

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>2-23-26</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department SPECIAL EDUCATION College EDUCATION	
Current Course Prefix and Number EEX 4112		Current Course Title Language Development and Intervention in Young Children
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Language Development and Intervention in Young Children Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: This course focuses on the skills necessary to create positive working relationships with families of young children (birth to age eight). Different approaches, methods, and materials using research-based developmentally appropriate practices will be covered. Change prerequisites/minimum grades to: EEX 3226 Change corequisites to: Change registration controls to: B.E.C.E. majors only Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes: Summer 2026		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone p. Goldstein/pgoldstein@fau.edu		
Approved by Department Chair <u>Joseph Brojomokun Gagnon</u> College Curriculum Chair <u>Josh</u> College Dean <u>Charles Dukess</u> UUPC Chair <u>Dan Meeroff</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date _____ <u>1/22/26</u> _____ _____ <u>1/26/2026</u> _____ _____ <u>1/27/2026</u> _____ _____ <u>2-23-26</u> _____ _____ <u>2-23-26</u> _____ _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



DEPARTMENT OF SPECIAL EDUCATION

COURSE NUMBER: EEX 4112 (Section XXX, CRN XXXXX)

COURSE TITLE: Language Development and Intervention for Young Children

Credit hours: 3 semester hours

Semester/Year: TBD

Instructor: TBD

Office: TBD

Email: TBD

Office hours: TBD

COURSE DESCRIPTION: This course explores oral language development and evidence-based strategies and interventions for language development in young children (birth to age eight), with or without language delays or disorders. Field experience required. **Prerequisites:** EEX 3226 and B.E.C.E. majors only

COURSE DELIVERY AND INSTRUCTIONAL METHOD: Fully Online This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

REQUIRED TEXTS/MATERIALS

Otto, Beverly (2018). *Language Development in Early Childhood (5th ed.)*. Pearson ISBN: 780134519852

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- CEC/DEC/EI/ECSE Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020)
- NAEYC Professional Standards, and Competencies for Early Childhood Educators (2020)
- FAU Academic Learning Compact (A. Content/Discipline Knowledge and Skills; and C. Critical Thinking Skills)

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

EEX 4112 Course Objectives (CLO) (BECE Program Level Objectives PLO)

By the end of this course:

1. Students will identify and describe the components of language and theories of language development. (CLO 1) (PLO 1, 2)
2. Identify the sequence of skills and knowledge in oral language development and early written language from birth to age eight who are typically developing as well as those with delays or disabilities. (CLO 2) (PLO 1)
3. Students will identify speech and language delays and disabilities evidenced by young children. (CLO 3) (PLO 1,2)
4. To differentiate between language differences and language delays of various cultural groups in the United States. (CLO 4) (PLO 1, 2)
5. To describe the impact of language skills on the student’s academic learning and its importance in instructional planning. (CLO 5) (PLO 2,3)
6. To identify appropriate strategies to facilitate oral language development in the early childhood classroom (CLO 6) (PLO 3)

COURSE EVALUATION

Assessment	Points	Weight
Application Activities. Weekly Module activity (Some may be group activities)	95	25%
Chapter Quizzes	130	20%
Live Observation 1@ 30 or recorded Language Observations 3 @ 10	30	15%
Thematic Unit with Lesson Plans	75	30%
Teaching Activity (Group)	30	10%
TOTAL:	360	100%

COURSE GRADING SCALE. Assignment weights are cumulative, and the grade scale represents the percentage of total points earned. If you do not complete all assignments, you will not be able to earn an “A” in this course.

