MASTER SYLLABUS

ECHD 402: Early Literacy and Language Development

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

<table>
<thead>
<tr>
<th>Student Learning Objective [SLO]</th>
<th>PLO</th>
<th>ISLO &amp; Subsets</th>
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</thead>
<tbody>
<tr>
<td>a. Define and examine language and literacy development in infants, toddlers, and preschool age children.</td>
<td>8</td>
<td>2 Critical Thinking [IA]</td>
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<td>b. Determine strategies and evaluate practices for engaging young children in language arts (speaking, listening, writing, reading).</td>
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<td>2 [CA]</td>
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<td>c. Examine and develop activities to integrate language arts in the primary classroom setting.</td>
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<td>2 [IA]</td>
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<td>d. Design developmentally appropriate language arts activities and opportunities for young children.</td>
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<td>2 [PS]</td>
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<td>e. Identify and select appropriate observation and assessment tools to assess language and literacy development.</td>
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<td>2 [CA]</td>
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<td>f. Discuss and develop family school partnerships that support language and literacy development in young children.</td>
<td>8</td>
<td>2 [PS]</td>
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J. **APPLIED LEARNING COMPONENT**: Yes
K. **TEXTS:**


L. **REFERENCES:**


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/Environmentalist
   - Normative Theory
   - Predetermined Theory
   - Cognitive- Transaction and Interaction Theory
   - Constructivist Theory
IV. Developmentally Appropriate Practice – Infants  
   o Attuned Adults  
   o Baby Games and Exploration  
   o Musical Play  

V. Communicative Abilities – Infants  
   o Crying  
   o Smiling / Laughing  
   o Imitation and Babbling  
   o Stages of Vocalization  
   o Signing  
   o First Words  

VI. Early Reading and Writing Practices  
   o Reading to Infants  
   o Recordings  
   o Early Experience with writing tools  

VII. Toddlers Language and Literacy Development  
   o Learning the English Language  
   o Phonology/Phonemes  
   o Morphology  
   o Syntax  
   o Semantics  
   o Pragmatics  

VIII. Development of Language Skills  
   o First words  
   o Egocentric Speech  
   o Inner Speech  
   o Symbolic Gesturing  
   o First Sentences  
   o Toddler-Adult Conversations  

IX. Characteristics of Toddler Language  
   o Telegraphic  
   o Prosodic  
   o Aids to Toddler Speech Development  
   o Music  
   o Symbolic Play  
   o Toddler Play  

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

XV. Curriculum
  o Curriculum Models
  o Thematic Approach
  o Classroom Environments
  Teaching Strategies
  o Model
  o Facilitator
  o Provider

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

XVII. Family Literacy Strategies
  o Family Centered Partnership
  o Family Input
  o Family Guidelines for Literacy and Language Development
  o Home Visits and Outreach Efforts
  o Home –School communication
  o Family Volunteering