# ECED 5320, Language and Literacy Development in Early Childhood

**Summer I 2023**

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<th>Instructor Information</th>
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<td><strong>Instructor</strong></td>
<td><strong>Course Time and Location</strong></td>
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<tr>
<td>Tracey Covington Hasbun, Ph.D.</td>
<td>Online</td>
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<td><strong>Email</strong></td>
<td><strong>Credit Hours</strong></td>
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<td><a href="mailto:tlcovington@sfasu.edu">tlcovington@sfasu.edu</a></td>
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<td><strong>Office Phone</strong></td>
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<td>936-468-2904</td>
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## COURSE INFORMATION

### I COURSE DESCRIPTION

A study of the development and enhancement of receptive and expressive language and early literacy skills in early childhood with an emphasis on the connections between language and literacy.

### II Prerequisites

Admission into graduate program.

### III DIVERSITY STATEMENT

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

## COURSE OBJECTIVES & ASSESSMENTS

**Vision, Mission, and Values of the College of Education**

The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

**Mission Statement**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

**Values**

In the College of Education at SFA, we value and are committed to:

- Service that enriches the community,
- Openness to new ideas, to culturally diverse people, and to innovation and change;
- Collaboration and shared decision-making,
- Integrity, responsibility, diligence, and ethical behavior
- Academic excellence through critical, reflective, and creative thinking; and
- Life-long learning.

Course content is designed to prepare competent, successful, caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

Please follow this link to visit the SFASU College of Education Conceptual Framework: [http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/](http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/)
Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link:
http://coe.sfasu.edu/about-us/

IV PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

Additionally, this course meets the National Association for the Education of Young Children (NAEYC) Standards for Advanced Early Childhood Professional Preparation for all candidates in advanced programs, which are located at http://www.naeyc.org/ncate/files/ncate/Advanced_2pager.pdf

At the advanced level of Early Childhood Professional Preparation, candidates demonstrate competence at a higher level and with greater depth and specialization. Candidates in advanced programs are to hold an initial license in early childhood education or a closely related field.

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their child’s learning development.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise and varies depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
STANDARD 6. GROWING AS A PROFESSIONAL
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Program Learning Outcomes:

PLO 1: Candidates promote child development and learning. They investigate the historical context of early childhood and disseminate best practices and relevant issues in early childhood education.

PLO 2: Candidates demonstrate professionalism, ethical behavior, and foster positive relationships with families and community partners and advocate for young children and their families.

PLO 3: Candidates observe, document, and assess to support young children and families; they design and select assessment tasks that explore students’ conceptual understandings, use data to inform instructional decisions, and reflect on learning outcomes to guide practice.

PLO 6: Candidates demonstrate professionalism and recognize valid and credible research and evaluate and synthesize it to inform practice.

Student Learning Outcomes:

SLO 1.1-504: Candidates examine and analyze oral language development in young children and report findings. (Assessment: guided observations of children with reflection summary identifying instances of levels of language development)

SLO 1.2-504: Candidates examine the basic concepts and characteristics of primary and secondary language development (Assessment: quiz)

SLO 1.3-504: Candidates examine the connections between language development and emerging literacy. (Assessment: discussion outlining language / literacy connections)

SLO 2.1-504: Candidates develop materials for families and communities that advocate early language and literacy development. (Assessment: candidates create a list of language / literacy resources for parents)

SLO 3.1-504: Candidates become familiar with current, standardized instruments for use with young children. (Assessment: in-class simulated sessions with instruments)

SLO 3.2-504: Candidates evaluate curriculum based on Developmentally Appropriate Practice (DAP) and state and national standards. (Assessment: DAP/Standards/Curriculum in ECH discussion)

SLO 6.1-504: Candidates investigate current research on language development and emerging literacy and demonstrate an understanding of the principles and implications. (Assessment: article/reading summaries and discussions)
V COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

Guided Observations / Reflection 25 points
Language Development Quiz 25 points
Language/Literacy Resources 25 points
Simulated Sessions 25 points
Reading Reflections (3@20) 60 points
Research Discussion Boards (3@10) 30 points
(This does not include the Getting Acquainted Discussion. While no points are earned for this Discussion, it must be completed in order to pass the course.)
Final Research Paper 50 points

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

Success with Accessing Assignments
Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course, daily. Begin your assignments early in case you have technology problems. Then you have time to receive the technology help you need and still complete course requirements on time. If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

Submitting Assignments
Assignments will be submitted via D2L, unless otherwise specified by your instructor. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. All assignments must be typed and submitted as a Microsoft Word document online through D2L. Late work receives no points unless there is prior approval from the instructor. (See assignment policy.)

