WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS

COURSE NUMBER: MRD 7801

COURSE TITLE: Language Development

National Reading Panel: www.nationalreadingpanel.org
Common Core State Standards: http://www.corestandards.org/
APA Link: http://www.apastyle.org

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

COURSE TEXTS:

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

Many of our texts are now e-texts. This was done to reduce costs for candidates. Please check the bookstore website carefully when ordering texts to make sure that you order all required texts. Some courses will have both e-texts and traditional texts. The bookstore will have the correct listings.

Thank you for choosing to purchase Wilmington’s Pearson Digital Library. To get started go to http://www.pearsoncustom.com/de/wilmington/digitallibrary/education/index.html.

You can either buy an access code card from the library and redeem it online, or you can purchase access to the Library directly online. Attached is a PowerPoint for your reference to help you register for the Digital Library. You can follow the instructions in the PowerPoint, or watch this short video to see how to get signed up: http://screencast.com/t/p19LuzgkQs

For more information on how to best utilize your eText, check out this quick video: http://screencast.com/t/B2iI3t7fy

OFFICE HOURS OR METHOD OF CONTACT:
The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

**You WILL need a microphone and headset if you are taking this as a distance course! **

**COLLEGE OF EDUCATION PROGRAM ATTRIBUTES**

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

**Wilmington University Graduation Competencies:** Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies.

1. **Oral Communication**
   1.1 Appraise the needs of diverse audiences and then speak in a clear, confident, and succinct manner.
   1.2 Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

2. **Written Communication**
   2.1 Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
   2.2 Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   2.3 Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. **Disciplined Inquiry**
   3.1 Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
4. Information Literacy
4.1 Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics
5.1 Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge. (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

I. COURSE DESCRIPTION:

This course is a detailed study of the relationship of language to reading. Social and cultural differences and similarities, typical and atypical language development, theories of language acquisition, effective language models, and the complexity of language are emphasized. This course seeks to raise awareness of at-risk factors for language development as they apply to literacy development and language skills. Assessment and intervention strategies of language delays/deficiencies are included. Socio-
psycholinguistic theories and metacognition are major components of this course. CEC Standard 8 applies to this course.

Successful Candidates:

- Read the assigned chapters and complete tasks before the scheduled class meeting, whether that is F2F or online.
- Attend class each week, arrive on time, complete the readings before class, and are prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
- Have absences approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
- Adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: [https://www.wilmu.edu/studentlife/acadintegrity.aspx](https://www.wilmu.edu/studentlife/acadintegrity.aspx)
- Submit work that is original in nature and is created during the time frame of this course. Candidates may not submit the same work for two different assignments.
- Provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
- Turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
- Follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for the program.
- Use their WU wildcats email address for communicating with the instructor.

II. PROGRAM/ILA COMPETENCIES:

International Literacy Association: Standard 1: 1.1, 1.2; Standard 2: 2.1, 2.2, 2.3; Standard 3: 3.1, 3.2, 3.3, 3.4

Standard 1: Foundational Knowledge: The candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction. As a result, candidates:

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components; and
1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes and components.

## LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Describe the behaviorist’s theory of language acquisition and analyze instructional outcomes according to a behaviorist’s view.</td>
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<tr>
<td>Describe the cognitive/semantic perspective of language acquisition and analyze instructional outcomes according to a cognitive/semantic view.</td>
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<tr>
<td>Describe the social/pragmatic approach of language acquisition and analyze instructional outcomes according to a behaviorist’s view.</td>
<td></td>
</tr>
<tr>
<td>Compare the theories of language acquisition.</td>
<td></td>
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<tr>
<td>Describe the importance of literacy for personal and social growth.</td>
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<tr>
<td>Summarize cognitive development and language development in students.</td>
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<tr>
<td>Summarize receptive and expressive language patterns in children from birth through literate stages.</td>
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<tr>
<td>Construct, evaluate and interpret informal observation scales.</td>
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<tr>
<td>Determine, explain, discuss, and compare socioeconomic, cultural, ethnic, and dialectical influence on language.</td>
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<tr>
<td>Summarize research-based instructional strategies to enhance language deficiencies/delays caused by key factors.</td>
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</table>

