

Instructor/TA Info

Instructor Information

Name: Ryan Kellems

Office Location: 340-B MCKB

Office Phone: 801-422-6674

Email: rkellems@byu.edu

TA Information

Name: Crystal Summerhays

Office Hours: Only By Appointment

Email: crystal.summerhays@gmail.com

Course Information

Teaching Philosophy

This is an introductory course to teaching language arts. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of language arts.

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.

Materials

No materials

Learning Outcomes

Language development and disorder

1. Describe oral language development and common disorders.

Culture, language, and learning

2. Explain the interplay between culture, language, and learning.

Spoken to written language

3. Explain the transition from spoken to written language.

Language and reading

4. Explain and assess the component skills for reading.

Grading Scale

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%

D	64%
D-	61%
E	0%

Grading Policy

All Assignments are SINGLE SPACED unless otherwise noted

Assignments due at the beginning of class can only be made up due to a university excused absence.

Assignments submitted online will be due prior to the start of class. Any assignments that are not submitted by the posted due date and time will be considered late. Please do not work on assignments during class.

All late assignments are worth 1/2 credit and will only be accepted for one week after the due date.

In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence.

Participation Policy

All participants are to engage in class discussions, lecture responses, and group activities. Active participation helps each learner mold and solidify learning and understanding.

Attendance Policy

Attendance to all class sessions is expected. There is 1 pt available for each class period. In order to get the point you must be on time, actively participate and stay for the entire class. A class roll will be passed around to take attendance. It is the students responsibility to make sure they sign the attendance roll.

USOE Teacher Candidate Grade and Retention Rul

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

Assignments

Assignment Descriptions

Language Development - Honig

Jan
15

Due: Tuesday, Jan 15 at 7:30 pm

From Honig (2007, pp. 589-595) write a brief explanation of each of these aspects of language development. Include description/definition and 2 examples, if provided.

- First words
- Importance of rhymes
- Different strategies in language learning
- Gender differences
- Birth order

Honig and Brooke Oral language development summaries

Jan
17

Due: Thursday, Jan 17 at 3:00 pm

Honig

1. Why doesn't one have to "teach" babies language sounds?
2. List, describe, and give 2 examples of each of the 5 domains of language.

4. Briefly summarize the research findings regarding socioeconomic influences in language learning.

Brooke

1. Briefly summarize the role of oral language in reading.
2. List the six bullet points (but not the explanations) under “Importance of oral language for ELL and Title I Students.”
3. From the article, why is it important to engage students in discussions with heterogeneous groups?

Language Considerations in Classrooms

Jan
22

Due: Tuesday, Jan 22 at 11:59 pm

Taken from Rickford:

What aspects of language and culture are important to the work of teachers and why?

Language and culture summary

Jan
24

Due: Thursday, Jan 24 at 3:00 pm

Family culture and communication

1. Think of your family as a culture. What language and language-usage patterns, rituals, rules, and customs are part of your family? Provide examples.

Lost in translation (Boroditsky)

2. Briefly explain what you think this statement could mean in people’s lives: “Patterns in language offer a window on a culture’s dispositions and priorities.”

The relationship between language and culture (Elmes)

3. Choose one of the three claims to the relationship between language and culture and explain why you agree with it. Include one or more examples to support your position.

Language delay and disorder summary

Jan
31

Due: Thursday, Jan 31 at 3:00 pm

Oral language development (Honig)

1. Write three examples of how disability can affect language skills.

Definitions of communication disorders and variations (Ad Hoc)

2. Contrast “language disorders” and “speech disorders.” What is the difference in these two terms?
3. What is the purpose of augmentative/alternative communication systems?

Preschool language disorders (ASHA)

4. List three symptoms of receptive language disorders, and three symptoms of expressive language disorders. Select one disorder and explain how it might be treated.
5. Select one speech-language disorder and briefly explain how you think it could affect learning in school.

Social Communication (ASHA)

6. List one problem with social communication and write an example of the problem.

Listening in Early Childhood

Feb
07

Due: Thursday, Feb 07 at 12:59 pm

Add detail to the six statements from the Jalongo article. (2 points each)

Answer in complete sentences. single spaced.

