



ECE 358 01W Language and Literacy in Early Childhood

COURSE SYLLABUS: SPRING 2026

INSTRUCTOR INFORMATION

Instructor: Josh Thompson (cis-, he/him)

Office Location: Ed South 228

Office Hours: Mondays, 3-5pm

Office Phone: 903-886-5537

University Email Address: josh.thompson@etamu.edu

Preferred Form of Communication: **Email**

Communication Response Time: 24 Hours or Less Monday-Friday

COURSE INFORMATION

Course Materials: All materials are embedded within the course or are accessible via the internet or through the Waters Library resource portal.

Required eTexts (available in D2L myLeoOnline):

CCIE. (2016). *Exchange Everyday*. Redmond, WA: Childcare Information Exchange. Delivered five days a week containing news, success stories, solutions, trend reports, and much more. Enroll in ExchangeEveryDay, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. ExchangeEveryDay is the official electronic newsletter for ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to ExchangeEveryDay, a free daily e-newsletter, go to www.exchangeexpress.com/eed.

NAEYC & IRA. (1998). *Learning to read and write: Developmentally appropriate practices for young children*.

www.naeyc.org/positionstatements/learning_readwrite (.PDF)

www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF

The syllabus/schedule are subject to change.

Texas Education Agency. (2009). *English Language Proficiency Standards (ELPS)*.
www.englishspanishteks.net/teachers/

Required Readings, as provided by the professor. For example:

Dickinson, D. K., & Tabors, P. O. (2002). Fostering language and literacy in classrooms and homes. *Young Children* 57(2), 10-18.

Magruder, E. S., Hayslip, W. W., Espinosa, L. M., & Matera, C. (2015). Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners. In Dombrink-Gree, M, Bohart, H., & Nemeth, K. *Spotlight on Young Children: Supporting Dual Language Learners* (pp. 24-32). Washington, DC: National Association for the Education of Young Children.
www.naeyc.org/books/spotlight_on_young_children_supporting_dual_language_learners_excerpt

Morrow, L. M., Strickland, D., & Woo, D. (1998). Creating a Framework for Literacy-Rich Environments. In Morrow, L. M., Strickland, D., & Woo, D. (eds.) *Literacy instruction in half- and whole-day kindergarten: Research to practice* (pp. 98-111). Newark, DE: International Reading Association.
<http://faculty.tamuc.edu/jthompson/Resources/LitRichEnviro.pdf>

Recommended Texts and/or Materials:

Hadaway, Nancy L., & Vardell, Sylvia M. (2003). *What Every Teacher Should Know About English Language Learners*. Allyn & Bacon.

Morrow, Leslie Mandel. (2012). *Literacy Development in the Early Years: Helping Children Learn to Read and Write* (7th ed.). Boston: Allyn and Bacon.
ISBN:013248482X

Nemeth, Karen N. (2009). *Many Languages, One Classroom: Teaching Dual and English Language Learners*. Gryphon House.

Piper, Terry. (2012). *Making Meaning, Making Sense: Children's Early Language Learning*. San Diego, CA: Bridgepoint Education. ISBN: 978-1-62178-038-0.

Zero To Three: National Center for Infants, Toddlers and Families (2014). *Beyond the Word Gap: Language and Learning Develop in the Context of Early Relationships*. Washington, DC: Zero to Three.
www.zerotothree.org/resources/series/beyond-the-word-gap

Course Description

This course focuses on language and literacy development emphasizing the interconnected nature of listening, speaking, reading, and writing. Students will plan a developmentally appropriate lesson that accommodates various language proficiencies.

The syllabus/schedule are subject to change.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. **Curriculum & Pedagogy:** Students will apply knowledge of language acquisition and literacy development to design an infographic depicting balanced literacy instruction aligned to the context for learning that reflects developmentally appropriate practices.
2. **Content Knowledge & Expertise:** Students will identify desired results for a lesson promoting language acquisition and literacy skills including listening and speaking skills with linguistically accommodated instructional sequences.
3. **Data-Driven Instruction:** Students will create a developmentally appropriate assessment plan that synthesizes pedagogical knowledge with context for learning and the learning objective.
4. **Learning Environment:** Students will design a developmentally appropriate, culturally relevant interactive read-aloud lesson plan.
5. **Technology Applications:** Students will promote family engagement in children's language acquisition and literacy development through an oral retelling fostering a meaningful language experience.

COURSE RELATED TEA EXPECTATIONS

19 TAC §228.30(d)

- (1) ELPS
- (2) Reading Instruction
- (3) Prekindergarten Guidelines Language & Communication

19 TAC §228.35(b)(2)

- D-clearly and accurately communicating to support persistence, deeper learning, and effective effort
- J-effectively communicating with students, families, colleagues, and community members

Accreditation Standards Associated with this Class

Prekindergarten Guidelines: II.A.1-3, II.B.1-6, II.C.1-3, II.D.1-6, II.E.1-8

ELPS Standards: (c) 2. A- I, (c) 3 .A- J (d) 1-2;

PPR Test Framework: I.002.H;

EC: PK-3 Test Framework: V.010.A-H;

STR Standards: (b) 1, 2, 3, (c) 1-4;

STR Test Framework: I.001.A-C, F, H, J-L, N, P, Q; I.002.A-C, E; II.003.A-L; II.004.A-J;

II.005.A, B, D-G, I, J; III.009.C, D, E, F; IIII.010.C, E, F; III.011E; IV.013.A-E

COURSE REQUIREMENTS

1. Infographic depicting balanced literacy instruction
2. Lesson including listening and speaking skills
3. Assessment plan
4. Read-aloud
5. Oral retelling

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Instructional Methods

This course consists of a series of activities to assist you in achieving the outcomes/objectives for the course. The student will consistently work on various combinations of assignments, activities, discussions, readings, research, etc.