### Learning Activities: The candidate will:

1. Analyze and compare various theories of language acquisition.
2. Interpret, compare, and analyze language development sources of information.
3. Analyze theories of language development and the relevance to learning to read.
4. Reflect upon the services of a Speech Language Pathologist regarding services, language behaviors to consider for referral, and how to meet student needs in the classroom.
5. Compare/contrast varying observation scales.
6. Suggest age-appropriate instructional activities to remediate or enhance language advancement or delay.
7. Recognize influences of language development.
8. Explore relationship between cognition and bilingualism.

### Standard 2: Curriculum and Instruction: The candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, candidates:

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and
strategic knowledge (see the Glossary for their definition of cognitive model of reading).]

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

<table>
<thead>
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<tr>
<td>Design lessons to promote the integration of language arts in all content areas.</td>
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<tr>
<td>Demonstrate the art of effective listening.</td>
</tr>
<tr>
<td>Demonstrate effective techniques and strategies for the ongoing development of independent vocabulary acquisition.</td>
</tr>
<tr>
<td>Demonstrate how to apply the most appropriate reading, spelling, and writing strategies for language delayed students.</td>
</tr>
<tr>
<td>Acquire knowledge and develop skills necessary to participate productively in a multicultural/multiethnic society.</td>
</tr>
<tr>
<td>Recommend strategies and techniques in language arts/reading instruction that enhances the learning of all state content standards.</td>
</tr>
<tr>
<td>Demonstrate an understanding of a variety of instructional strategies and related techniques appropriate for diverse learners.</td>
</tr>
</tbody>
</table>

Learning Activities: The candidate will:

1. Suggest plans of intervention in the areas of language development.
2. Suggest strategies to enhance receptive language acquisition.
3. Identify instructional strategies for vocabulary acquisition.
5. Explore Receptive/Expressive language skills.

Standard 3: Assessment and Evaluation: The candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. As a result, candidates:

3.1: Understand types of assessments and their purposes, strengths, and limitations.
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
3.3: Use assessment information to plan and evaluate instruction.
3.4: Communicate assessment results and implications to a variety of audiences.

<table>
<thead>
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<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>Identify the characteristics that tests evaluate.</td>
</tr>
<tr>
<td>Compare and analyze effectiveness of various language assessment instruments.</td>
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</table>

College of Education
Professional Partners
Creating Environments for Learning
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To assess and plan instructional interventions in language and language development. Selection and application of instructional strategies will be determined based upon learner need to address both, receptive and expressive skills.

**Learning Activities**: The candidate will:

1. Examine, interpret, and analyze formal/informal tests as a means to identify language development.
2. Utilize language assessment instrument to identify possible language delay.

**III. METHODOLOGY:**

This course will use class discussions/critical thinking, collaborative groups/buzz groups/role playing, lecture presentations and activities/discussion board for distance courses, reading assignments, simulations/demonstrations, case studies, videotapes, and outside project.

**IV. TESTING PROCEDURES/STUDENT EVALUATIONS**: instructors will provide additional assignments to total 100 percent.

An additional document has been added to your syllabus, which is a permission form for videotaping K-12 students. Please secure this document before working with students. It is advised that when taping, students’ faces are not included, or any view that would allow them to be identified. Videos will be required to be uploaded to BB/Taskstream beginning fall 2015, for multiple courses. Instructions for uploading this type of file is found on your home Blackboard page under the Kaltura Media Tools menu bar at the top of the page. There are direction for both Windows and Mac users, as well as general information about submitting assignments with Kaltura. Be sure to save your videos to your own computer so that you may access them at a later date, if necessary. It is best to name the files according to the specific course and assignment (MRD 7801 SEA A, for instance).

