

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**ECHD 402: Early Literacy and Language Development**

**Created By: Christina Martin, MST  
Updated By: Maureen P. Maiocco, EdD**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD  
Spring 2018  
FALL 2018**

- A. **TITLE:** Early Literacy and Language Development
- B. **COURSE NUMBER:** ECHD 402
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall or Spring

**G. COURSE DESCRIPTION:**

This course expands on students' knowledge of language and literacy development in young children. Students explore the four broad interrelated areas of early childhood language arts – speaking (oral), listening, writing, and reading. The course provides strategies for enhancing language/literacy experiences in a literacy –rich environment that engages children in developmentally appropriate language arts experiences.

**H. PRE-REQUISITES/CO-REQUISITES:**

- a. Pre-requisite(s): ENGL 101
- b. Co-requisite(s): None

**I. STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

<b><u>Student Learning Objective [SLO]</u></b>	<b><u>PLQ</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
a. Define and examine language and literacy development in infants, toddlers, and preschool age children.	[3] Develop curriculum activities and create learning environments that support the development of children from infancy to age 5.	N/A	2 – Critical Thinking [IA] Inquiry and Analysis
b. Determine strategies and evaluate practices for engaging young children in language arts (speaking, listening, writing, reading).	[3] Develop curriculum activities and create learning environments that support the development of children from infancy to age 5.		2 –Critical Thinking [CA] Critical Analysis
c. Examine and develop activities to integrate language arts in the primary classroom setting.	[4] Apply skills of program and curriculum planning for inclusive early childhood settings with a focus on children from infancy to age 5.		1 – Communication [W] Written 2- Critical Thinking [IA] Inquiry and Analysis
d. Design developmentally appropriate language arts activities and opportunities for young children.	[3] Develop curriculum activities and create learning environments that support the development of children from infancy to age 5.		2- Critical Thinking [PS] Problem Solving
e. Identify and select appropriate observation and assessment tools to assess language and literacy	[3] Develop curriculum activities and create learning environments that support the		2- Critical Thinking [CA] Critical Analysis

development.	development of children from infancy to age 5.		
f. Discuss and develop family school partnerships that support language and literacy development in young children.	[2] Understand the importance of establishing, maintaining, and supporting partnerships with families through education, communication, engagement, and collaboration.		1 – Communication [W] [Written] [O] Oral

**J. APPLIED LEARNING COMPONENT: Yes**

- Classroom/Lab

**K. TEXTS:**

Machado, J. M. (2013). *Early childhood experiences in language arts: Emerging literacy*. Cengage Learning.

**L. REFERENCES:**

- Towell, J. L. (2017). *Creative literacy in action: Birth through age nine*. S.I.: Wadsworth
- Jalongo, M. R. (2008). *Learning to listen, listening to learn: Building essential skills in young children*. Washington, DC: National Association for the Education of Young Children.
- Genishi, C., & Dyson, A. H. (2009). *Children, language, and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press.
- Shillady, A. (2014). *Spotlight on young children: Exploring language & literacy*. Washington, DC: National Association for the Education of Young Children.
- Schickedanz, J. (1999). *Much more than the ABC's*. Washington, DC: NA.

**M. EQUIPMENT: University Supplied Equipment**

**N. GRADING METHOD: A-F**

**O. MEASUREMENT CRITERIA/METHODS**

- Projects
- Assessment (Exams/Quizzes)
- Research Paper
- Activities

**P. DETAILED COURSE OUTLINE:**

- I. Language and Literacy Defined and Examined
  - a. Language
    - i. Communication
      - Receptive
      - Expressive
  - b. Literacy
    - i. Visual Literacy
    - ii. Cultural Literacy
    - iii. Early Literacy