3. The most common cause of early reading difficulties.
4. Listening has major implications for interpersonal relationships.
5. Listening exerts an effect on children's behavior and ability to self-regulate.
6. Difficulties with listening form a common ground among attention deficit disorder, auditory processing disorder and specific language impairment.

Listening and listening comprehension summary

Feb
12

Due: Tuesday, Feb 12 at 3:00 pm

Listening in early childhood (Jalongo, 2010)

1. **List, describe, and give an example** of each of the three levels of listening trajectory for very young children. (8 points)
2. Briefly summarize how the author explains that "oral language and written language are fundamentally different." (1 point)
3. Why are classrooms "notoriously poor listening environments?" (1 point)

Please write your answers in full sentences, single spaced about 1 page length

English language learning summary

Feb
21

Due: Thursday, Feb 21 at 3:00 pm

Preparing all teachers to meet the needs of English language learners (Samson & Collins, 2012)

1. Briefly summarize the identification process for English language learners, as required by the *No Child Left Behind Act* of 2001. (2 points)
2. Why are "many teachers of ELLs increasingly concerned about being held accountable for their students' progress as measured by standardized tests?" (1 point)
3. List and briefly explain the three areas in which all teachers with ELLS must have a strong understanding. (3 points)
4. What would be the purpose of on-the-job performance evaluations for teachers of ELLs? (1 point)

Please answer in complete sentences, single spaced, about 1 page length.

Oral to written language summary

Feb
28

Due: Thursday, Feb 28 at 3:00 pm

Differences between oral and written communication (Ferraro & Palmer)

1. Explain how "writing is a fairly static form of transfer" and speaking is a "dynamic transfer." (2 points)
2. Differentiate between a speech and an oral presentation of written text. (2 points)

Oral language and beginning reading (Hill)

3. What was the purpose of this study? (2 points)
4. Refer to the summary section and briefly explain the relationship between phonology and reading. (2 points)

Please write in full sentences, single spaced, 1 page length (2 points)

MIDTERM exam

Feb

Due: Thursday, Feb 28 at 1:15 pm

Phoneme Pronunciation Test

Mar
05

Due: Tuesday, Mar 05 at 4:00 pm

Each participant will pass off the Phoneme Pronunciation Test in an oral exercise.

Phonemic awareness and phonics outline

Mar
07

Due: Thursday, Mar 07 at 3:00 pm

Start a *Put Reading First* outline by listing the topics "Phonemic Awareness" and "Phonics" and listing the definition and headline research findings under each topic as bullet points.

For example:

Phonemic awareness

(Definition here)

- Phonemic awareness can be taught and learned.
- Phonemic awareness instruction helps children learn to read.
- ...and so on

Fluency added to outline

Mar
14

Due: Thursday, Mar 14 at 3:00 pm

Continue your outline by adding a fluency section based on the content in "Put Reading First"

Vocabulary added to outline

Mar
19

Due: Tuesday, Mar 19 at 3:00 pm

Vocabulary "Summer of the Monkeys"

Mar
19

Due: Tuesday, Mar 19 at 11:59 pm

From the excerpt provided in class complete the following in groups of two and submit for scoring.

1. List each of the underlined words.
2. Write the dictionary definition of each word as used in the story context.
3. Write each word in a sentence of your own. Be sure the sentence exemplifies the correct meaning of the word in this context.

Text comprehension added to outline

Mar
26

Due: Tuesday, Mar 26 at 3:00 pm

DIBELS test booklets

Apr
11

Due: Thursday, Apr 11 at 3:00 pm

1. Kindergarten **Benchmark 2** for FSF, LNF, PSF, NWF
 2. Grade 1 **Benchmark 2** for ORF
- You can administer this to a roommate, spouse or any other willing person

Intelligent Lives Screening April 10 at 7pm

Apr
16

Due: Tuesday, Apr 16 at 3:00 pm

Attend the screening of the documentary Intelligent Lives. It is playing for free at the Varsity Theatre on April 10th at 7pm. Write a 1/2 page single spaced reflection on the movie and submit on LS.

Attendance

Apr
16

Due: Tuesday, Apr 16 at 3:00 pm

Attendance is required. There is 1 pt available for each class period. you must be on time and stay for the entire period to get the point.