**A. Assignments:**

**Structured External Assignment A**: 40%

Total Point Value: 55

Part 1: Participate in a guided learning experience to identify Form, Content and Usage using a transcript provided by the instructor. Prepare an analysis of the child’s utterances for Content, Form, and Use and identify the child’s placement based on the language continuum. Independently, complete the identification of Form, Content and Usage. Use the mean length of utterance to compare the sample to developmental norms according to Brown and Halliday. Determine any areas of language weakness and identify specific activities to address these areas using the Informal Language Sample Checklist.

Part 2: A case study will be provided for the purpose of identifying exceptional and cultural conditions and their impact on language development. Using this case
study, candidates will be required to make connections between risk factors and literacy development and language skills.

**Theory Reflection Paper/Discussion Forum:** 20%

Students will research a current topic in the field of Language Development. You will write a summary of the article and analyze its relationship to the theories presented in this class. Your summary should include a clear connection to one or more of the theories presented and should include your own reflection and experiences. Finally, it should connect to further studies or plans for you personally.

**Oral Language Calendar:** 15%

Complete a calendar for one month (20-25 days of activities) including activities for language development for each school day of the month. Decide if your calendar will be something you will follow in the classroom or will be something you give to parents to use at home. Be specific and include oral language activities appropriate for the age level of your choice. How will you use the activities in the calendar to engage students in planned conversation to build their vocabularies and allow them to manipulate semantics, syntax, and the elements of conversation? All three of these should be covered throughout the month. Make it user-friendly and easy to read. The activities should reflect planning and attention to the language development of children from the age you selected.

**Instructor Choice: Simulations or Quizzes (20 points – 10 each)** 20%

As directed, complete simulation assignments found on Blackboard. Directions are provided for each simulation. Responses need not be lengthy, but should be thorough.

**DISTANCE COURSES WILL include other items, based on generic template and instructor choice.**

### B. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>F</td>
<td>less than 74</td>
</tr>
<tr>
<td>FA</td>
<td>Failure due to Absence</td>
</tr>
<tr>
<td>NA</td>
<td>Never attended</td>
</tr>
<tr>
<td>NG</td>
<td>No grade submitted</td>
</tr>
</tbody>
</table>

**Incomplete:** This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

### V. ATTENDANCE POLICY:

*College of Education*

*Professional Partners*

*Creating Environments for Learning*

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**Wilmington University Policy:**
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects the student to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that their educational experience does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergency situations.

**College of Education Policy:**
In the College of Education, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

VI. **CONTENT OUTLINE AND ASSIGNMENT SCHEDULE:** provided by instructor
Wilmington University College of Education

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant this term in a course that requires clinical fieldwork for graduate candidates conducted by Wilmington University. This course is part of a graduate level degree in one area of teacher preparation. The primary purpose of this course is to develop a model of teaching that can measure and lead to improvement of the performance of teacher candidates and their impact upon K-12 student achievement.

This course may include submissions of short video recordings of lessons taught in your child’s class or with your child, individually. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Wilmington University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Wilmington University deem appropriate to further the mission of the pilot. The form below will be used to document your permission.

Sincerely,

(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: __________________________ School/Teacher: __________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a pilot being conducted by Wilmington University, and agree to the following:

☐ I DO give permission to you to include my child’s image on video recordings as he or she participates in a class conducted at __________________________ by __________________________ and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: __________________________ Date: __________________________
Col·legi de l'Ensenyament  
Partners Professional
Creaixent Milieu per a l'Ensenyament

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Wilmington Universidad  
Facultad de Educación  
Formulario de Autorización de Estudiante

(A completar ya sea por los padres / guardián legales de los alumnos menores de edad involucrados en este proyecto, o por estudiantes que tengan 18 o más años de edad que estén involucrados en este proyecto)

Estimado Padre / Guardián Legal:

Soy un candidato Universidad Wilmington Preparación de Maestros de completar mi Enseñanza Estudiante experiencia de trabajo de campo en la escuela de su hijo. Durante este tiempo, voy a necesitar que presentar grabaciones de vídeo de corta duración de las lecciones que se enseñan en la clase de su hijo. Aunque las grabaciones de vídeo implican tanto el profesor y varios estudiantes, el enfoque principal es en la instrucción del maestro, no en los estudiantes de la clase. En el curso de la grabación, su hijo puede aparecer en las grabaciones de vídeo. Además, puedo enviar muestras de trabajos de alumnos como prueba de la práctica docente, y que el trabajo puede incluir algunos de los trabajos de su hijo. El apellido de ningún estudiante aparecerá en cualquier material que se presentan.

