



Course Syllabus: Language and Literacy
College of Education
ECED 4123 Section X 101
Fall 2026

Contact Information

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Course Description

Emphasis on how young children's language and literacy develop and the application of developmentally appropriate practice in planning for instruction

Textbook & Instructional Materials

Morrow, L. M. (2020). *Literacy Development in the Early Years: Helping Children Read and Write* (9th Ed). Boston: Allyn & Bacon.

Course Goals

The goal of this course is to provide you with an understanding of how young children acquire language and aspects of literacy (i.e. reading, writing, speaking, and listening) and how they develop from birth to age eight. The course also provides suggestions for developmentally appropriate instructional practices.

Course Overview

1. Foundations of Early Literacy Development: Surveying the Past to the Present
2. Strategies to Figure out Words: Phonological Awareness, Phonemic Awareness, and Phonics
3. Literacy and Diversity: Meeting Needs of Children with Special Concerns
4. Language and Vocabulary Development
5. Developing Comprehension of Text and Concepts about Books
6. Assessing Early Literacy Development in Order to Design Instruction
7. Writing, Spelling, and Literacy Development
8. Motivating Reading and Writing
9. Organizing and Managing the Literacy Program
10. Family Literacy Partnerships: Home and School Working Together

Course Objectives

The course learning objectives are aligned with state standards including the National Association for the Education of Young Children (NAEYC) standards TExES EC-6 Core Subject ELAR Standards/examination framework, and Science of Teaching Reading (STR) standards, STR examination framework, and Texas Teacher Standards (TAC Chapter 149). All required standards will be uploaded to D2L.

1. Understand the components of literacy, including reading, writing, speaking, listening, and viewing, and how they are related (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3; TAC Standard 3).
2. Understand children's language and literacy development and how to identify and accommodate for factors that impact student language and literacy learning (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and TAC Standard 2).
3. Understand aural/oral/visual literacy processes and skills (i.e. types of and purposes of listening, speaking, and viewing; phonological awareness processes and concepts of print awareness; types of and purposes for oral expression activities (ELAR standards and competencies; STR standards and competencies; NAEYC Standard 2 and 3; TAC Standard 3).
4. Know about the developmental reading processes from birth to age eight and how to best foster literacy at each stage of development (ELAR standards and competencies; STR standards and competencies; NAEYC Standards 2 and 3; TAC Standard 2).
5. Understand the writing process, as well as developmental early writing and the stages of writing development (ELAR standards 8 and 9; ELAR competencies 8 and 9; TAC Standard 3).
6. Know about and use children's literature to foster reading for each stage of reading from birth to age eight. (ELAR standards and competencies; TAC Standard 3 & 4)
7. Know how to encourage parents to apply language arts skills (including reading) as a vehicle for learning (NAEYC standard 1, 6, and 7-10; TAC Standard 2, 3 & 4)
8. Understand how to assess and document student progress in language and literacy development (ELAR Standard 10 and competency 10; STR standards and competency 2; NAEYC standard 4; TAC Standard 1 & 6).

Standards

The detailed list of each standard and exam framework is Appendixes C-J: The National Association for the Education of Young Children (NAEYC), standards TExES EC-6 Core Subject ELAR Standards/examination framework, Science of Teaching Reading (STR) standards, STR examination framework, Texas Teacher Standards (TAC Chapter 14, and Chapter 110 Texas Essential Knowledge and Skills (TEKS) for Elementary English Language Arts and Reading.

Dispositions

- 1.The education and reading faculty expect students to demonstrate the performances essential for meeting the educational needs of all children.
- 2.Early childhood and reading education professionals are committed to using research-based, developmentally appropriate instruction.
- 3.Early childhood and reading education professionals assess learner strengths and needs to plan developmentally appropriate instruction.
- 4.Early childhood and reading education professionals advocate assessments that consist of both formal and informal multiple assessments conducted over time which compare the child's past and present abilities.
- 5.Early childhood and reading education professionals display positive dispositions related to early childhood and to the teaching of reading.
- 6.Early childhood and reading education professionals value students' interests, backgrounds, and reading abilities as foundations for a developmentally appropriate early childhood reading program.
- 7.Early childhood and reading education professionals model related reading and writing experiences enthusiastically as valued lifelong activities.
- 8.Early childhood and reading education professionals assist families to find enjoyable ways to support and develop learning begun at school.