Class meets online in D2L (myLeoOnline). Assigned readings must be completed before unit activities. Lectures include powerpoint, videos of children and adults talking, hands-on materials, and handouts. Active participation in online discussion is expected from everyone. Class leadership is welcomed and encouraged; bring a song, a book or story, a game to play, or insights from the readings or field work. Upload work in D2L (myLeoOnline), such as materials for your gallery walk. Regular quizzes help deepen your knowledge of the course content. Timely completion of online discussions is required.

Student Responsibilities or Tips for Success in the Course

Professionalism at the highest level to be demonstrated for all course activities:

- showing initiative, thoroughness, and thoughtfulness in all course activities
- participating in and contributing to course activities
- showing respect to peers and instructor
- showing pride in one's work
- demonstrate Net Etiquette
- preparation and completion of all course activities
- written assignments will be typed and corrected for grammar, spelling, and punctuation
- check Degree Works for accuracy

GRADING

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will self-evaluate your professional behaviors TWICE, once at the beginning, and again at the end of the course.

Assessments

1. Infographic depicting balanced literacy instruction
2. Lesson including listening and speaking skills
3. Assessment plan
4. Read-aloud (PBA)
5. Oral retelling (PBA)

PBA	From interactive read-aloud to storytelling to support language acquisition	ECE 358 PBA
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By planning an interactive read-aloud that transitions into an oral storytelling activity, students will demonstrate an understanding of foundational principles, concepts, and methods in language and communication (listening and comprehension skills, speaking (conversation) skills, speech production skills, vocabulary, and sentences and structure skills) through developmentally appropriate instruction that integrates learning across the domains. Additionally, students will demonstrate an understanding of the importance of incorporating context for learning (personal, cultural, and community assets) in planning culturally responsive classroom experiences that recognize and build on students' home language differences and distinctions. Students will linguistically accommodate instruction utilizing proficiency level descriptors for listening and speaking and identify the language functions related to the topic of the lesson and vocabulary essential to a student being able to fully participate in the lesson to plan language learning strategies to aid in comprehension. The student's plan will reflect knowledge of how to communicate clearly and accurately to support persistence, deeper learning, and effective effort.

Alignment	<p>Prekindergarten Guidelines: II.A.1-3, II.B.1-6, II.C.1-3, II.D.1-6, II.E.1-8 ELPS Standards: (c) 2. A- I, (c) 3 .A- J (d) 1-2; PPR Test Framework: I.002.H; EC: PK-3 Test Framework: V.010.A-H; STR Standards: (b) 1, 2, 3, (c) 1-4; STR Test Framework: I.001.A-C, F, H, J-L, N, P, Q; I.002.A-C, E; II.003.A-L; II.004.A-J; II.005.A, B, D-G, I, J; III.009.C, D, E, F; III.010.C, E, F; III.011E; IV.013.A-E</p> <p>19 TAC §228.30(d)</p> <ul style="list-style-type: none">• (1) ELPS• (2) Reading Instruction• (3) Prekindergarten Guidelines Language & Communication <p>19 TAC §228.35(b)(2)</p> <ul style="list-style-type: none">• D-clearly and accurately communicating to support persistence, deeper learning, and effective effort• J-effectively communicating with students, families, colleagues, and community members
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Interaction with Instructor Statement

Interaction with Instructor Statement The instructor's communication response time is within 24 hours and feedback on assignments is within 4 days after due date. If you have any questions or are having difficulties with the course material, please contact your Instructor.

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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COURSE SCHEDULE: SPRING 2026

DATE	TOPIC	READING	ASSIGNMENT
Unit 1 January	Language Foundations	D2L(myLeoOnline): Unit1 2 videos by Boroditsky and Poet Ali 3 articles by Dickinson, Magruder, and Morrow	Post your Introduction Professional Behavior Survey Unit 1: Discussions, Quizzes 1. Infographic depicting balanced literacy instruction Due January 31
Unit 2 February	Multicultural Perspectives Language Emergence	D2L: U2 NAEYC (1998) <i>Learning to Read and Write</i> TEA ELPS	Unit 2: Discussions, Quizzes 2. Lesson including listening and speaking skills Due February 28
Unit 3 March	Speaking and Listening Writing and Reading Creating and Appreciating	D2L: U3	Unit 3: Discussions, Quizzes 3. Assessment plan Due March 31
Unit 4 April	Early Language as Early Literacy	D2L: U4	Unit 4: Discussions, Quizzes PBA Storytelling to Interactive Read-aloud Due April 30
Unit 5 May	Language Assessments, Delays, & Interventions	D2L: U5	Professional Behavior Survey Due May 6, 2026 @ 8pm

All work due Wednesday, May 6, 2026 @ 8pm

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