Universidad de Wilmington, a su entera discreción, puede usar y distribuir mis grabaciones de vídeo, mis comentarios y mis materiales de aula para el desarrollo de la evaluación, el desarrollo profesional de los profesores novatos, con fines de investigación, y cualquier otro propósito Universidad Wilmington consideren apropiadas para promover la misión del piloto. El siguiente formulario se utilizará para documentar su permiso.

Sinceramente,

(Nombre de Candidato/a Maestro/a)

(Firme de Candidato/a Maestro/a)

FORMULARIO DE PERMISO - Para ser devuelto

Nombre del Estudiante: ___________________________ Nombre de el/la Maestro/a: _____________

Yo soy el padre/guardián legal del niño mencionado anteriormente. He recibido y leído su carta con respecto a un piloto que está siendo llevada a cabo por la Universidad de Wilmington, y de acuerdo a lo siguiente:

☐ Me doy permiso para incluir la imagen de mi hijo en las grabaciones de video como él o ella participa en la clase o para reproducir materiales que mi hijo/a puede realizar como parte de las actividades del aula.

☐ NO doy permiso para grabar video a mi hijo o para reproducir materiales que mi hijo puede realizar como parte de las actividades del aula.

Firme del Padre o Guardián: ___________________________ Fecha: ___________________________
Candidato a maestro procedimientos de aula Videograbación

**Introducción:** Estos procedimientos están dados para ayudarle a producir clips de video que representan claramente la enseñanza y el aprendizaje en el aula. Con el fin de capturar los elementos de la instrucción y el aprendizaje del estudiante, tendrá que producir clips de video de alta calidad de audio y video. Los procedimientos a continuación le ayudarán a producir con éxito videoclips con problemas mínimos.

**Preparación y Práctica:** En primer lugar, no esperamos una producción de Hollywood (profesional). Es importante, sin embargo, que la calidad de las actividades grabadas en video sea suficiente para que los evaluadores a entender lo que sucedió en su salón de clases. Como regla general, la calidad del sonido en general es más importante que la calidad de video para entender la enseñanza y el aprendizaje de ser capturado.

Si no está familiarizado con el proceso de grabación en video, póngase en contacto con Sra. Jennifer Sheets a Jennifer.m.sheets@wilmu.edu, Dr. Michele Brewer a michele.a.brewer@wilmu.edu, Tyler Wells a tyler.a.wells@wilmu.edu o Michael Curry a michael.g.curry@wilmu.edu por asistencia con la grabación o considere contactar otro profesor estudiante que ha hecho o está haciendo la grabación en video.

- **Avise a su cooperando / maestro mentor y el director** de su escuela de su necesidad de lecciones videocinta. Discuta cualquier arreglo para un operador de cámara con ellos. Si utiliza un operador de cámara, mira a personas que ya tienen la aprobación para estar en las aulas, por ejemplo, el maestro cooperado, su supervisor universitario, designados ayudantes estudiantiles.

- **Pensar** cerca dónde usted y sus alumnos serán durante las actividades a ser retratados en el video. ¿Serán diferentes actividades requieren que los estudiantes para reagruparse y moverse dentro del aula? ¿Cómo se registrará el uso de materiales de instrucción? ¿Cuál será la cámara necesita para capturar? ¿En su caso, cuando se debe la cámara operador zoom o rotar la cámara a una nueva posición?