College Policy

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new

Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

AI /Chat GPT Policy

The MSU Student Handbook covers Academic Honesty under University Policies and procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism. (1) Cheating is the use of any unauthorized assistance, dependence upon the aid of sources beyond those authorized by the instructor, or acquisition without permission, of tests or other academic materials. (2) Plagiarism is the use of another person’s published or unpublished work without full and clear acknowledgment. (3) Collusion is collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

AI/Chat GPT are relevant to the academic domain. All writing assignments for this course should be well-prepared and created by the students. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism (Source from Texas Tech University).

Moffett Library

Moffett Library provides resources and services to support student’s studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media

equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstutexas.edu.

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Grade Appeal Process

Students who wish to appeal a grade should consult the [Midwestern State University Catalog](#).

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

Attendance Policy

1) This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in attendance at every class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.

If you are absent, your grade will be reduced.

1st Absence – No penalty. (Please use the first absence wisely such as family events, conferences, and social activities, etc.).

2nd Absence – 30 points deducted from your final grade average

3rd Absence – 60 points deducted from your final grade average

More than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.

If you have an unexpected medical treatment, you must turn in a doctor's note at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points

2) Punctuality is also expected for all classes. Arriving 10 minutes late for the class is considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will lose 100 points in your final point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.

3) Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class.

4) Make your cell phone vibrate during class time. No texting is allowed. Texting is very distracting in the class. Do not do it!!

5) Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. Turn in your assignments with an electronic copy to D2L on the due day which is listed on the course calendar.

Key Assessments

Phonological Awareness project and teaching demonstration, literacy bag project and presentation, midterm and final exams.

Child Protection Training

<https://training.msutexas.edu/?id=37a9bfea0a0008954a19954cef9a1aa5> Due to state requirements, all students must complete the Child Protection Training course before working with minors, even if your role is limited to reading to children. The training certification is valid for one year. If you have already completed this training for another course within the past year, you do not need to complete it again. Please upload your training certificate to D2L by **October 1**.

Participation in a variety of class/group activities

Just attending class is not sufficient to earn the class participation credit, but you must be present in order to participate. Unexcused absences will affect your participation grade. Come to class prepared and ready to actively participate in each class session: ask questions, answer questions, share your knowledge and experiences, and actively participate in whole class and small group discussions and activities. Read any assigned course materials, bring your texts and course materials to every class session, and take responsibility for your share of the discussion. One of the privileges of a community of learners is gaining feedback from others as you learn. Take advantage of this privilege—study with members of the class, and discuss ideas with group members. Absence will affect your participation grade. Each absence will lose 20 points for participation.

Evaluation criteria: (a) actively engage others in constructive discussion, questioning, and querying during class sessions to assist in the development of

self-reflective practice (Brown, 1997), (50 points), and (b) group evaluations of participation (50 points).

Children's Literature Sample for Phonological Awareness (Individual)

You will choose three children's picture books that you can use to help children develop phonological awareness. Your books and activities should focus on any three different aspects of phonological awareness (e.g., phonemic awareness, syllabication, rhyme recognition, phoneme matching, alphabet knowledge, beginning sounds, and/or phoneme manipulation, etc.) and phoneme manipulation (e.g., substituting or deleting phonemes).