- II. Infant Language and Literacy Development
  - a. Influences on Development
    - i. Socialization
    - ii. Parent/Caregivers
  - b. Theories of Language Emergence
    - i. Behaviorist/Environmentalism
    - ii. Normative Theory
    - iii. Predetermined Theory
    - iv. Cognitive- Transaction and Interaction Theory
    - v. Constructivist Theory
  - c. Developmentally Appropriate Practice – Infants
    - i. Attuned Adults
    - ii. Baby Games and Exploration
    - iii. Musical Play
  - d. Communicative Abilities – Infants
    - i. Crying
    - ii. Smiling / Laughing
    - iii. Imitation and Babbling
    - iv. Stages of Vocalization
    - v. Signing
    - vi. First Words
  - e. Early Reading and Writing Practices
    - i. Reading to Infants
    - ii. Recordings
    - iii. Early Experience with writing tools
- III. Toddlers Language and Literacy Development
  - a. Learning the English Language
    - i. Phonology/Phonemes
    - ii. Morphology
    - iii. Syntax
    - iv. Semantics
    - v. Pragmatics
  - b. Development of Language Skills
    - i. First words
    - ii. Egocentric Speech
    - iii. Inner Speech
    - iv. Symbolic Gesturing
    - v. First Sentences
    - vi. Toddler-Adult Conversations
  - c. Characteristics of Toddler Language
    - i. Telegraphic
    - ii. Prosodic
  - d. Aids to Toddler Speech Development
    - i. Music
    - ii. Symbolic Play
    - iii. Toddler Play

- iv. Books
      - Selection of Appropriate Children's Literature
      - Electronic Books
    - e. Writing Skills
      - i. Scribbling
- IV. Preschool Years
  - a. Younger Preschoolers Language and Literacy Development
    - i. Expressive
    - ii. Receptive
    - iii. Verb Forms
    - iv. Key –Word Sentences and Questions
    - v. Running Commentaries
    - vi. Repetition
    - vii. Lack of Clarity (consonants/vowels)
  - b. Older Preschoolers Language and Literacy Development
    - i. Conventions of Conversation
    - ii. Relational Words
    - iii. Creative, Impact Words and Vocal Manipulation
    - iv. Word Meanings
    - v. Common Speech Problems
- V. Differences in Language and Literacy Development
  - a. Standard English
  - b. American Dialect
  - c. Bilingual Learners (Second Language Learners)
  - d. Special Needs and Language Development
    - i. Language Delay
    - ii. Expressive and Receptive Difficulties
    - iii. Articulation
    - iv. Voice Quality and Fluency
    - v. Selective (Elective) Mutism
    - vi. Hearing Problems and Deafness
  - e. Promoting Cultural Awareness /Differences
- VI. Approaches to Language and Literacy Development
  - a. Promoting Language and Literacy
    - i. Planning for activities that promote language development
      1. Physical Development
      2. Perception and Perceptual Skills
      3. Motor Skill Development
      4. Cognitive Development
      5. Social and Emotional Growth
  - b. Purposeful Listening Activities
    - i. Types of Listening Activities
      1. Toddler Experiences
      2. Purposeful
      3. Appreciative
      4. Critical
      5. Discriminative

- ii. Settings for Listening
      - 1. Listening Centers
      - 2. Speak –Listen Times
      - 3. Recorded Media
      - 4. Phonemic Activities
  - c. Print - Early Knowledge
    - i. Drawing
    - ii. Writing and Exposure to Books
    - iii. Alphabet
    - iv. Environment / Materials
      - i. Labeling
      - ii. Display Areas
      - iii. Writing Centers
  - d. Literature and Language Arts Areas/Activities
    - i. Poetry- Finger Play – Chants
    - ii. Group Play (friendship)
    - iii. Flannel Boards
    - iv. Children’s Books
    - v. Electronic Books
    - vi. Toys
    - vii. Puppets
    - viii. Musical Activities
    - ix. Dramatic Play
    - x. Group Times (Circle Time)
    - xi. Storytelling
    - xii. Technology, Electronic Equipment
    - xiii. White Board Activities
  - e. Curriculum
    - i. Curriculum Models
    - ii. Thematic Approach
  - f. Classroom Environments
  - g. Teaching Strategies
    - i. Model
    - ii. Facilitator
    - iii. Provider

VII. Assessment

- a. Marie Clay –
  - i. Early Literacy Assessment
  - ii. An Observation Survey of Early Literacy Achievement
  - iii. Interactive Assessment Cycle
  - iv. Informal Assessment – Reading Inventories
  - v. Formal Assessment
  - vi. Running Records
  - vii. Portfolio Assessment

VIII. Family Literacy Strategies

- a. Family Centered Partnership
  - i. Family Input

- ii. Family Guidelines for Literacy and Language Development
- iii. Home Visits and Outreach Efforts
- iv. Home –School communication
- v. Family Volunteering