- **Practica el proceso de grabación de vídeo.** Esto proporcionará la oportunidad de probar el equipo y dar a los estudiantes la oportunidad de acostumbrarse a la cámara.

- **Ajustar,** si es necesario, a la fuente de luz. No coloque la cámara delante de la ventana u otras fuentes de luz brillante.

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MRD 7801

References

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http://www.childdevelopmentinfo.com/development/language_development.shtml
http://www.extension.iastate.edu/Publications/PM1529F.pdf
http://www.asha.org/public/speech/development/
http://www.kidshealth.org/parent/emotions/behavior/not_talk.html
http://childparenting.about.com/cs/childdevelopment/a/languagedevelop.htm
http://www.mayoclinic.com/health/infant-development/AN01026
http://raisingchildren.net.au/articles/language_development_from_age_3_to_4_pbs.html
http://raisingchildren.net.au/articles/language_from_age_4_to_5_pbs.html
http://members.tripod.com/Caroline_Bowen/mbc.htm
http://www.grammarandmore.com/tips/homework.htm
http://www.sciencedaily.com/releases/2006/10/061030183039.htm
http://pages.towson.edu/sglennen/InfantToddlerLanguageDev.htm
http://www.cem.msu.edu/~leej/development-written.htm
http://www.zerotothree.org/site/PageServer?pagename=key_language
http://www.ncela.gwu.edu/pubs/jeilms/vol14/coonrod.htm
http://webspace.ship.edu/cgboer/langdev.html
http://www.readingrockets.org/article/383
http://www.pen.k12.va.us/VDOE/Instruction/Reading/doe-pa.pdf
http://www.meddybemps.com/7.021.html
http://www.childdevelopmentinfo.com/development/
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References


MEASURED PROGRAM COMPETENCIES ILA Standards:
1.1 understand major theories and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing development, processes, and components;
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
3.1 Understand types of assessments and their purposes, strengths and limitations.
3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write

CEC Standards:
8.1 Foundations of Reading
8.2 Language Enhancement
8.3 Language Development
8.4 Individualized Strategies
8.5 Targeted Educational Decision Making

STRUCTURED EXTERNAL ASSIGNMENT: Part 1: Participate in a guided learning experience to identify Form, Content and Usage using a transcript provided by the instructor. Prepare an analysis of the child’s utterances for Content, Form, and Use and identify the child’s placement based on the language continuum. Independently, complete the identification of Form, Content and Usage. Use the mean length of utterance to compare the sample to developmental norms according to Brown and Halliday. Determine any areas of language weakness and identify specific activities to address these areas using the Informal Language Sample Checklist.