You will prepare a paper, one and one half to two pages, single-spaced, 12 font, Times New Roman font on each book you choose. The paper includes four parts:

- (1) In section one; write a brief summary of the book.
- (2) In section two, identify and describe a phonological awareness aspect with an example from the textbook that explains the aspect you are focusing on with this children's book.
- (3) In the third section, describe a phonological awareness activity for the book. Include a step by step description of the procedure for the activity. This should be detailed enough so that anyone could follow the procedure. (Look to your textbook, the library and online for ideas).
- (4) In section four, describe a book extender activity you would use in the classroom. Include the step by step detailed procedure for the book extender activity.

A rubric is provided to assist you with the written paper. Each written paper will be evaluated according to the rubric requirements. You will discuss the books from your literature sample in groups according to the tentative schedule.

Assignment Evaluation Criteria: (1) Written descriptions using children's books to teach at least three different types of phonological awareness aspects (2) Group discussion of three literature sample books (3) Quality of writing (a) the paper does not have grammatical errors; (b) the paper has an effective introduction, activities, and conclusions. Heading and subheadings within the paper facilitate comprehension, (c) Ideas flow logically and are sufficiently developed. The rubric is listed on pages 14-15.

Presentation- Teaching Demonstration (Individual)

You will choose one of the three children's books from the preceding assignment and develop a phonological awareness lesson plan using the phonological awareness activity and the book extender activity from your paper. You will teach the lesson with props and lesson materials. Submit your teaching lesson plan to D2L. Evaluation Criteria: (a) lesson presentation with props and materials, (50 points) and (b) written lesson plan to be handed in (50 points).

The lesson plan contents (a) Title, (b) Purpose of the lesson plan, (c) Description of the procedures, (d) Assessment/Evaluation learning/objectives, (e) Materials, (f) References. The lesson plan format is attached. Each student will have a 15 minute-presentation on this assignment.

Literacy Bag and Presentation (Group Project)

You and your partners (3 students per group) are required to develop a book bag that may be used for one-to-one instruction with a primary grade (K-2) child. This bag will include (a) two quality children's picture books. You will not be allowed to use the same children's books for the project: Children's Literature Sample for Phonological Awareness, (b) a recording of the picture books (CD for full credit), - record the books by yourself. (c) an enrichment game/activity, (d) a list of ten activities that the student/teacher could do together in a short period of time, (e) a list of materials included in the packet as well as a list of consumable materials needed for the activities. You will also share the bag with a primary-age child and will then write a two-page typed reflection about the one-to-one experience with the primary-age child. This reflection should include both positives and negatives of the experience and how the student would revise the assignment based upon the interaction with a child. Finally, you will share your book bag with the whole class. A detailed book bag rubric is found on pages 16-17.

Clinical Experience: Story Telling (Pair Project)

You and your partner need to find a local early childhood center such as (Early Head Start, Head Start) and read a book to children as well as provide follow up activities for them to do. Do this just one time per semester. It may take you 15-20 minutes to finish the project. The instructor can organize a place for you if you need a place to work with young children. A clinical experience timesheet is included time /day/location/ book/activities/teacher signature. You also need to upload your timesheet to D2L.

Midterm and Final Exams

Prepare for and complete the mid-term exam and the final exam. You will be successful with these exams if you keep up with the required reading, actively participate in class sessions, and apply critical thinking skills at all times. You need to take the midterm exam and the final exam online.

Grading

Course Grade - Final grade will be determined by the numbers of points earned through completion of the following assignments: If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile you will lose 100 points for your final grade.

Table 1: Points for each assignment

Assignments	Points
Participation	100
Children's Literature Sample for Phonological Awareness	300

Presentation- Teaching Demonstration	100
Literacy Bag	200
Clinical Experience: Story Telling	100
Midterm Exam	100
Final Exam	100
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Grading Scale:

A= 1000- 900 Work that is outstanding and exemplary.

B= 899-800 Work that is above the minimum requirements.

C= 799-700 Work that meets expected level of performance for most students.

D= 699-600 Work that falls short of minimum criteria.

F= 599 below Work that falls well below the expected level of performance for most students.

Course Schedule: All assignments are due on Sunday.

