ECED 4003 Communication and Language
Spring 2018 “Access to Success”

Instructor: Dr. Joyce Phillips
Section # PO 1 and CRN: 25943
Office Location: Delco 317
Email Address: @pvamu.edu
Office Hours: Monday and Wednesday 10:50 a.m. to 11:50 a.m. Tuesday 2:30 p.m. to 3:30 p.m.
Office number: (936) 261-3407 Alternate contact: Remind (must register in class)
Mode of Instruction: Face to Face Course Location: Delco 242 Class Days & Times T/TH 3:30 pm to 4:50 pm

Catalog Description: ECED 4003 Communication and Language Development
Course Description: (3 credit hours). The purpose of this course is to introduce students to theories related to language development and communication usage to demonstrate diverse patterns of verbal and nonverbal communication in the development of the young child. Our class will be conducted through lectures, videos, small and whole group discussions, guest speakers, web based, group and individual presentations, DOTS, and TEKS/TExES correlated assignments and exams. Class meets face to face


Required iRead Texts: 1. Creating Opportunities to Learn By: Dr. Pedro Noguera
2. Other People’s Children By: Dr. Lisa Delpit
3. Chevrolet Saturdays By: Dr. Candy Dawson-Boyd

Student learning outcomes and Course objectives aligned with:
College of Education Conceptual Framework: CF Texas teacher standards: TEXES
Council for the Accreditation of Educator Preparation (CAEP)
National Association for the Education of Young Children (NAEYC)

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe effective ways parents can enhance children's language development through learning activities at home and in the community.</td>
<td>CF: K2, K3, CAEP 1, TEXES: S1, NAEYC: S1, 2, 5, 6</td>
<td>To communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.</td>
</tr>
<tr>
<td>Interpret the receptive and expressive modes of oral and written language throughout the early childhood years and beyond.</td>
<td>CF: K2,4, S4, D4 CAEP: S1, 4, TEXES: S2, NAEYC: S1, S7 6</td>
<td>To discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.</td>
</tr>
</tbody>
</table>
Explain the relationship between language and culture. Identify three types of language diversity. 

| CF: S2, D2, CAEP: S1, TEXES: S2, NAEYC: S2 | To expand students’ knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. |

Utilize technology to design an electronic Communication newsletter for parent’s school-home connection. 

| CF: K1, 2, 3 CAEP: S1, NAEYC: S2, 3, 4, 6, TEXES: S1, 2, | To use computer technology to communicate, solve problems, and acquire information. |

Describe the guidelines for teachers in language and culturally diverse classrooms. 

| CF: K5, S4, CAEP: S4, NAEYC: S1, S7 | To discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. |

**Major Course Requirements**

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Attendance, Participation &amp; Professionalism</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>2) Preparation for TExES content exam.</td>
<td>1 prep @ 100 pts.</td>
<td>100 points</td>
</tr>
<tr>
<td>3) Field Observations (informal Observations)</td>
<td>4 field experience @ 25 pts. each</td>
<td>100 points</td>
</tr>
<tr>
<td>4) Language and Culture Presentation</td>
<td>1 presentation @ 100 pts.</td>
<td>100 points</td>
</tr>
<tr>
<td>5) Quiz</td>
<td>1 quiz @ 100 pts.</td>
<td>100 points</td>
</tr>
<tr>
<td>6) Mid-term Exam</td>
<td>1 exam @ 100 pts.</td>
<td>100 points</td>
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<tr>
<td>7) iRead</td>
<td>1 project @ 150 pts.</td>
<td>100 points</td>
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<tr>
<td>8) Technology Design</td>
<td>100 pts each</td>
<td>200 points</td>
</tr>
<tr>
<td>10) Article review</td>
<td>100 pts.</td>
<td>100 points</td>
</tr>
<tr>
<td>11) Final Exam</td>
<td>100 pts.</td>
<td>100 points</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>1,100</strong></td>
<td></td>
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</tbody>
</table>