Part 2: A case study will be provided for the purpose of identifying exceptional and cultural conditions and their impact on language development. Using this case study, candidates will be required to make connections between risk factors and literacy development and language skills. This Structured External Assignment is to be completed on your MED 6102 E-Folio (the ePortfolio) under the course MRD 7801. MRD and ESOL Candidates submit through Blackboard.
<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 1: ILA 3.1</td>
<td>No examples of Content, Form, and Use are identified and paper lacks connection to course content. The candidate demonstrated no understanding of typical and atypical language development or discussion.</td>
<td>One possible example of Content, Form, or Use. Analysis to developmental norm lacks justification. The candidate demonstrated limited understanding of typical and atypical language development.</td>
<td>Two possible examples of Content, Form, or Use. Brief narrative analyzed to developmental norm. The candidate demonstrated adequate understanding of typical and atypical language development.</td>
<td>Three examples of Content, Form, and Use are described accurately with narrative to support justification to norms. The candidate demonstrated ample understanding of typical and atypical language development.</td>
<td>ALL possible examples of Content, Form, and Use are determined with detailed supportive justification to developmental norms. F.C &amp; U analysis is completed. Brown’s stage identified correctly and acquisition chart is included. The candidate demonstrated outstanding understanding of typical and atypical language development.</td>
<td>x3</td>
</tr>
<tr>
<td></td>
<td>No evidence of identification and analysis of pragmatic language skills – using Halliday’s theory of acquisition.</td>
<td>Describes 1/7 areas with examples from the sample.</td>
<td>Describes 3/7 areas with examples from the sample.</td>
<td>Refers to 5/7 areas with detailed description with examples from the sample.</td>
<td>Provides a thorough analysis and addresses 7/7 levels with examples from the sample.</td>
<td>x1</td>
</tr>
<tr>
<td></td>
<td>The candidate discussed no individualized strategies to enhance language development teaching</td>
<td>The candidate discussed ONE (1) individualized strategies to enhance language development teaching with detailed descriptions and examples.</td>
<td>The candidate discussed TWO (2) individualized strategies to enhance language development teaching with detailed descriptions and examples.</td>
<td>The candidate discussed THREE (3) individualized strategies to enhance language development teaching with detailed descriptions and examples.</td>
<td>The candidate discussed FOUR (4) individualized strategies to enhance language development teaching with detailed descriptions and examples.</td>
<td>x2</td>
</tr>
<tr>
<td>PART 2: ILA 4.1</td>
<td>Given a specific case history the candidate identified no exceptional conditions that can interact with an individual’s experience with and their use of language.</td>
<td>Given a specific case history, the candidate discussed only one way exceptional conditions can interact with an individual’s experience with and their use of language.</td>
<td>Given a specific case history, the candidate discussed two ways exceptional conditions can interact with an individual’s experience with and their use of language.</td>
<td>Given a specific case history, the candidate discussed three ways exceptional conditions can interact with an individual’s experience with and their use of language.</td>
<td>Given a specific case history, the candidate discussed four or more ways exceptional conditions can interact with an individual’s experience with and their use of language.</td>
<td>x2</td>
</tr>
<tr>
<td>SCORING ELEMENTS</td>
<td>UNSATISFACTORY 1</td>
<td>EMERGING 2</td>
<td>BASIC 3</td>
<td>PROFICIENT 4</td>
<td>DISTINGUISHED 5</td>
<td>Points</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>ILA 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. CEC 8.4</td>
<td>No indication that cultural competence was demonstrated. There was no reference to: Dual language learner, Second language acquisition, culture code switching, learning styles, rule systems of two languages interacting, possibility of a multi-generational home, educational level of parents, time of move, age of student.</td>
<td>The candidate discussed only one cultural implication that can interact with an individual’s experience with and their use of language using characteristics noted previously.</td>
<td>The candidate discussed only two cultural implications that can interact with an individual’s experience with and their use of language using characteristics noted previously.</td>
<td>The candidate discussed three cultural implications that can interact with an individual’s experience with and their use of language using characteristics noted previously.</td>
<td>The candidate discussed four or more cultural implications that can interact with an individual’s experience with and their use of language using characteristics noted previously.</td>
<td>x2</td>
</tr>
<tr>
<td>ILA 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational and sociocultural foundations of reading and writing development processes and components. CEC 8.3</td>
<td>No indication of the connection between literacy development and language skills. No reference to: Phonological skills-articulation delay, amount of errors, type of errors, pronoun errors- subject and object phrase, difficulty producing multisyllabic words, history of speech and language delay as a preschool student.</td>
<td>The candidate discussed only one risk factors related to language development and literacy skills as listed previously.</td>
<td>The candidate discussed only two risk factors related to language development and literacy skills as listed previously.</td>
<td>The candidate discussed only three risk factors related to language development and literacy skills as listed previously.</td>
<td>The candidate discussed only four or more risk factors related to language development and literacy skills, including but not limited to those listed previously.</td>
<td>x1</td>
</tr>
</tbody>
</table>
## Assignment: Theory Reflection Paper/Discussion Forum (20%)

