William Paterson University  
College of Education  
Department of Early Childhood and Elementary Education  
Wayne, New Jersey  

Theme - Preparing Inquiring Educators for Diverse Settings:  
Developing Knowledge, Application, Dispositions  

COURSE OF STUDY

1. **Title and Number of Credits:** CIEC 618 Language Development and Emergent Literacy (3 graduate credits)

2. **Course Description:** The natural development of language in early childhood (birth - age 8) is examined as part of the reading/literacy program of the preschool and primary grade child. Emergent literacy is studied from the perspective of the whole child including the child's physical, cognitive, social, and emotional domains as well as cultural and linguistic backgrounds. Explorations of current research, theory, strategies and resources enable graduate students to understand and design literacy activities and environments. The course places special emphasis on understanding critical literacy, implementing literacy centers, working with diverse populations and integrating literacy throughout the curriculum. Consistent with NJCCCS, teachers are encouraged to integrate all the language arts: listening, speaking, reading, writing, and viewing and media literacy. Topics explored include family involvement; cultural and linguistic differences; English language learners; integrating play, language, and literacy; performance assessments; and adaptations for children with special needs. Learning and teaching theories are integrated with practical applications.

3. **Pre- or Co-requisites:** none

4. **Course Objectives:**
   1. Identify, describe and assess the natural development of language from birth through the primary grades.
   2. Critically examine significant theories of oral language and literacy development in young children.
   3. Identify, describe and exhibit an understanding of the role of the physical, cognitive, social and emotional development, and cultural and linguistic backgrounds on the language and literacy development of the young child.
   4. Develop and execute strategies, and create environments for young children which will encourage literacy development.
   5. Design and assess literacy strategies and activities based on current research theories.
   6. Use and promote developmentally appropriate teaching/learning practices to encourage and motivate learning for all children from all ethnic and linguistic backgrounds.
   7. Utilize appropriate informal and formal practices for observation and assessment of the children’s emergent literacy.
8. Examine and evaluate books, materials, technology, and other media programs appropriate for use with the young child relating to early literacy.
9. Plan appropriate activities and adaptations to support the needs of non-native English language learners and children with special needs.
10. Keep current in their field of interest through reading current professional materials.

5. **Student Learning Outcomes:** The graduate-candidate will be able to:
   1. Demonstrate an understanding of the stages of language development of young children and strategies and materials to support the varied aspects of literacy through writing a family newsletter and class discussion.
   2. Demonstrate the ability to create a developmentally appropriate print-rich environment and use appropriate strategies to facilitate meaning, support diversity, and incorporate technology through online discussion and reflecting on readings and their teaching practices in online Aha's.
   3. Examine and evaluate books and materials through class activities and discussion.
   4. Demonstrate the ability to foster emergent literacy by selecting and orally retelling a story incorporating props and manipulatives and preparing accompanying lesson plan.
   5. Demonstrate knowledge, skills, and strategies for supporting language development and emergent literacy by critiquing articles and readings and completing the final project.

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<tr>
<th>Student Learning Outcomes</th>
<th>NJ Teaching Standards</th>
<th>NAEYC Advanced Standards</th>
<th>NCATE Standards</th>
<th>COE Advanced Competencies</th>
<th>NJ DOE ECE/CCCS Standards</th>
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6. **Course Content:**
      a. Social interaction and language acquisition - Neuman & Roskos; Hart & Risley.
      b. Cognitive development - Jean Piaget
      c. Constructivists - Owocki; Schickedanz.
      d. Halliday’s theory of language development.
      e. Vygotsky’s contributions.
2. Structure of language.
   a. Phonemes, intonation, pitch, juncture, syntax.
   b. Basic sentence patterns, basic sentence transformation (questions, negative, passive, sentence expansion, and combination), semantics, content words, function words.

3. Stages in language development and cognitive development.
   a. Developmentally appropriate practices
   b. Stages of writing
   c. Stages of learning to read
   d. Stages of language development
   e. Using language for a variety of purposes

4. Language acquisition in young children.
   a. Factors which influence learning: social, emotional, intellectual, economical, and cultural.
   b. Literacy in the home.
   c. Availability of environmental print; Print-rich environment; Print with meaning.
   d. Cultural and linguistic differences including English language learners.
   e. Vocabulary development.

