Videologs ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6 ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6	• Acting out/demonstrating various topics and strategies covered in class • Oral explanation (included on video) of each demonstration	/90 10 pts each
Canvas Discussions ECSE 1.2, 1.4, 3.6, ECSE 1.4, 3.6,	Canvas reflection/discussions to be assigned during online sessions	/40 20 pts each
Strategy Demonstration ECSE 1.2, 1.4, 3.6, ECSE 1.4, 3.6,	Demonstrations to be presented of strategies to promote language/communication skills; demonstration of strategies to promote emergent literacy	/10
Midterm Exam ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6	Learning Language & Loving It (Chapters 1 to 9) and additional content covered during class sessions	/30
Final Exam ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6	Learning Language & Loving It (Chapters 9 to 11) and additional content covered related to English language learners and emergent literacy	/30
Dialogic Reading Project ECSE 1.6, 1.9, 3.2, 3.6, ECSE 1.6, 1.9, 3.2, 3.6,	Use dialogic reading strategies to select a book, read it to a young child, and record it.	/30
	Total Points Possible	/250

Breakdown of points for plus and minus grades follows:

A	96-100%	**Outstanding** - Performance indicates high level of competency attainment, and demonstration
A-	90-95.9%	
B+	88-89.9%	**Very Good** - Performance surpasses a basic level of competency attainment, and demonstration
B	82-87.9%	
B-	80-81.9%	
C+	78-79.9%	**Average** - performance reflects a basic level of competency attainment, understanding and skill
C	72-77.9%	
Note: The ECSE program requires that candidates obtain a grade of C or better in each course and maintain an overall GPA of 3.0		
C-	70-71.9%	

D+	68-69.9%	**Below Average** - Performance meets attainment of some competencies
D	62-67.9%	
D-	60-61.9%	
F	≤ 60%	**Fail**

Class Schedule:

* Class schedule may change during the semester. Changes will be announced in class or on Canvas.

Week	Topic	Readings & Assignments Due
1.	Introduction/Course Overview	
2.	Taking a closer look at communication ECSE 1.1, 1.2, 1.3, 1.4	LLLI: Chapters 1 & 2 ECSE 1.1, 1.2, 1.3, 1.4
3.	Get Every Child in on the Act - So All the Children Can Interact ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12	LLLI: Chapters 3 & 4 More than baby talk ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12
4.	Get every child in on the act - so ALL children can interact ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12	LLLI: Chapters 5 ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12 **Videologs 1 & 2** ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6 ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6
5.	Get every child in on the act - so ALL children can interact ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12	LLLI: Chapters 6 ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12
6.	Online Study Session ECSE 1.4, 1.9, ECSE 1.2, 1.4, 3.6, ECSE 1.4, 3.6	Read: Strategies for Promoting Communication and Language of Infants and Toddlers ECSE1.4, 1.9 **Canvas Discussion #1**: Strategies for Promoting Communication & Language of Infants & Toddlers ECSE 1.2, 1.4, 3.6 ECSE 1.4, 3.6
7.	Provide information & experiences that promote language learning ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12	LLLI: Chapters 7 & 8 ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12 **Videologs 3 & 4** ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6 ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6
8.	Provide information & experiences that promote language learning ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12 PLAI Modules ECSE 2.5, 3.9	LLLI: Chapters 9 ECSE 1.6, 1.9, 2.6, 3.2, 3.6, 4.12

9.	REVIEW of LLLI Chapters 1 through 9	**Strategy Demonstration:** strategies for promoting language/communication skills ECSE 1.2, 1.4, 3.6 ECSE 1.4, 3.6 **Videologs 5 & 6** ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6 ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6
10.	**In Class Mid-term Exam** ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6	
11.	Let language lead the way to literacy ECSE 1.2, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6,	LLLI: Chapters 10 & 11 Outline/summarize Activity: CA learning foundation ECSE 1.2, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6 **Videologs 7, 8 & 9** ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6 ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6
12.	Emergent literacy *dialogic reading strategies ECSE 1.6, 1.9, 3.2, 3.6,	Dialogic Reading ECSE 1.6, 1.9, 3.2, 3.6,
13.	English language learners ECSE 4.6, 4.12, 5.4, 5.7	pages 1-70 of *Preschool English Learners* pages 103 -142 of *Preschool Learning Foundations* Literacy resources from Washington Learning Systems ECSE 4.6, 4.12, 5.4, 5.7
14.	Online Study Session	**Canvas Discussion #2:** Complete "50 Early Childhood Literacy Strategies" & "Thanks" entries
15.	English language learners ECSE 4.6, 4.12, 5.4, 5.7	Cultural Influences on Early Language Best Practices for Young Dual Language Learners Early Intervention Young Dual Language Learners with Special Needs Challenging Common Myths About Dual Language Learners ECSE 4.12, 5.4, 5.7 **Dialogic Reading Project** ECSE 1.6, 1.9, 3.2, 3.6, ECSE 1.6, 1.9, 3.2, 3.6,
16.	**In Class Final Exam** ECSE 1.1, 1.3, 1.4, 1.6, 1.9, 3.2, 3.6	

SPED 500 Syllabus linking page:

Instructions requested that only the "I" will be linked:

TPE1-ECSE:
1.1-pg 7
1.2-pg 7
1.3-pg 7
1.4-pg 7
1.6-pg 7
1.9-pg 7
TPE 2-ECSE:
2.5- pg 7
2.6- pg 7
TPE3-ECSE:
3.2-pg 7
3.6-pg 7
3.9-pg 7
TPE 4-ECSE:
4.6-pg 8
4.12-pg 7
TPE5-ECSE:
5.4-pg 8
5.7-pg 8