**ECED 4003 Communication and Language Development**

<table>
<thead>
<tr>
<th>Assessment (point value)</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Attendance, Participation &amp; Professionalism</td>
<td>Attendance is an important professional disposition within the Whitlowe R. Green College of Education. Attendance, participation and professionalism at all class meetings and Field Experiences is required. In order to earn points for Attendance: students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. If you are not here you are not here. The participation activities will vary from small tasks to be completed in class and/or some may require some out-of-class (documented) time preparation. In order to earn points for professionalism: professional appearance if required for All class meeting.</td>
</tr>
<tr>
<td>Preparation for TExES content examination</td>
<td>Students must participate in, and document, a combination of approved review activities in preparation for TExES content (ECED) area. This is to ensure that all teacher candidates “Graduate Certified”.</td>
</tr>
<tr>
<td>Language and culture presentation</td>
<td>Students will research language diversity in the United States. Student will learn basic courtesy words from one languages. Student will prepare an oral presentation, research findings and articulate 12 basic greetings. Rubric in class provided.</td>
</tr>
<tr>
<td>Quiz</td>
<td>Designed to measure knowledge of content presented.</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>Midterm examination designed to measure knowledge of presented course material</td>
</tr>
</tbody>
</table>
iRead project
Write a 5-page double spaced essay summarizing what you learned and how you will apply this knowledge to your life NOW (present) and in the FUTURE as a professional teacher. (see handout)

Reflection Journal
1. Student provide four reflection journals. Each will include: Significance, Relevance, Conceptual Connections and opinion. Journal is checked off at end of each month.

Technology: (100)
Design an electronic newsletter for parents of preschool children. Rubric will be provided in class.

Final Examination:
Final examination designed to measure knowledge of presented course material

Total points 1300

Grading scale
A 90-100% of total points,   B 80-89% of total points
C 70-79% of total points,   D 60-69% of total points   F 50-59% of total point

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Drop/Add/Withdraw: It is the student’s responsibility to make sure you are officially enrolled in this course. If at any point, you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will be given an “F” as the semester grade.

Syllabus subject to change: While every effort has been made to make the syllabus and attachments as complete as possible, the professor reserves the right to make changes in any assignments, assessments, due dates, content, and/or test dates, or any other element of the course. Events beyond the control of the professor could occur resulting in changes or modifications to any aspect of the course or materials. If any such changes are made, students will be informed as soon as possible. It is the student’s responsibility to keep up with any changes to the calendar if there is the need for such changes.

Class Participation Policy

• Students are expected to come to class prepared, having read required reading assignments.
• Students will be expected to participate and contribute to the overall success of group activities, discussions, and/or class presentations both online and in class.
• Consistency and quality in small-whole group activities as well as consistency and quality of interactions with your peers, mentor teachers, and the course instructor will be considered in determining student’s professionalism.
• The effort you make and the quality of the preparation you make is part of professionalism.
• Students will be required to sign a professionalism statement and a statement verifying that the course syllabus was read and understood.
• All concepts and assignments will be explained as thoroughly as possible in class. Written directions and rubrics will be provided for all assignments. However, it is possible that even with class instruction, written directions, and evaluative rubrics, questions may still arise or expectations may be unclear. If students do not understand assignment directions or any other aspect of the course, it is expected that students will personally and individually contact the course instructor immediately and get clarification of expectations. This may mean setting up an appointment to meet with the course instructor outside of the class period if clarification is unable to be achieved via email or telephone.
conversation. Discussing assignments with classmates may not provide students with accurate information.

- If the course instructor requests that a student make an appointment with her to discuss classroom issues, this is a requirement. Failure to discuss issues at the course instructor’s request will be considered unprofessional. The student will not earn professionalism points for any future classes until the conversation has occurred.

