

**CPSE 425: Language Art Instruction/ Disability**  
Department of Counseling Psychology and Special Education (CPSE)

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**Course Details**

Professor	Instructor Name: Dr. Elizabeth A. Cutrer Office Location: 340-R MCKB Office Phone: 801-422-7603 Email: elizabethcutrer@byu.edu
Teacher Assistant (TA)	TA Name: Megan Moeller Office Location: 340-R MCKB Cell phone: (208) 643-2757 Email: meg30moeller@gmail.com
Class meetings	Tuesdays and Thursday 9:30-10:45 am Smith Field House (SFH), room no. 281
Prerequisites	Fingerprint clearance

**Readings**

- **Main textbook:** Best Practices in Early Literacy
- **Purchase:** ELLCO – K3 edition (optional purchase [here](#))
- **Assigned articles and chapters:** Professor will provide them for you.

**Course Description**

This course provides participants a comprehensive overview of oral language development, language disorders, language and learning, language and thought, language and culture, listening comprehension, and the foundation skills for reading and writing. Students prepare for later studies in specific teaching methods for language arts.

**Expected Learning Outcomes**

All students are held to these unified expectations across the CPSE department which include:

- **Components of Oral Language:** Describe the components of oral language

- **Process of Oral Language Development:** Describe the process of oral language development
- **Common communication disorders in children:** Describe common communication disorders in children
- **Interplay between culture and language:** Explain the interplay between culture and language
- **Listening Comprehension:** Describe listening comprehension and its effect on learning
- **5 component skills for reading:** Explain the 5 component skills for reading
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Note: For more details regarding these learning expectations, click [here](#)

### Learning questions

Upon completion of the course, you should be able to answer the following questions:

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### Grading Methodology

The following is a grading scale for this course. Please note that ALL grades will be rounded, for instance an 89.50% is calculated as 90% at the end of the semester.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
%	95	91	87	84	81	78	74	71	68	64	61	0

**Detailed Grading Methodology:** Your achievement in this course will be assessed through completion of the following assignments according to given rubrics.

Assignment Type	Percentage	Total Points
Attendance	5%	50
Participation	5%	50
Blog Posts (Reading Write-up)	10%	100
ELLCO	15%	150
Parent Brochure (Midterm)	20%	200
Puppetry, Flannel Board, Journal Article	15%	150
3-D Phonological Awareness Kit	10%	100
Final Literacy Portfolio	20%	200

Total	100%	1000 points
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**Late Assignment Policy:** It is **very** important that work be turned in on time or you will find it very difficult to catch up. All work in the course must be completed on time. Any assignments that are late will have points deducted from it (5% taken off for every late day after due date).

### Assignments

This is a more in depth approach to describe the assignment categories above:

	Assignment	Method	Due Date	Grading
1	Attendance	Check policy	Every class	5%
2	Participation	Check policy	Every class	5%
3	Blog Posts (Reading Write-up)/Practicum Logs	Learning Suite	Tues & Thurs 11:59 pm	10%
4	ELLCO	Learning Suite + Digital Dialogue	Oct 30 11:59 pm	10%
5	Parent Brochure (midterm)	In Class (hard copy)	Nov 15 9:30 am	10%
6	Puppetry, Flannel Board, Journal Article	Learning Suite	Dec 5 11:59 pm	10%
7	3-D Phonological Awareness Kit	In Class	Nov 6 In class	20%
8	Final Literacy Portfolio (final)	Learning Suite	TBD	10%

### 1 Attendance

**About:** You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time and being thoroughly prepared. With this in mind the following attendance policy has been adopted for this course.

- It's expected that you're on time, stay entire time and attend every class session.
- Emergencies and situations may arise during the semester. If this is the case and you must miss class, contact me a minimum of **12 hours PRIOR** to the class session.
- In the event that you must miss class more than once: you should schedule to meet with me in order to understand what you must do to "make up" that absence.

- If you choose not to do so, you will lose **8 points** from your final grade for each absence more than one. Please note that you will forfeit the opportunity to make up an absence if you do not notify me before missing class.
- Missing class without letting me know ahead of time will also result in losing 8 points from your final grade in all situations (even the first and only absence).

## **2 Participation**

**About:** Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material. I expect that all students have thoroughly prepared for class by reading the assigned articles, responding to them and reflecting on them, and participating (with a capital P) in class activities and discussion.

