



## EDUA/EDSR 3308 Language Acquisition & Emergent Literacy Spring 2026 Syllabus

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### Course Description

A course in language acquisition in children. Developmentally appropriate activities, diversity, and individual learning styles found in the educational setting are discussed as they facilitate language in young children. All theories and activities are presented as they ultimately contribute to an integrated curriculum. This course supports competencies within the Evaluative measure as identified by the State of Texas for Teaching Certification. In addition, this course utilizes the competencies prescribed for Early Childhood-6th grade as identified by the State of Texas.

### Required Text

Vukelich, C., Enz., B., Roskos, K., and Christi, J., (2020). 5th Edition. *Helping Young Children Learn Language and Literacy: Birth Through Kindergarten*. Pearson.

### Student (Program) Learning Outcomes

- **SLO 1:** Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
- **SLO 2:** Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
- **SLO 3:** Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.
- **SLO 4:** Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

### Course Learning Outcomes

- **CLO 1:** Analyze stages of oral language and literacy development in early childhood and explain how family, environment, and sociocultural factors influence learning.
- **CLO 2:** Design and implement developmentally appropriate literacy instruction that integrates oral language, phonological awareness, print concepts, and early writing using evidence-based strategies.

- **CLO 3:** Interpret and apply assessment data from early literacy tools to inform instructional planning and support diverse learners.
- **CLO 4:** Align instructional practices with Texas Essential Knowledge and Skills (TEKS) and Science of Teaching Reading (STR) standards to meet the needs of PreK–Grade 6 students.

## Marketable Skills

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.
6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

## 19 TAC §235.101. Science of Teaching Reading Standards

### Domain I: Reading Pedagogy

- Comp 001 *Understand foundational concepts, principles, and best practices related to the science of teaching reading* (001.A, 001.B, 001.D, 001.E, 001.G, 001.H,-L, 001.N, 001.P-S)
- Comp 002 *Understand foundational concepts, principles, and best practices related to reading assessment.* (002.B, 002.D, 002.F, 002.H, 002.I, 002.J)

### Domain II: Reading Development: Foundational Skills

- Comp 003 *Understand foundational concepts, principles, and best practices related to the development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.* (003.A-L)
- Comp 004 *Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.* (004.A-J)
- Comp 005 *Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.* (005.A-K)
- Comp 006 *Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.* (006.A-H, 006.L, 006.M)

### **Domain III: Reading Development: Comprehension**

- Comp 009 *Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.* (009.A, 009.D, 009.E, 009.L)
- Comp 010 *Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.* (010.A, 010.C, 010.D, 010.E, 010.K)
- Comp 011 *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.* (011.C-E)

### **Domain IV: Analysis and Response**

- Comp 013 *Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.* (013.A-D)

### **Course Format**

This is an asynchronous class, meaning all work will be completed through Blackboard (no live instruction). You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through reading materials and video support.

### **Course Expectations**

#### **The instructor will:**

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

#### **The successful student:**

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.

- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

## Course Assignments

**All Written Assignments:** *To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a 12-point Times New Roman font. All written assignments that contain references should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).*

### **3-2-1 Chapter Discussion Boards (4 @ 25 points each=100 points)**

Candidates will participate in 3-2-1 discussion board reflections. Reflections will include three things learned from the chapter reading, two things to learn more about, and one discussion questions for classmates. Posts should be written in complete sentences and a response to at least one classmate's question should be completed.

### **Chapter Quizzes (5 @ 10 points each=50 points)**

Candidates will complete five multiple choice chapter quizzes covering chapter material.

### **TEKS Vertical Alignment (100 points)**

Candidates will create a vertical alignment chart on an oral language TEKS. Candidates will then compose a 400-word essay as to how the TEKS progress and how they would meet the targeted needs of struggling kindergarten students.

### **Read Aloud Lesson Plan (50 points)**

Candidates will create an interactive read aloud lesson plan to include a pre-reading activity, reading activity, and after reading activity that promotes the development of oral language and phonological awareness (focused on PreK or Knd).