**Professional Conduct and Dress Code:**
To ensure that each candidate is abreast of professionalism in its entirety, “Professional days” will be implemented into this course and calculated as a major grade. A description of what is required will be described and requested by the course instructor. Female candidates please note that all pants, skirts, or dresses must be no shorter than knee length. Male candidates must wear long trousers, shoes that enclose the entire foot, and dress socks. A long or short-sleeved collared shirt must be worn with a tie. Do not wear shorts, jeans, athletic wear, t-shirts with any writing, cargo pants, halter-tops, or tank tops. Midriffs must not be exposed. Undergarments must be concealed at all times. Shoes should be comfortable, but flip-flops and athletic shoes are prohibited. Earrings and other jewelry should be kept at a minimum. All tattoos, body art, and/or body piercing(s) must be covered. **If the instructor at any time deems a candidate’s attire inappropriate, the candidate will be sent home and marked absent.**

**Late Work Policy**
All assignments, including assignments submitted electronically, are due on the date indicated in the course calendar at the beginning of class. Late assignments will not be accepted. Please note that incomplete work will under no circumstance be accepted and that such work will automatically receive a failing grade.

Please refer to the course calendar for assignment due dates. **Candidates must upload and submit assignments before the due date and time in order to receive a grade.**

Your document(s) must be formatted as follows:

**Format for Completing Assignments:**

1. Cover page: Institution (Prairie View A&M University) your name, instructor name, course # and Section #, date and assignment title center front of page. Do not add page boarders or background color.
2. Times New Roman, 12 – font only
3. Double –space all assignments
4. Use 1” margins all the way around. 5. Left Justify
6. Include a page number on each page of the document. **

(Have your paper proofread before submitting)

Any written assignment that does not adhere to any of the aforementioned criteria will receive a ten-point reduction in the assignment final grade. Documents that are single-spaced will not be graded and will automatically receive a failing grade.

Written Assignments must be submitted as a Microsoft Word document. This is the only format the instructor can access. **Assignments submitted in any other format will not be graded.** Please note, it is the sole responsibility of the candidate to ensure the Microsoft Word document has been attached to his/her submission. The instructor will not assume the responsibility of checking to ensure candidates
have attached documents to their submissions before the assignment due date. **If a candidate neglects to attach the proper document when submitting the written assignment said candidate will receive a zero for that assignment. Late attachments will not be accepted.**

Please plan accordingly to allow sufficient time to submit your work as acts of nature, power outages, computer viruses, computer malfunctions, and etc. will not be considered acceptable excuses for work being submitted late. Late assignments will not be graded.

**Electronic Communications**
If you wish to ask a question that will take more than two minutes for the instructor to formulate an answer, e-mail is not the appropriate form of communication. You will be advised to schedule an appointment during office hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the week (Monday through Friday). **I will respond to email messages during the week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.** E-mail communications are electronic forms of letters. Therefore, your communications must have a greeting and a closing. E-mail communications without these components may not be answered.

**Standing in Class**
If at any time you are desire to know where you stand in terms of a grade please reference your graded work and the evaluation weighting section of the course syllabus. If you need additional assistance, make an appointment to see the instructor during office hours and bring your grade calculations with you.

Please note: the instructor is not required to inform you if you are in danger of failing the course and/or advising you to withdraw from the course. This is the sole responsibility of the candidate.

**Student Support and Success John B. Coleman Library**
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [https://www.pvamu.edu/library/](https://www.pvamu.edu/library/) Phone: 936-261-1500

**The Learning Curve (Center for Academic Support)**
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

**The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040
Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for prenursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of nonstandardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview
preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS
Minimum Recommended Hardware and Software:
• Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with WiFi
• High speed Internet access
• 8 GB Memory
• Hard drive with 320 GB storage space □ 15” monitor, 800x600, color or 16 bit □ Sound card w/speakers
• Microphone and recording software
• Keyboard & mouse
• Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
• Sending and receiving email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word) □  Proficiency in the Acrobat PDF Reader □  Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

(Tentative) Weekly Course Assignments
This syllabus and course calendar is a guide for the course listed above. The syllabus may be altered, edited, or modified at any time. Any such modifications will be communicated to students either electronically or face-to-face.