- For **EACH** class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.
- Keep in mind, you are expected to participate professionally throughout class. This means that you are engaged with the lecture or group discussions and not using electronic devices for anything other than note taking or completing in class assignments. In other words, you may use your computers for taking notes during the lecture portion of class. You may also use your computer for in class activities where I invite you to use them.
- At all other times, your computer **should be closed**. Cell phones should not be out during class at any time.

## **3 Blog Posts (Reading Write-ups)/Practicum Logs**

**Blog Post:** Reflect on the readings, giving yourself the opportunity to read and think deeply about course content. Become a reflective practitioner by learning to think critically about course content. You don't need to use academic language.

- You don't need to formally cite what you read. Instead, reflect on your reading and teaching in whatever ways come naturally to you. Your posts are required to incorporate your ideas and thoughts about the assigned readings.
- Summarize content and connect information within and across readings in 200-300 words, followed by a question that comes to mind.

**Practicum Log:** Reflect on your weekly practicum experience. Report on what you did, what you focused on and what you are planning to do in the previous week. Think deeply about what went well, what didn't and how the student perform and be diagnostic as you plan for the next lesson.

## **4 ELLCO**

**About:** What does emergent literacy look and sound like in classrooms today? You are to spend approximately 4-6 hours in an elementary classroom (K-3) observing and recording literacy

practices of children and teachers. You will use the ELLCO Assessment tool as a guide as you observe and write down evidences.

Other questions to consider include:

- a. Is the environment conducive to literacy learning and development?
- b. How is language development promoted? Are there constant interactions and conversations?
- c. Are there developmentally appropriate books? Location? How are students interacting with them?
- d. Are there read-alouds, puppet stories, flannel board stories, fingerplays, rhyming songs/chart, storytelling?
- e. Is there environmental print and an alphabet? Location?
- f. Are there tools to promote literacy (pencils, crayons, paper, etc.)? Location?
- g. How are children engaged in literacy?
- h. How do the teachers promote a literacy rich environment?

You are to present your findings in groups, (click [here](#) for groups) in a PPT or Prezi presentation. You must have the following in your presentation:

- Include at least THREE ‘evidences’ for each item in the ELLCO tool (items 1, 5, 7, 9, 10, 11, 13, 14). If there is no evidence, you must state this and provide at least three examples/suggestions of what this item would look like with an exemplary score (5). Also, for any item with a score of 2 or lower, you must state why you gave it this score. Make sure to include your score for each item.
- Include at least THREE (total) ‘artifacts’ of literacy (photos) with a brief description of each artifact (e.g. word wall, writing center, books—if there are any children in your photos, please make sure there is a parent release in order to use the photos as a class assignment)
- Include responses to questions above (a-h)
- Include your overall personal reflection (what did you think was appropriate, what would you change/include more of, etc.). Please make sure there is a parent release in order to use the photos as a class assignment. (Click [here](#) for a parent release form)
- Slide indicating how each member of the team contributed
- Submit to Digital Dialogue

## **5 Parent Brochure (Midterm)**

**About:** A parent brochure is a great way to strengthen and maintain teacher-parent relationships and communication. It is also a great resource for parents. In this assignment, you will work with a partner to create a literacy brochure for parents--sharing a few research-based practices related to language and literacy.

In the brochure, you must include the following:

- Information about the importance of language and literacy development of young children.

- At least two graphics.
- At least two language development activities (speaking, listening) parents can do with a young child.
- At least two literacy development activities (reading, writing) parents can do with a young child.
- You should explain each activity in parent-friendly terms, and detail exactly how to engage in the practice.

### **6 Puppetry, Flannel Board, Journal Article**

**About:** Locate TWO peer-reviewed, professional journal articles (at least 5 pages each article) on any topic in early literacy that interests you (the library is a great resource, you can find articles online at HBL library website). Read the articles and write a THREE-PAGE MINIMUM (not including title page or reference page) review/reflection to include the following

Components:

- Describe the main ideas of the articles (be sure to cite the articles)
- State any ideas or concepts that are new to you from the articles
- What did you learn about the concepts that you didn't know about before?
- How can you use the information in the articles for your future teaching career?
- Personal reflections
- How would you include the use of Flannel Board Stories, Magnetic Stories or Puppetry with ideas you learned from the articles?
- Be sure to use APA format. This includes a title page, reference page, typed, double-spaced, one-inch margins, 12 point appropriate font, running head, page numbers, etc. You do NOT need to provide an Abstract. (Click [here](#) for APA sample)

Possible topics include:

- Oral Language Development
- How to involve families in early literacy
- Children's books and how they are used to promote early literacy
- Phonemic Awareness
- Interactive Writing
- Comprehension in Early Literacy
- Vocabulary Development with young children

### **7 3-D Phonological Awareness Kit**

You will create a 3-D Phonological Awareness Kit. You will create a kit with letter tiles of each alphabet letter matched to a small object that matches that letter sound. You will have the opportunity to observe samples in class.