VI EVALUATION AND ASSESSMENTS (GRADING)
Grades will be assigned according to the quality of work. All scoring rubrics are available in D2L. However, please note that papers with unacceptable writing will be returned with a grade of zero, regardless of the rubric. The following grading scale will be used in determining the candidate's final grade:

A = 90 – 100%
B = 89 – 80%
C = 79 – 70%
F=69% and below
*Please note that anything below 70% is considered failing

Assignment Policy — Students must complete all assignments and be prepared to participate in all discussions. All students are expected to complete assignments on the due date shown in the course timeline. Late work receives no points unless there is prior approval from the instructor. Extenuating circumstances do occur, which will be dealt with on an individual basis, but must be communicated to the instructor prior to the deadline and may or may not be accepted as an extenuating reason. Documentation may be asked for, such as a doctor note, email from OIT, etc. The instructor may allow full credit on late work during extenuating circumstances; it is up to the discretion of the Instructor. Please note, technology issues are not an excuse for submitting late work. Plan for technology issues and secure a back-up computer and internet location.
**TENTATIVE COURSE TIMELINE**

*All assignments are due on Sundays by 11:59 p.m., Central Standard Time (CST), except for Discussion posts. Initial Discussion posts are due on Thursdays by 11:59 p.m. CST and replies to classmates’ Initial Discussion posts are due on Sundays by 11:59 p.m. CST.*

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<th>Week and Date</th>
<th>Module(s)</th>
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| Week 1              | ❖ Before Class Begins Module  
❖ Getting Started (Module 1)  
❖ Emergent Literacy Environments (Module 2) | ● Discussion 1-Introduction (0 pts, but must complete)  
● Reading Reflection 1: Environments that Promote Emergent Literacy (Optimal Environments for Literacy and Literacy Development) |
| Week 2 June 5-11    | ❖ Connections between Language and Literacy (Module 3)                    | ● Quiz: Primary and Secondary Language Development  
● Discussion 2: Connections between Language and Literacy  
● Language and Literacy Resources Database Assignment |
| Week 3 June 12-18   | ❖ Current Tends in Early Literacy Instruction (Module 4)                  | ● Reading Reflection 2: Book 1  
● Guided Observations Assignment |
| Week 4 June 19-25   | ❖ The Youngest Second Language Learners (Module 5)  
❖ Developmentally Appropriate Practice and Emergent Literacy (Module 6-Part I and Part II) | ● Reading Reflection 3: Second Language Learners  
● Discussion 3: DAP/Standards/Curriculum in ECH  
● Simulated Language Sessions Assignment |
| Week 5 June 26-June 30 *Note: Class ends on Friday, June | ❖ Language and Literacy Family Partnerships (Module 7)  
❖ Putting it all Together (Module 8) | ● Discussion 4: Fostering Partnerships  
● Final Exam: Research Paper |
VII READINGS

Textbook:


*Also, if you don’t have a copy of the APA 7th edition manual, you will want to be sure to secure a copy. If you cannot access the editions for the first two textbooks, feel free to order the 5th and 9th editions.

LiveText:
The LiveText/Textbook data management system is used to collect critical assessments for students who are enrolled in the course. The course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Making decisions on faculty tenure, promotion, pay, and retention.
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

IX STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

• ATTENDANCE

This course meets face-to-face. There are some assignments online. Students will login to Desire to Learn (D2L) to submit assignments, unless otherwise specified by the instructor. It is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way
to do this is to CHECK THE COURSE at least once, daily. A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

**ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**STUDENT ACADEMIC DISHONESTY (POLICY 4.1)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

- **DEFINITION OF ACADEMIC DISHONESTY**
  - Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
    - using or attempting to use unauthorized materials on any class assignment or exam;
    - falsifying or inventing of any information, including citations, on an assignment; and/or;
    - helping or attempting to help another in an act of cheating or plagiarism.

- **PLAGIARISM**
  - Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
    - submitting an assignment as one's own work when it is at least partly the work of another person;
    - submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
    - incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

- **PENALTIES FOR ACADEMIC DISHONESTY**
  - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

- **STUDENT APPEALS**
  - A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**WITHHELD GRADES (POLICY 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**STUDENT CODE OF CONDUCT: POLICY 10.4**

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**NONDISCRIMINATION**

“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf
- **Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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### Course Policies

#### XII Course Policies

- **WORK POLICIES**
  - **Late Work**— Late work receives no points unless there is prior approval from the instructor.
  - **Make-up Work Policy**— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted one day from the original due date. No make-up work will be accepted the last week of the session.
  - **“Redo Work” Policy**— Some assignments may be subject to editing and resubmission at the discretion of the instructor, for partial credit. In this event, the resubmitted work is due no later than one week after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.

- **EMAIL COMMUNICATION**
  
  As you will notice on the course homepage, my virtual office hours are listed. It is my goal to answer any email you send within 48 hours on Monday-Friday. What does that mean? That means if you send an email on Monday at 11:00 a.m., you can expect a response by 11:00 a.m. on Wednesday morning. Always plan ahead and don't wait until the last minute to ask a question. (While you may receive a response sooner, always plan by the 48-hour rule.) I plan to be away from the computer on Sundays so please keep that in mind. Please also know that I am happy to meet with you through Zoom, if you would like to set up a time to conference.