DIBELS Daze assessment

Apr
16

Due: Tuesday, Apr 16 at 3:00 pm

Assess one person using the DIBELS Daze Grade 3 Benchmark 1 assessment and score correctly.

DIBELS Administration Quiz- MUST BE PRESENT TO TAKE

Apr
16

Due: Tuesday, Apr 16 at 4:00 pm

This will be a quiz on how to score and administer the DIBELS. This will be taken in class

Final Exam (online)

Apr
19

Due: Friday, Apr 19 at 11:59 pm

This is the final exam for the course. The exam consists of free response, short answer and fill-in-the-blank questions. It is closed book, closed note. You must take the exam in one sitting. This is on the Honor Code. Remember: "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."

University Policies

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

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.

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 or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<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> (<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.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action

of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics	Readings	Assignment Due
Week 1			
T Jan 08 Tuesday	Welcome and Introductions 2. Read <i>Oral Language Development</i> (Honig, 2007) and be prepared to discuss in class on Thursday.	NOTE: 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. <i>Oral Language Development</i> (Honig, 2007) Honig Oral language development 2007.pdf Download	

Th Jan 10 Thursday	<p>What is language?</p> <p>Components of language</p> <p>How language develops</p>	<p><i>The Critical Role of Oral Language in Reading Instruction and Assessment</i> (Brooke, 2017) in the link below. Be prepared to discuss in class.</p> <p>https://www.lexialearning.com/resources/white-papers/oral-language</p>	
Week 2			
T Jan 15 Tuesday	<p>How language develops</p> <p>Dr. Kellems is out of town Crystal will teach class</p>	<p>Honig Oral Language Development 2007.pdf Download</p> <p>pp. 589-595, 603-605</p>	<p>Language Development Honig</p>
Th Jan 17 Thursday	<p>Dr. Kellems is out of town Crystal will teach class</p> <p>Language and culture</p> <p>Language and thought</p> <p>Culture and communication</p>	<p><i>Lost in translation</i> (Boroditsky, 2010) Download</p> <p><i>The relationship between language and culture</i> (Elmes, 2013) Download</p>	<p>Honig and Brooke Oral language development summaries</p>
Week 3			
M Jan 21 Monday	<p>Martin Luther King Jr Day</p>		
T Jan 22 Tuesday	<p>Language and culture</p> <p>Language and thought</p> <p>Culture and communication</p>	<p><i>Social Language Use (Pragmatics)</i></p> <p>http://www.asha.org/public/speech/development/Pragmatics/</p> <p>What is Ebonics? Ebonics.pdf Download (https://www.linguisticsociety.org/content/what-ebonics-african-american-english)</p>	<p>Language Considerations in Classroom</p>
Th Jan 24 Thursday	<p>Language delay and disorder</p>	<p><i>Oral Language Development</i> (Honig, 2007) pp. 606-611 Download</p> <p><i>Definitions of communication disorders and variations</i> (ASHA¹) http://www.asha.org/policy/RP1993-00208.htm</p> <p><i>Preschool language disorders</i> (ASHA²) http://www.asha.org/public/speech/disorders/Preschool-</p>	<p>Language culture summary</p>

Week 4			
T Jan 29 Tuesday	Language delay and disorder	<p><i>Speech and Language Services in Schools</i> (ASHA) http://www.asha.org/public/speech/development/Speech-and-Language-Services-in-Schools/</p> <p><i>Social Communication</i> (ASHA) http://www.asha.org/public/speech/development/Social-Communication/</p>	
Th Jan 31 Thursday	Speech impairment	<p><i>Early Detection of Speech, Language and Hearing Disorders</i> http://www.asha.org/public/Early-Detection-of-Speech-Language-and-Hearing-Disorders/</p>	Language delay and disorder summary
Week 5			
T Feb 05 Tuesday	Listening Listening comprehension	<p><i>Listening in Early Childhood</i> (Jalongo, 2010) Download</p> <p><i>Let's Talk about Listening</i> (Ontario Schools, 2009) Download</p>	
Th Feb 07 Thursday	Listening Listening comprehension		Listening in Early Childhood
Week 6			
T Feb 12 Tuesday	English as a second language English language learners	<p>ESL Statistics https://nces.ed.gov/programs/coe/indicator_cgf.asp</p> <p><i>First and second language acquisition in childhood</i> (Clark, 2000) http://files.eric.ed.gov/fulltext/ED470889.pdf</p> <p><i>Effective instruction for English learners</i> (Calderon, Slavin, & Sanchez, 2011) Download</p> <p><i>Preparing all teachers to meet the needs of English Language Learners</i> (Samson & Collins, 2012) Download</p>	Listening and listening comprehension summary