### **Phonemic Awareness Screener Analysis (100 points)**

Candidates will analyze provided data from the Phonemic Awareness Screener. A formal 400–600-word academic report analyzing strengths, weaknesses, and research-based intervention approaches will be written.

### **Phonological Awareness Lesson Plan (100 points)**

Candidates will create a lesson plan (explicit teaching) using research-based strategies and best practices for promoting phonological awareness skills and strategies to help make concepts of phonemes more concrete for young children.

### **Concepts of Print Assessment (50 points)**

Candidates will analyze provided data from Clay's (2000) Concepts of Print assessment. A formal 400–600-word academic report analyzing strengths, weaknesses, and research-based intervention approaches that may be helpful to support print concepts and alphabet knowledge will be written.

### **Literacy Center Design (100 points)**

Candidates will design 3 early literacy centers for a PreK classroom to demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of a child's oral language development.

### **Midterm Exam (50 points) & Final Exam (100 points)**

The Midterm will cover textbook Chapters 1-6. The Final Exam will be a comprehensive exam over all material covered in this course.

### **Grading Policy**

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

#### **Grading Scale:**

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

### **University and Course Policies**

#### **ADA Statement**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). INT students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

#### **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer

in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **Library Information**

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu). Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

### **Student Responsibilities Statement**

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **Use of Generative Artificial Intelligence (AI)**

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

## **Texas Administrative Code**

**§228.57. Educator Preparation Curriculum.** (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS). (b) The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences. (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include: (A) professional ethical conduct, practices, and performance; (B)

ethical conduct toward professional colleagues; and (C) ethical conduct toward students; (2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b); (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice; (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities; (5) the importance of building strong classroom management skills; (6) the framework in this state for teacher and principal evaluation; (7) appropriate relationships, boundaries, and communications between educators and students; (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must: (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website; (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; (C) cover best practices in: (i) assessing students receiving virtual instruction, based on academic progress; and (ii) developing a virtual learning curriculum; and (D) include resources to address any deficiencies identified by the digital literacy evaluation; Required Educator Coursework and Training §228.D. March 2025 Update Page 10 of 10 (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and (10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h). (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class: (1) the relevant TEKS, including the English Language Proficiency Standards; (2) reading instruction, including instruction that improves students' content-area literacy; (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and (4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards). (e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3: (1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards; (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and (3) Science of Teaching Reading Standards. (f) For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies

captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

**19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Clay, M.M. (2000). Concepts About Print: What have children learned about printed language? Heinemann: N.Z.

Ellwood-Lowe, M., Foushee, R., & Srinivasam, M. (2020). What causes the word gap? Financial concerns may systematically suppress child-directed speech. *CEGA, UC Berkeley*.

Just Read Florida (n.d.). Literacy Centers. Retrieved August 1, 2024 for Reading Rockets website: [https://www.readingrockets.org/topics/classroom-management/articles/literacy-centers#:~:text=A%20literacy%20center%20is%20a,groups\)%20to%20meet%20literacy%20goals](https://www.readingrockets.org/topics/classroom-management/articles/literacy-centers#:~:text=A%20literacy%20center%20is%20a,groups)%20to%20meet%20literacy%20goals).

Lane, H. (n.d.). How Children Learn to Read Words: Ehri's Phases. *University of Florida Literacy Institute*.

Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, 36(3), 227-232.