### **8 Final Literacy Portfolio (final)**

**About:** This focused observation provides teachers with authentic measures of children's performance as they engage in literacy and language. Through this project you will learn to observe, study, and practice administering assessments and further analyze a child's literacy learning so that you can match your instruction to what the child needs.

1. **Introduction:** This should include your general philosophy of literacy instruction and your thoughts about your role as a special educator and literacy advocate. It is also helpful to provide a brief summary/overview of what will be presented in the multiple case study.
2. **Background Information:** This should include an introduction and description of your student. Please include a few comments about your tutoring sessions.
3. **Tutoring Summary of the Work Completed this Semester:** You want to give the reader an idea of the types of things that you did with your student during your tutoring sessions and the assessments that were completed. Please break down these summaries by topic (i.e., oral reading, comprehension, fluency, etc.). At some point in your paper, be sure to list the results of all assessments. I find that organizing this information into a chart makes it easier to read and compare scores. When summarizing your tutoring, consider the assessments and tutoring sessions that you provided and how these assessments informed the work that you were doing with your student.
4. **Recommendations:** Briefly summarize what you learned about your student throughout the year and highlight your students' strengths/weaknesses. Offer recommendations for future instruction. When giving your recommendations, please categorize them using the same categories that were used to describe your tutoring sessions (i.e., oral reading, comprehension, fluency, etc.)
5. **Conclusion & Reflection:** Please reflect upon your tutoring and assessment experiences. In addition, include any concluding thoughts about your student. Reflections should cover the entire time that was spent with your student.
6. **Synthesis and Final Remarks:** Please use this section to compare and contrast your work and learning with students from the beginning to the end of the semester. How were they similar, how are they different? Did you use the same strategies? How do you instruct your student differently from the beginning to the end of the semester? Why or why not?

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## **University Policy**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Grading Expectation**

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grade is given for exceptional performance. Meeting all requirements, completing all coursework, and participating in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

## **Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.



## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Calendar

**Directions:** This table is an overview of what our plan is for the year, there might be minor changes throughout the course, but I'll make sure to let you know ahead of time. As for the "in-class" portion, those are things unpacked in class, so don't worry about it. You will need to complete readings before co

September				
Day	Date	In-class	Readings	Assignments
TUE	4	Welcome Introductions  What is Language?  Fingerprint		
WED	5		Oral Language Development (Honig, 2007)	Blog 1 Survey
THUR	6	Components of Language  How language develops (Oral Language)		
FRI	7		Model2Talk: an Intervention to promote productive classroom Talk	

			(Chiel Van der Veen, Bert van Oers, Sarah Michaels)	
MON	10			Blog 2
TUE	11	Oral Language Cont.		
WED	12		Best Practices in Early Literacy: CH 1	Blog 3
THUR	13	Parent Involvement Supporting early literacy achievement  Introduce: TRI PINK Word Work: Segmenting and Strive for Five		
FRI	14		Lost in Translation (Boroditsky, 2010)  The Relationship between language and Culture (Elmes, 2013)  Culture and Language (Otto, 2013)	
MON	17			Blog 4
TUE	18	Language & Culture  Language & thought  Culture and Communication  TRI PINK practice		
WED	19		Social Language Use (Pragmatics)  Best Practices in Early	

			Literacy: CH 3 Effectiveness in Instruction for English LEarners (Calderon, Slavin, and Sanchez, 2011)	
THUR	20	Working with culturally and linguistically diverse students  TRI PINK review		Blog 5
FRI	21		Best Practices in Early Literacy: CH 11	
TUE	25	Oral Language Instruction  ELLCO (bring kits to class)  TRI PINK review		Blog 6 Practicum Week 1 ELLCO 1 & 7
WED	26		Enhancing Outcomes in Early Literacy for Young Children with Disabilities Strategies for Success (Susan S. Johnston, Andrea P. McDonnell, and Leanne S. Hawken)  Listening in Early Childhood (Jalongo, 2010)	
THUR	27	Listening Comprehension  Introduce Flannel Boards and Puppetry		Blog 7
FRI	28		Definitions of Communication Disorders and Variations (ASHAa)  Preschool language disorders	