Th Feb 14 Thursday	Dr. Kellems is out of town Crystal will teach class English as a second language English language learners	Review ELL articles from last class	
Week 7			
T Feb 19 Tuesday	Monday Instruction		
Th Feb 21 Thursday	From spoken to written language Five skills for reading	<i>Differences between oral and written language</i> (Ferraro & Palmer) https://www.mtholyoke.edu/acad/intrel/speech/differences.htm <i>Oral language and beginning reading</i> (Hill, 2009) Download <i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf	English language learning summary
Week 8			
T Feb 26 Tuesday	From spoken to written language Five skills for reading Review for Midterm Dr. Kellems is out of town Crystal will teach class		
Th Feb 28 Thursday	Midterm exam in class		MIDTERM exam Oral to written language summary
Week 9			

T Mar 05 Tuesday	English phonology Phonemic awareness Phonics		Phoneme Pronunciation Test
Th Mar 07 Thursday	Fluency Improving fluency Neural circuitry for reading	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf	Phonemic awareness phonics o
Week 10			
T Mar 12 Tuesday	Fluency Improving fluency Neural circuitry for reading		
Th Mar 14 Thursday	New vocabulary Teaching vocabulary	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf	Fluency a to outline
Week 11			
T Mar 19 Tuesday	New vocabulary Teaching vocabulary		Vocabulary added to outline Vocabulary "Summer the Monke
Th Mar 21 Thursday	Text comprehension Prep for DIBELS	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf <i>Comprehension instruction: What works</i> (Pressley, 2000) http://www.readingrockets.org/article/68/?theme=print	
Week 12			

T Mar 26 Tuesday	Assessing reading skills DIBELS	<p><u>Read about Acadience/DIBELS</u></p> <p>Sign up for an account at https://acadiencereading.org/acadiencereading.html</p> <p>Click "sign up"</p> <p>Fill in your information, (use "Brigham Young University" for district/agency)</p> <p>That's all. This is just for their agency to keep track of the educators (you guys) who are using DIBELS (Acadience Reading).</p>	Text comprehended added to outline
Th Mar 28 Thursday	<p>Winter Instructor Ratings Open</p> <p>Assessing reading skills</p> <p>DIBELS</p> <p>FSF</p> <p>LNF</p>	<p>Briefly look through and have access to:</p> <p>AcadienceReading_AssessmentManual (DIBELS NEXT).pdf <u>Download</u></p> <p><i>DIBELS Next</i> materials</p>	
Week 13			
T Apr 02 Tuesday	Assessing reading skills DIBELS PSF	<i>DIBELS Next</i> materials	
Th Apr 04 Thursday	DIBELS NWF	AcadienceReading_AssessmentManual (DIBELS NEXT).pdf <u>Download</u> Skim through pages 65-76	
Week 14			
T Apr 09 Tuesday	DIBELS ORF Intro DIBELS Maze	Administer DIBELS Look through Manual pgs. 79-100 <i>DIBELS Next</i> materials	Administer DIBELS during the next week
Th Apr 11 Thursday	DIBELS ORF DIBELS Maze DIBELS decision making	For reference: AcadienceReadingBenchmarkGoals.pdf <u>Download</u>	DIBELS test booklets Administer DIBELS
Week 15			

T Apr 16 Tuesday	Study for final exam DIBELS Final Quiz Intelligent Lives Screening April 10 at 7pm		DIBELS Administration Quiz- MUST PRESENT TAKE DIBELS Data assessment
W Apr 17 Wednesday			
Th Apr 18 Thursday	Winter Exam Preparation (04/18/2019 - 04/18/2019)		
F Apr 19 Friday	First Day of Winter Final Exams (04/19/2019 - 04/24/2019) Final Exam: Taken on LS		Final Exam (online)
Week 16			
W Apr 24 Wednesday			