Texas Pre-K Guidelines: [https://tea.texas.gov/sites/default/files/PKG\\_Final\\_2015\\_navigation.pdf](https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf)

The Access Center (2007). Literacy-Rich Environments. Retrieved February 1, 2008, from The Access Center website: [http://www.k8accesscenter.org/training\\_resources/literacy-richenvironments.asp](http://www.k8accesscenter.org/training_resources/literacy-richenvironments.asp)

Vukelich, C., Enz., B., Roskos, K., and Christi, J., (2020). 5th Edition. *Helping Young Children Learn Language and Literacy: Birth Through Kindergarten*. Pearson

## Course Assignments & Schedule

*Assignments are due by 10:00PM (CT) on the due date.*

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><b>Start Here</b></p> <p><i>Start Here contains important information that will ensure student's success in this course, such as the course syllabus, textbook info, instructions on how to navigate, course objectives-expectations, grading policies, etc.</i></p>	<b>Jan. 14<sup>th</sup> - 17<sup>th</sup></b>		<ul style="list-style-type: none"> <li>• Review Syllabus, STR and TEKS Resources</li> <li>• <b>Syllabus Quiz Due Jan. 17<sup>th</sup></b></li> </ul>
<p><b>Module 1: Foundations of Literacy and Oral Language</b></p> <p><i>This module will explore the foundations of language and literacy. You will examine the connection between language and literacy. Instructional strategies will be presented along with principles of an effective early literacy program.</i></p>	<p>In Blackboard, please watch the Module 1 Lecture video and review the Module 1 Slides. Topics covered include:</p> <ul style="list-style-type: none"> <li>• the connection between language and literacy</li> <li>• the foundations of literacy learning</li> <li>• how to do a vertical alignment of ELAR TEKS</li> <li>• theories of language development</li> <li>• characteristics of toddler &amp; preschool children's language development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1: Foundations of Language and Literacy</li> <li>• Chapter 4: Language: The Foundation for Literacy Learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ch. 1 Quiz Due Jan. 24<sup>th</sup></b></li> <li>• <b>3-2-1 Discussion Board (Ch. 4): Due Jan. 28<sup>th</sup> (response due Jan. 30<sup>th</sup>)</b></li> <li>• <b>TEKS Vertical Alignment Due Jan. 31<sup>st</sup></b></li> </ul>
<p><b>Module 2: The Role of Family and Environment</b></p> <p><i>This module will present home environment factors that stimulate children's language,</i></p>	<p>In Blackboard, please watch the Module 2 Lecture video and review the Module 2 Slides. Topics covered include:</p> <ul style="list-style-type: none"> <li>• the family's role in language development</li> <li>• the word gap</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 2: Families' Role in Children's Literacy Learning</li> <li>• Chapter 3: Educational Environments Beyond the Family</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ch. 2 Quiz: Due Feb. 7<sup>th</sup></b></li> <li>• <b>3-2-1 Discussion Board (Ch. 3): Due Feb. 11<sup>th</sup> (response due Feb. 13<sup>th</sup>)</b></li> </ul>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>reading, and writing development. You will explore the earliest stages of reading and writing development. Information on family diversity and the demographic factors that may shape early literacy will also be presented.</i></p>	<p><b>Feb. 1<sup>st</sup> – 14<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• creating a language rich environment (home and school)</li> <li>• ways to build a multicultural classroom</li> <li>• how to address the needs of ELLs</li> </ul>	<ul style="list-style-type: none"> <li>• Article <i>What Causes the Word Gap?</i> Ellwood-Lowe, Foushee, Srinivasan (2020)</li> </ul>	
<p><b>Module 3: Oral Language Comprehension and Interactive Read-Aloud</b></p> <p><i>This module will define oral language comprehension in oral language development. You will explore contexts that develop young children's oral language comprehension skills and explain the connection between oral language comprehension and early literacy skills.