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Unsatisfactory 1</th>
<th>Emerging 2</th>
<th>Basic 3</th>
<th>Proficient 4</th>
<th>Distinguished 5</th>
<th>Score (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research a CURRENT topic.</td>
<td>Not attempted</td>
<td>Research is related but is not timely</td>
<td>Research is not directly related to coursework</td>
<td>Research has clear connection to current issues in language development</td>
<td>Research has strong connections to current issues in language development</td>
<td>X2</td>
</tr>
<tr>
<td>Summarize the article</td>
<td>Not attempted</td>
<td>One –two sentences (4)</td>
<td>two-three sentences (6)</td>
<td>One paragraph and includes rationale of research.</td>
<td>More than one paragraph that includes number of subjects, rationale and results of study.</td>
<td>X2</td>
</tr>
<tr>
<td>Analyze its relationship to theories presented in class via a CLEAR connection</td>
<td>Not attempted</td>
<td>No connection.</td>
<td>One connection.</td>
<td>One-two clear connections.</td>
<td>Three or more clear connections.</td>
<td></td>
</tr>
<tr>
<td>Include a reflection and experiences</td>
<td>Not attempted</td>
<td>Includes either a reflection or experience.</td>
<td>Includes both reflection and experience on a cursory level.</td>
<td>Includes both reflection and experience but does not connect the two.</td>
<td>Includes a meaningful reflection and experience that demonstrates strong understanding.</td>
<td>X2</td>
</tr>
<tr>
<td>Make a connection to further studies or plans for you personally.</td>
<td>Not attempted</td>
<td>Attempted to make a connection, but not it is not relevant.</td>
<td>Includes a clear connection to 1 or 2 other studies and/or personal development.</td>
<td>Includes connections to other studies as well as plans for personal development.</td>
<td>Includes connections to other studies, plans for personal development and professional aspirations.</td>
<td>X2</td>
</tr>
<tr>
<td>Writing Quality</td>
<td>Scores 1 on writing rubric</td>
<td>Scores 2 on writing rubric</td>
<td>Scores 3 on writing rubric</td>
<td>Scores 4 on writing rubric</td>
<td>Scores 5 on writing rubric.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Assignment: Oral Language Calendar (15%)

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Unsatisfactory 1</th>
<th>Emerging 2</th>
<th>Basic 3</th>
<th>Proficient 4</th>
<th>Distinguished 5</th>
<th>Score (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a calendar for 20-25 days that includes one activity for language development for each day.</td>
<td>Not attempted</td>
<td>10 days</td>
<td>15 days</td>
<td>20 days</td>
<td>25 days</td>
<td>X3</td>
</tr>
<tr>
<td>Clearly indicate if it is for parent or teacher use.</td>
<td>Not attempted</td>
<td>Not indicated clearly</td>
<td>Clear states parent or teacher focus</td>
<td>Calendar provides opportunities for use by both teacher and parent with few modifications</td>
<td>Calendar includes information for how the activity is connected to curriculum</td>
<td>X2</td>
</tr>
<tr>
<td>Evidence of how these activities will be demonstrated in the areas of semantics, syntax and conversation (pragmatics)</td>
<td>Not attempted</td>
<td>Evidence in one area, semantics, syntax or conversation (pragmatics)</td>
<td>Evidence in two areas, semantics, syntax or conversation (pragmatics)</td>
<td>Evidence demonstrated by one example in all three areas, semantics, syntax or conversation (pragmatics)</td>
<td>Evidence demonstrated by two examples in all three areas, semantics, syntax or conversation (pragmatics)</td>
<td>X2</td>
</tr>
<tr>
<td>State the age level for activities’ focus and they are appropriate for age level.</td>
<td>Not attempted</td>
<td>Not indicated clearly</td>
<td>Clearly states target age or grade (3)</td>
<td>Age level stated, but questionable if they are appropriate for age level (4)</td>
<td>Age level stated and age appropriate activities developed (5)</td>
<td></td>
</tr>
</tbody>
</table>