5. Critical Literacy
   a. Disrupting the commonplace
   b. Reading texts and viewing media with a critical eye
   c. Considering multiple viewpoints
   d. Focusing on sociopolitical issues
   e. Taking Action and Promoting Social Justice
   f. Having class discussions related to race, class, power, gender, language, or social justice

6. Strategies for supporting literacy development in preschool and kindergarten.
   a. Early childhood curriculum with learning centers: science, social studies, music, art, mathematics, reading, dramatic play, block areas, sand table, writing, building center, integrating reading and writing, using literature, personal reactions, journals, portfolios, reactions, use of the computer and computer programs.
   b. Story telling, retelling stories, activities at play and work centers; jump rope; jingles, dramatic play, block area, music, poetry, singing.
   c. Books of various genre: wordless books, picture books, cumulative tales, fairy tales, fables, fiction, non-fiction.
   d. Writing letters, names, initials; writing sentences for pictures; using inventive spelling; making books; writing materials.
   e. Active listening, listening for meaning, and an awareness of the role of sound, including intonation, rhythm, pace, enunciation, volume, and quality
   f. Opportunities to view, comprehend and use non-textual visual information
   g. Phonological awareness and sound/symbol relationships
   h. Balanced approach – whole language and skill-based approaches
   i. Read alouds, guided reading, shared reading, oral storytelling, interactive writing, receptive and expressive language
   j. Adapting the literacy environment in inclusive classrooms for children with special needs including those with autism
k. Supporting non-native English language learners

7. Performance opportunities for reading, writing, listening, speaking, and thinking in the primary grades.
   a. Reading and sharing books, storytelling, all genre, big books, wordless books, fables, fairy tales, reading signs, names, directions, animal books, informational books, multicultural and anti-bias literature.
   b. Listening center, books on tapes, audio cassettes, games, computer programs, role playing, retelling stories.
   c. Literacy infused learning centers
   d. Literacy Centers
   e. Literacy Block: Appropriate strategies
   f. Meaningful language and interactions
   g. Grouping and instruction
   h. Music, literature, integrated curriculum themes
   i. Integrating play and literacy experiences
   j. Read alouds, guided reading, shared reading, oral storytelling, interactive writing, receptive and expressive language
   k. Exposure to language using different media
   l. Journaling
   m. Modifications and strategies for promoting literacy development of children with special needs and children from language backgrounds other than English
   n. Incorporating technology

8. Assessment and Evaluation
   a. Authentic Assessment
   b. Checklists, rubrics, observations, anecdotes, literacy prompts, journals, portfolios, classroom activities, video/audio tapes.
   d. Assessing the learning environment for literacy.

   a. ESL; Bilingual; Dual language programs
   b. Reading recovery (Marie Clay); Success for all (Slavin and Madden).
   c. Pull-out programs, inclusion, storybook reading, special tutoring.

    a. Parent/Guardian partnerships
    b. Family education in literacy
    c. Guest readers
    d. Sharing reading at home
    e. Respecting and valuing diversity

7. Teaching/Learning Methods:
   1. Lecture and discussions
   2. Small group discussions and tasks
   3. Reflections
   4. Observations of environments and children
   5. Videotapes and multimedia presentations
   6. Storytelling and book sharing
7. Participant presentations
8. Journal Articles

8. **Evaluation Methods:**
   1. SLO #1: Creating family newsletter and class participation.
   2. SLO #2: Reflections on readings, practice and discussion.
   3. SLO #3: Class participation and book sharings.
   4. SLO #4: Lesson plan and story telling.
   5. SLO #5: Final project: Literacy investigation paper.

9. **Recommended Textbook/Readings:**

10. **Preparers' Names and Date:** Dr. Holly Seplocha and Dr. Marion Turkish, Fall, 2004

11. **Original Department Approval Date:** Fall, 2004

12. **Reviser's Name and Date:** Dr. Holly Seplocha, Spring, 2010

13. **Department Revision Approval Date:** Spring, 2010

14. **Bibliography:**

**Text**


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