</i></p>	<p>In Blackboard, please watch the Module 3 Lecture video and review the Module 3 Slides. Topics covered include:</p> <ul style="list-style-type: none"> <li>• oral language comprehension and the connection between oral language comprehension and early literacy skills</li> <li>• history of picture books, how to select books, and tips for reading to young children</li> <li>• how music supports literacy learning</li> <li>• types of listening and how to build children's listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5: Developing Oral Language Comprehension</li> <li>• Chapter 6: Sharing Good Books with Young Children</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the Oral Language Additional Resources</li> <li>• <b>Ch. 5 Quiz: Due Feb. 21<sup>st</sup></b></li> <li>• <b>3-2-1 Discussion Board (Ch. 6): Explain the importance of parent reading books to young children. Due Feb. 25<sup>th</sup> (response due Feb. 27<sup>th</sup>)</b></li> <li>• <b>Midterm Exam (covers text Ch. 1-6) Due March 7<sup>th</sup></b></li> <li>• <b>Read Aloud Lesson Plan Due March 14<sup>th</sup></b></li> </ul>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><b>Module 4: Teaching Early Foundational Skills</b></p> <p><i>This module will define the foundational content of early reading instruction. You will explore the methods of early reading teaching and key features of instruction, including organization, procedures, and activities. You will discover effective techniques for teaching emerging word-level and meaning-level reading skills.</i></p>	<p>In Blackboard, please watch the Module 4 Lecture video and review the Module 4 Slides. Topics covered include:</p> <ul style="list-style-type: none"> <li>• learn how storytelling helps language growth</li> <li>• define the foundational content of early reading instruction (listening comprehension, reasoning skills, phonological awareness, vocabulary, alphabet knowledge, print conventions)</li> <li>• the purpose and benefits of Elkonin Boxes</li> <li>• learn Ehri's Phases of word development</li> <li>• how to administer and analyze the phonemic awareness screener</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7: Teaching Early Reading</li> <li>• Article <i>How Children Learn to Read Words: Ehri's Phases</i> University of Florida Literacy Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Review Literacy Strategy</li> <li>• <b>Ch. 7 Quiz: Due March 21<sup>st</sup></b></li> <li>• <b>Phonemic Awareness Screener Due March 28<sup>th</sup></b></li> </ul>
<p><b>Module 5: Early Orthographic Development</b></p> <p><i>This module will explain why early writing (or emergent writing) matters. You will explore children's developmental writing sequence. You will learn several instructional strategies</i></p>	<p>In Blackboard, please watch the Module 5 Lecture video and review the Module 5 Slides. Topics covered include:</p> <ul style="list-style-type: none"> <li>• children's developmental writing sequence</li> <li>• instructional strategies for teaching early writing</li> <li>• how to administer and analyze the Concepts of Print assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8: Teaching Early Writing</li> <li>• Article <i>Concepts About Print</i> Clay (2000)</li> </ul>	<ul style="list-style-type: none"> <li>• Review Support Materials</li> <li>• <b>3-2-1 Discussion Board (Ch. 8): Due April 1<sup>st</sup> (response due April 3<sup>rd</sup>)</b></li> <li>• <b>Phonological Awareness Lesson Plan Due April 4<sup>th</sup></b></li> <li>• <b>Concepts of Print Assessment Due April 11<sup>th</sup></b></li> </ul>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>teachers use to support young children's development as writers.</i></p>			
<p><b>March 29<sup>th</sup> - April 11<sup>th</sup></b></p> <p><b>Module 6: Assessment of Early Literacy Development</b></p> <p><i>This module will discuss the role of early learning standards in assessment activity. You will define the concept of an assessment system, identify the principles, types and features of early literacy assessment and describe an assessment model with examples.</i></p> <p><b>April 12<sup>th</sup> - 25<sup>th</sup></b></p>	<p>In Blackboard, please watch the Module 6 Lecture video and review the Module 6 Slides. Topics covered include:</p> <ul style="list-style-type: none"> <li>• the role of standards in assessment of early literacy</li> <li>• identify the principles, types and features of early literacy assessment</li> <li>• discuss various assessment tools</li> <li>• how to use assessment information</li> <li>• the purpose and benefits of literacy centers</li> <li>• how to design literacy centers</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9: Assessing for Foundations of Early Literacy Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Review Support Materials</li> <li>• <b>Ch. 9 Quiz: Due April 18<sup>th</sup></b></li> <li>• <b>Literacy Center Design Due April 25<sup>th</sup></b></li> <li>• <b>Final Exam (Comprehensive) Due May 1<sup>st</sup></b></li> </ul>

This course syllabus is intended to be a guide and may be amended at any time.