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|------------|------------|------------|
| A = 93-100 | A- = 90-92 | |
| B+ = 87-89 | B = 83-86 | B- = 80-82 |
| C+ = 77-79 | C = 73-76 | C- = 70-72 |
| D+ = 67-69 | D = 63-66 | D- = 60-62 |

F = Below 60

COURSE ASSESSMENTS

1. **Module Application Assignments: Weekly (25% of course grade).** Module assignments are activities that connect to the course content and support the application of the content to facilitate learning and teaching. Some assignments will be assigned individually, while others will be designated as an assigned collaborative activity, providing you with the opportunity to practice virtual collaboration skills that are applicable to the 21st-century global workforce. Though group work is often challenging, it is a reality in nearly every employment setting. Learning to be a supportive team member, resolve conflicts, and discover your role preferences within group projects is an important part of the skills you will develop through your FAU education. (CLO 1,2,3,4,5,6)
2. **Course Chapter quizzes. (20% of course grade).** (CLO 1,2,3,4,5,6) Examinations will be based on readings, all module activities, resources, and videos. The exams will include multiple choice, true/false, and/or short answer questions. Answers will be evaluated based on the content, specifically the accuracy of information and the ability to analyze the issues. Accurate answers will demonstrate that you have read and understand the content in the chapter. Quizzes will be taken online in the Canvas Learning Management System. No make-up exams are given.
3. **Thematic Instructional Unit with Lesson Plans. (30% of course grade).** (CLO 5,6) Directions for Facilitating Language Development through a Thematic Instructional Unit. This unit is designed for 3-8 year olds in an integrated classroom/setting.
 - a. Planning Components:
 - i. Step 1. Choose a theme. Some examples include Holidays, Community Helpers, Insects, Body.
 - ii. Step 2. Choose 2 books to read and explore related to the theme. Identify by title and author.
 - iii. Step 3. Identify Target Vocabulary (i.e., the vocabulary that children should learn and use) related to the theme. Be sure to include vocabulary from the two books above.
 - iv. Step 4. Write a lesson plan to teach and practice 2-4 vocabulary words from the above list. This will be a small group activity for children aged 3 to 8.
 - v. Step 5. Identify 2 centers (dramatic play, literacy, blocks, art, manipulatives, etc.). Describe how you will design the centers to encourage specific vocabulary for this unit.
 - vi. Step 6. Choose one of the following Standards Benchmarks for Phonological Awareness.
 1. Benchmark b: Child combines words to make a compound word (e.g., foot + ball =football)

2. Benchmark c: Child deletes a word from a compound word (e.g., starfish – star = fish)
3. Benchmark e: Child segments words into syllables
4. Benchmark f: Child combines onset and rime (can be a rhyming activity, or blending)

Write 2 lesson plans to address 1 of the above benchmarks (relate the lesson to the theme). This is a small group activity. Specific Directions and Forms will be provided in Canvas later in the semester.

4. **Teaching Activity: Group Activity (10% of the course grade).** (CLO 6) Design a game or activity to provide practice with a specific structure or other aspects of spoken language (e.g., plurals, embedded clauses, wh-questions, vocabulary classification, multiple meanings, idioms, conversational skills). A complete, typed description of the game or activity, including sketches and construction instructions (if applicable), will be submitted. The description should include a title, procedures and all examples to be used, as well as the target behavior and age group. Evaluation will be based on the appropriateness and creativity of the submission. Note: this is spoken language only.
5. **Field Experience Hours: 5-10 hours of field experience observation are required.** Students will answer the questions in Appendix A and submit observation documentation to receive a grade in the course. In exceptional circumstances, the instructor will provide recorded observations of language experiences as an alternative to live observations. (CLO 5,6)
All work should be typed or printed very neatly. A late assignment will incur a 5% penalty for every day it is late. Work can be turned in early for feedback and help up to one week before the due date. Work may not be redone after the due date, and there is no extra credit.