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning focus</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Instruction Begins</td>
<td>Student Welcome</td>
<td>Introductions, Syllabus review,</td>
<td>Self-assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor Expectations</td>
<td>As a pre-service teacher</td>
</tr>
<tr>
<td>Week</td>
<td>Language in our lives</td>
<td>Guest speaker</td>
<td>Field day Activity</td>
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<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Language development among children of diversity</td>
<td>Group Activity</td>
<td>Class Participation</td>
</tr>
<tr>
<td>Week 4</td>
<td>Language development of infants and toddlers</td>
<td>Project design</td>
<td>Presentation</td>
</tr>
<tr>
<td>Week 5</td>
<td>Enhancing Language development of infants and toddlers</td>
<td>Share a book</td>
<td>Presentation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Language development in preschoolers</td>
<td>Creating a child’s storybook</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td><strong>Midterm</strong></td>
<td><strong>Comprehensive Quiz</strong></td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>Enhancing language development in preschoolers</td>
<td>Observation</td>
<td>Observation reports</td>
</tr>
<tr>
<td>Week 8</td>
<td>Language development in kindergartners</td>
<td>Summary of observations</td>
<td>Checklist</td>
</tr>
<tr>
<td>Week 9</td>
<td>Enhancing language development of kindergartners</td>
<td>Observation outdoor activity</td>
<td>Log of conversations</td>
</tr>
<tr>
<td>Week 10</td>
<td>Language development in primary years</td>
<td>Observer literature circles</td>
<td>Presentation</td>
</tr>
<tr>
<td>Week 11</td>
<td>Language assessment: observing, screening, diagnosing, and documenting</td>
<td>In-class workshop</td>
<td>Transcribe recordings</td>
</tr>
<tr>
<td>Week 12</td>
<td>Language development among children with communicative disorders</td>
<td>Interview a teacher</td>
<td>Presentation</td>
</tr>
<tr>
<td>Week 13</td>
<td>Fostering language development through school-home connections</td>
<td>Guest</td>
<td>Presentation</td>
</tr>
<tr>
<td>Week 14</td>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
</tr>
<tr>
<td>Week 15</td>
<td>Course wrap-up</td>
<td>Course wrap-up</td>
<td>Course wrap-up</td>
</tr>
<tr>
<td>Week 16</td>
<td><strong>Final Exams</strong></td>
<td><strong>Comprehensive Quiz</strong></td>
<td><strong>Final exam</strong></td>
</tr>
</tbody>
</table>
Syllabus Contract

My signature below indicates that I have read, understand and agree to the conditions set forth in the Syllabus for ECED 4003 Communication and Language

I understand that:

- The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.

- End-of-course grade reports are final; however, it is my responsibility to inform the instructor via documentation of any errors in grade calculations prior to the final class meeting.

- The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any significant changes.

- Extra credit will not be given to improve my grade.

- I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.

- I am responsible for all course work, including Khan Academy, Certify Teacher, and EC-6 Generalist component even if I do not attend class.

- In accordance with the Syllabus, late assignments are not accepted.

- It is my responsibility to request an appointment with the instructor after consulting with my class Support Team if I am having difficulty with this course.

- I will listen to my peer’s opinions and respect them, even if they differ from my own.

- Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply.

- I understand Prairie View A&M University’s Academic Integrity Policy, and I will be in compliance to the rules and procedures therein.

- I am responsible for my own academic integrity and the integrity of my work.

- If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to first check with my Support Team, then, if necessary, inform the instructor in an appropriate amount of time if my questions are not answered. Furthermore, if I do not, I am fully responsible for my actions and any consequences.

I understand that a consequence for non-compliance to class policies and procedures may result in a reduction of, or a failing grade for this course.
Printed Name of Student

Last 4 digits of SID

_________________________________ PVAMU E-mail Address:

_________________________________ Personal Email Address:

_________________________________ Phone: (Best contact number): ______________________ 2nd Contact #: ______________________

Signature of Teacher Candidate

Date