

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



MASTER SYLLABUS

ECHD 402: Early Literacy and Language Development

CIP Code: 13.1210

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT
Fall 2026**

- 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:**

<u>Student Learning Objective [SLO]</u>	<u>PLO</u>	<u>ISLO & Subsets</u>
<u>PLO 3:</u> 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.		
a. Define and examine language and literacy development in infants, toddlers, and preschool age children.	PLO 3	2 Critical Thinking [IA] Inquiry and Analysis
b. Determine strategies and evaluate practices for engaging young children in language arts (speaking, listening, writing, reading).	PLO 3	2 Critical Thinking [CA] Critical Analysis
c. Examine and develop activities to integrate language arts in the primary classroom setting.	PLO 3	2 Critical Thinking [IA] Inquiry and Analysis
d. Design developmentally appropriate language arts activities and opportunities for young children.	PLO 3	2 Critical Thinking [PS] Problem Solving
e. Identify and select appropriate observation and assessment tools to assess language and literacy development.	PLO 3	2 Critical Thinking [CA] Critical Analysis
f. Discuss and develop family school partnerships that support language and literacy development in young children.	PLO 3	2 Critical Thinking [PS] Problem Solving

J. APPLIED LEARNING COMPONENT: Yes
Classroom/Lab

K. TEXTS: To be determined by instructor

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.

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

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 / Learning Management System

N. GRADING METHOD: A-F

O. SUGGESTED 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/Environmentalism
- Normative Theory
- Predetermined Theory

- Cognitive- Transaction and Interaction Theory
- Constructivist Theory
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- 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