

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



**MASTER SYLLABUS**

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

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**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD  
Spring 2018  
FALL 2021**

- 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>PLO 8:</b> Apply skills of curriculum planning and age appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.		
<b><u>Student Learning Objective [SLO]</u></b>	<b><u>PLO</u></b>	<b><u>ISLO &amp; Subsets</u></b>
a. Define and examine language and literacy development in infants, toddlers, and preschool age children.	8	2 Critical Thinking [IA]
b. Determine strategies and evaluate practices for engaging young children in language arts (speaking, listening, writing, reading).	8	2 [CA]
c. Examine and develop activities to integrate language arts in the primary classroom setting.	8	2 [IA]
d. Design developmentally appropriate language arts activities and opportunities for young children.	8	2 [PS]
e. Identify and select appropriate observation and assessment tools to assess language and literacy development.	8	2 [CA]
f. Discuss and develop family school partnerships that support language and literacy development in young children.	8	2 [PS]

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

- Language
- Communication
- Receptive
- Expressive
- Literacy
- Visual Literacy
- Cultural Literacy
- Early Literacy

II. Infant Language and Literacy Development

- Influences on Development
- Socialization
- Parent/Caregivers

III. Theories of Language Emergence

- Behaviorist/Environmental
- Normative Theory
- Predetermined Theory
- Cognitive- Transaction and Interaction Theory
- Constructivist Theory

- IV. Developmentally Appropriate Practice – Infants
  - Attuned Adults
  - Baby Games and Exploration
  - Musical Play
  
- V. Communicative Abilities – Infants
  - Crying
  - Smiling / Laughing
  - Imitation and Babbling
  - Stages of Vocalization
  - Signing
  - First Words
  
- VI. Early Reading and Writing Practices
  - Reading to Infants
  - Recordings
  - Early Experience with writing tools
  
- VII. Toddlers Language and Literacy Development
  - Learning the English Language
  - Phonology/Phonemes
  - Morphology
  - Syntax
  - Semantics
  - Pragmatics
  
- VIII. Development of Language Skills
  - First words
  - Egocentric Speech
  - Inner Speech
  - Symbolic Gesturing
  - First Sentences
  - Toddler-Adult Conversations
  
- IX. Characteristics of Toddler Language
  - Telegraphic
  - Prosodic
  - Aids to Toddler Speech Development
  - Music
  - Symbolic Play
  - Toddler Play
  
- X. Books
  - Selection of Appropriate Children’s Literature
  - Electronic Books
  - Writing Skills
  - Scribbling
  
- XI. Preschool Years

- Younger Preschoolers Language and Literacy Development
  - Expressive
  - Receptive
  - Verb Forms
  - Key –Word Sentences and Questions
  - Running Commentaries
  - Repetition
  - Lack of Clarity (consonants/vowels)
- XII. Older Preschoolers Language and Literacy Development
- Conventions of Conversation
  - Relational Words
  - Creative, Impact Words and Vocal Manipulation
  - Word Meanings
  - Common Speech Problems
- XIII. Differences in Language and Literacy Development
- Standard English
  - American Dialect
  - Bilingual Learners (Second Language Learners)
  - Special Needs and Language Development
  - Language Delay
  - Expressive and Receptive Difficulties
  - Articulation
  - Voice Quality and Fluency
  - Selective (Elective) Mutism
  - Hearing Problems and Deafness
  - Promoting Cultural Awareness /Differences
- XIV. Approaches to Language and Literacy Development
- a. Promoting Language and Literacy:* Planning for activities that promote language development
- Physical Development
  - Perception and Perceptual Skills
  - Motor Skill Development
  - Cognitive Development
  - Social and Emotional Growth
- b. Purposeful Listening Activities:* Types of Listening Activities
- Toddler Experiences
  - Purposeful
  - Appreciative
  - Critical
  - Discriminative
- c. Settings for Listening:* Listening Centers
- Speak –Listen Times
  - Recorded Media
  - Phonemic Activities
  - Print - Early Knowledge
  - Drawing
  - Writing and Exposure to Books

- Alphabet
- Environment / Materials
- Labeling
- Display Areas
- Writing Centers
- d. *Literature and Language Arts Areas/Activities*
  - Poetry- Finger Play – Chants
  - Group Play (friendship)
  - Flannel Boards
  - Children’s Books
  - Electronic Books
  - Toys
  - Puppets
  - Musical Activities
  - Dramatic Play
  - Group Times (Circle Time)
  - Storytelling
- e. Technology
  - Electronic Equipment
  - White Board Activities

XV. Curriculum

- Curriculum Models
- Thematic Approach
- Classroom Environments
- Teaching Strategies
  - Model
  - Facilitator
  - Provider

XVI. Assessment

- Early Literacy Assessment
- An Observation Survey of Early Literacy Achievement
- Interactive Assessment Cycle
- Informal Assessment – Reading Inventories
- Formal Assessment
- Running Records
- Portfolio Assessment

XVII. Family Literacy Strategies

- Family Centered Partnership
- Family Input
- Family Guidelines for Literacy and Language Development
- Home Visits and Outreach Efforts
- Home –School communication
- Family Volunteering