Total
## DISCUSSION BOARD RUBRIC MRD/MLL

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>0 Unsatisfactory</th>
<th>0.25 Emerging</th>
<th>0.50 Satisfactory</th>
<th>0.75 Proficient</th>
<th>1.0 point Distinguished</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in on-line discussions or e-mail; and postings are irrelevant or superficial</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.</td>
<td></td>
</tr>
<tr>
<td>Content of Posting</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g., text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
<td></td>
</tr>
<tr>
<td>Responsiveness IF required</td>
<td>Does not respond.</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post)</td>
<td>Logs onto Bb on one (1) occasion during the week and responds to the posted discussion. (1 initial post) by Wednesday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 1 response post) by Friday.</td>
<td>Responds to the posted discussion. (1 initial post by Wednesday, 2 response posts) by Friday.</td>
<td></td>
</tr>
<tr>
<td>Writing Style</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammatical errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**
Modified by D. Emeigh 8/14. Adapted by T. Bennett/Created by Denise Westbrook, Full-time Nursing Faculty

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Professional Partners  
Creating Environments for Learning  
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## WRITING RUBRIC: LITERACY PROGRAMS

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Acceptable</th>
<th>Target</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing has a clear direction/controlling idea/thesis statement.</td>
<td>There is a minimal controlling idea or the controlling idea minimally previews the paper.</td>
<td>Controlling idea is vague or has different logic than parts of the body of the paper.</td>
<td>Controlling idea is somewhat vague or previews only part of the paper.</td>
<td>Controlling idea is well defined and previews most of the paper.</td>
</tr>
<tr>
<td>2. Writing has ample evidence to prove the controlling idea.</td>
<td>Minimal instances of specific evidence are offered and they minimally support the controlling idea.</td>
<td>Few instances of specific evidence are offered or they do not support the controlling idea throughout the majority of the paper.</td>
<td>Some instances of specific evidence are offered or they support the controlling idea throughout part of the paper.</td>
<td>Many instances of specific evidence are offered or they support the controlling idea throughout the majority of the paper.</td>
</tr>
<tr>
<td>3. Writing has transitions to assist with coherence and unity.</td>
<td>Writing minimally moves smoothly from one idea to another. There are mostly awkward jumps between points.</td>
<td>Writing moves smoothly from one idea to another some of the time. There are many awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There are very few awkward jumps between points.</td>
<td>Writing moves from one idea to another smoothly. There is no awkward jumps between points.</td>
</tr>
<tr>
<td>4. Writing is concise, well-written, and vocabulary incorporates academic language.</td>
<td>Has limited or inappropriate word choices that obscure meaning. Contains much slang and/or many colloquialisms. Mostly wordy or awkward.</td>
<td>Contains word choices that interfere with the meaning. Contains much slang and/or colloquialisms. Wordy or awkward. Limited academic language.</td>
<td>Good word choices. Some slang and/or colloquialisms. Some instances of wordiness or awkwardness. Some academic language.</td>
<td>Accurate and varied word choice. No slang and/or colloquialisms. Few instances of wordiness or awkwardness. Good use of academic language.</td>
</tr>
<tr>
<td>5. Mechanics, usage, grammar, and spelling (MUGS) are correct and the writing is error free.</td>
<td>More than 4 unique (MUGS) errors per page</td>
<td>Four or more unique (MUGS) errors per page</td>
<td>Less than three unique (MUGS) errors per page</td>
<td>Less than two unique (MUGS) errors per page</td>
</tr>
<tr>
<td>6. APA formatting and use of sources are correct. See APA Checklist appropriate to each course.</td>
<td>8+ APA formatting or citation errors.</td>
<td>5-7 APA formatting or citation errors.</td>
<td>3-4 APA formatting or citation errors.</td>
<td>2 APA formatting or citation errors.</td>
</tr>
</tbody>
</table>

### APPROPRIATE TO GRADUATE LEVEL:

MECHANICS: Punctuation, capitalization  
USAGE: Correct and effective word use, especially homophones  
GRAMMAR: Correct subject/verb agreement, syntax, complete sentences  
SPELLING: Shows evidence of proofreading for spelling

TOTAL: ____/30

Developed by Kate Cottle and Revised 9/30/2010; adapted by Kathryn Brown 2015

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