TOPICAL/CONTENT OUTLINE

SESSION	DATE	TOPICS	ASSIGNMENTS
1 Module 1a:		Introduction to the course/ Review Syllabus & assignments	Complete the info for the introduction and syllabus Quiz
2 Module 1b: Chapter 1		Ch. 1 Language in our lives	Read Chapter 1 Complete assignments 1 and 2
3 Module 2: Chapter 2 Module 3: Chapter 3		Ch 2 Theoretical Perspectives Ch 3 Language and diversity	Read Chapters 2 and 3 Complete Module 3 assignment Complete Quiz #1 on Ch 1,2, 3
4 Module 4: Chapters 4 and 5		Ch 4 Lang Development in Infants and Toddlers Ch 5 Enhancing Language Development in Infants and Toddlers	Read Chapters 4 and 5 Complete Discussion item Complete <u>Group Assignment</u> for Chapters 4 and 5 Complete the quizzes for Chapters 4 and 5
5 Module 5: Chapters 6 and 7		Ch. 6 Language Development in Preschoolers Ch. 7 Enhancing Lang Dev in Preschoolers	Read Chapter 6 Complete Chapter 6 Study Guide Individually Complete Ch. 6 quiz Read Chapter 7 Complete <u>Group Assignment</u> for Chapters 6 and 7 Complete quiz chapter 7 Complete Study Guide for Chapter 7
Module 6: Chapters 8 and 9		Ch 8 Language Dev. In Kindergarten Ch 9 Enhancing Language Dev. In Kindergarten	Read Chapters 8 and 9 Quiz Chapter 8 and Quiz Chapter 9 Complete Course Assignment: <u>Group Assignment Language Game</u>

SESSION	DATE	TOPICS	ASSIGNMENTS
Module 7		Review of CA and Lesson Plan Development and Observation Report utilizing Appendix A	Appendix A due 7/14 CA due on 7/21 Complete the Quiz for Module 7 information
Module 8: Chapters 10 and 11		Ch 10 Language Development in Primary Years Ch 11 Enhancing Language Dev in Primary Years Application of Knowledge and skills : Complete the Thematic Unit assignment with Lesson Plans	Read Ch. 10 and Ch.11 Complete Discussion Item Complete the Quiz chapters 10 and 11 Observation Report(s) using Appendix A due CA due
Module 9 Chapter12		Chapter 12: Language Assessment: Observing, Screening, Diagnosing, and Documenting	Read Chapter12 Due: Appendix A
Module 10 Chapter 14		Ch 14 Fostering Language through Home and School Connections.	Read Chapter 14 Complete quiz Ch. 12 & 14

****Schedule may vary based on the needs and interests of students as well as the availability of materials.**

INSTRUCTOR POLICIES

Late Assignments Policy for Extensions

If there are any extenuating circumstances, such as religious reasons, illness (you or your child), death of a family member or pet, or other significant personal reason, please reach out to me immediately to discuss options for extending a due date.

Incomplete Grade Policy

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances may, with the consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

UNIVERSITY POLICIES

AI USE IN CLASS POLICY. FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using the generated content as-is. If you are unclear about whether the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

The use of the AI tool, IF ALLOWED, must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit www.fau.edu/ai/citation.

AI USE SPECIFIC TO THIS COURSE: ***AI Flexible Policy:*** *The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.*

ATTENDANCE POLICY: According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional and ethical conduct in class. Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and will affect your grade. Reasonable accommodation is made for university-approved absences.

PLAGIARISM, CHEATING, AND ACADEMIC HONESTY: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which include an "F" on the assignment, an "F" in the course, or even removal from the degree program. The penalty for plagiarism and cheating is determined by the instructor in this class.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. The regulation states:

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by ensuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom.

http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

RECORDING OF LECTURES: Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to

these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION: In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations. Any student who feels aggrieved regarding religious accommodations may present a grievance to the Executive Director of the Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

SEXUAL MISCONDUCT POLICY: In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

STUDENTS WITH DISABILITIES: In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) Office (<https://www.fau.edu/sas/>). The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting specific accommodation. Without such a letter, the instructor is not obligated to make any accommodation for students.

TIME COMMITMENT PER CREDIT HOUR: For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.