			(ASHAb)	
OCTOBER				
TUE	2	Language delay and disorders		Practicum Week 2 ELLCO 5 & 9  Practicum Log 1
WED	3		Speech disorders in School (ASHAc)  Early Detection of SPEech, Language and Hearing Disorders	
THUR	4	Speech Impairment  Introduce TRI: Read, Write, Say		Blog 8
FRI	5		Differences between Oral and Written Language (Perraro and Palmer)  Oral Language and beginning Reading (Hill, 2009)	
TUE	9	From Spoken to Written Language  Practice TRI: Read, Write, Say  Talk about 3-D Phonological Awareness Kit		Practicum Week 3 ELLCO 10 & 11  Practicum Log 2
WED	10		Best Practices in Early Literacy: CH 4  Using Scaffolding to Teach Phonemic Awareness in Pre K and K (McGee et al)	
THUR	11	Phonological Awareness: Initial, Final, Medial		Blog 9

FRI	12		Using Sound Boxes systematically to develop phonemic awareness	
TUE	16	Phonological Awareness (segment and blend)		Practicum Week 4 ELLCO 13 &14  Log 3
WED	17		Walk through the PAST test	
THUR	18	Phonological Awareness Assessment (PAST test)		Blog 10
FRI	19		Shared Reading: Intensive Reading Instruction for Learners with Developmental Disabilities (Schnorr, 2011)  <b>Effectiveness of Reading Aloud</b>	
TUE	23	Phonological Awareness Assessment: Using Read Alouds and Shared Reading		Practicum Week 5 ELLCO-finish up  Practicum Log 4
WED	24			
THUR	25	Phonological Awareness and Alphabet Knowledge		Blog 11
FRI	26		Best Practices in Early Literacy Instruction: CH 9	
TUE	30	ELLCO presentations		Practicum Week 6 Give PAST test  Practicum Log 5  ELLCO due  3-D Phonological Awareness Kit due

WED	31		New Insights about Letter Learning (2014)	
NOVEMBER				
THUR	1	Alphabetic Principle		Blog 12
FRI	2		Letter Naming as easy as... (Tortorelli, 2017)	
TUE	6	Alphabetic Principle Assessment		Practicum Week 7 -TRI -Letter Knowledge Assessment  Practicum Log 6 (Include PAST Test Results and Write Up)
WED	7		Printing done for DIBELS	
THUR	8	Professor Cutrer gone Handwriting Instruction		Blog 13
FRI	9		Read Intro of each subtest	
TUE	13	Professor Cutrer gone  DIBELS: Nonsense Word Fluency DORF		Practicum Week 8 DORF & NWF TRI  Practicum Log 7 (Include Letter Naming Assessment with Write up)
WED	14		Best Practices in Early Literacy Instruction: CH 10	

THUR	15	Intro to DIBELS: Letter Naming Fluency First Sound Fluency		Literacy Brochure for Parents
FRI	16			
TUE	20	Friday Instruction		No Practicum this week
WED	21			
THUR	22	Happy Thanksgiving!		
FRI	23			
TUE	27	Comprehension  Role of Fluency in Comprehension	Comprehension Instruction: What Works (Pressley, 2000)  Best Practices in Early Literacy Instruction: CH 12	Practicum Week 9
WED	28		Best Practices in Early Literacy Instruction: CH 13	
THUR	29	Writing		
FRI	30		Interactive Writing Article TRI Writing	
DECEMBER				
TUE	4	Phonological Awareness: Interactive Writing		Practicum Week 9  Practicum Log 8
WED	5		<b>Best Practices in Early Literacy Instruction: CH 10 + 16</b>  Best Practices in Early Literacy Instruction: CH 7	Flannel Board/ Puppetry Article and Write-up/ Lesson Plans
THUR	6	Types of Text		Blog 16

FRI	7		Best Practices in Early Literacy Instruction: CH 8  Teaching Expository Text Structure to Young At-Risk Learners (Joanna Williams, Kendra Hall, and Kristen D. Lauer)	
TUE	11	Informational Text		Practicum Week 10  Practicum Log 9
WED	12			
THUR	13	Last day of class  Assessment		
FRI	14			
TUE	18			
WED	19			*Literacy Portfolio (tentative)
THUR	20			
FRI	21			