Dates	Activity	Assignment
Week 1 Aug. 25 (T)	1.Course Introduction	None
Week 1 Aug.27 (Th)	2. Looking at an Exemplary Early Literacy Classroom & Foundations of Early Literacy Development	Chapter 1 & 2
Week 2 Sept.1(T)	3. Looking at an Exemplary Early Literacy Classroom & Foundations of Early Literacy Development	Chapter 1 & 2
Week 2 Sept.3 (Th)	4. Literacy and Diversity: Teaching Children with Different Needs	Chapter 4
Week 3 Sept.8 (T)	5. Literacy and Diversity: Teaching Children with Different Needs	Chapter 4
Week 3 Sept.10 (Th)	6.Early Childhood Language Development from Birth to Age Two	Chapter 5
Week 4 Sept.15 (T)	7. Early Childhood Language Development from Birth to Age Two	Chapter 5
Week 4 Sept.17 (Th)	8. Language and Vocabulary Development: Preschool Through Third Grade	Chapter 6
Week 5 Sept.22 (T)	9. Language and Vocabulary Development: Preschool Through Third Grade	Chapter 6
Week 5 Sept.24 (Th)	10.Emergent Literacy Skills and Strategies: Helping Children to Figure Out Words	Chapter 7
Week 6 Sept.29 (T)	11. Emergent Literacy Skills and Strategies: Helping Children to Figure Out Words	Chapter 7
Week 6 Oct.1 (Th)	12.Phonological Awareness and Phonics Instruction	Chapter 8 ** Phonological Awareness Book #1, and Book Discussion Due (<i>Bring a children's</i>

		<i>picture book that promotes phonological awareness to share in your group).</i>
Week 7 Oct.6 (T)	13. Phonological Awareness and Phonics Instruction	Chapter 8
Week 7 Oct.8 (Th)	14. Midterm Exam (Chapters 1,2,4,5,6,7,8)- Online	** Online midterm exam due at 11:59pm
Week 8 Oct.13 (T)	15. Review Assessment in Early Literacy: A Guide for Designing Instruction	Chapter 3
Week 8 Oct.15 (Th)	16. Review Assessment in Early Literacy: A Guide for Designing Instruction	Chapter 3
Week 9 Oct. 20 (T)	17. Developing Comprehension of Text and Fluency	Chapter 9 ** Phonological Awareness Book #2, Book Discussion Due. (Bring a children's picture book that promotes phonological awareness to share in your group).
Week 9 Oct.22 (Th)	18. Developing Comprehension of Text and Fluency	Chapter 9
Week 10 Oct. 27 (T)	19. Presentation-in Class	** Literacy Bag Due
Week 10 Oct.29(Th)	20. Writing, Spelling, and Literacy Development	Chapter 10

Date	Activity	Assignment
Week 11 Nov.3(T)	21. Writing, Spelling, and Literacy Development	Chapter 10 ** Phonological Awareness Book # 3, Book Discussion Due.
Week 11 Nov.5 (Th)	22. Using Children's Literature in the Classroom	Chapter 11
Week 12 Nov.10 (T)	23. Using Children's Literature in the Classroom	Chapter 11 ** Three Children's Literature Written Paper Due at 11:59 pm.
Week 12 Nov. 12(Th)	24. Creating a Motivating Environment of Literacy Development	Chapter 12
Week 13 Nov.17 (T)	25. Creating a Motivating Environment of Literacy Development	Chapter 12
Week 13 Nov.19 (Th)	26. Organizing and Managing Literacy Instruction	Chapter 13
Week 14 Nov.24 (T)	27. Thanksgiving Holidays	No Class
Week 14 Nov.26 (Th)	28. Thanksgiving Holidays	No Class
Week 15 Dec.1 (T)	29. Family Literacy Partnership: Home and School Working Together	Chapter 14
Week 15 Dec. 3 (Th)	30. Presentation-In Class	** Teaching demonstration using children's book due ** Clinical Experience: Story telling due at 11:59pm
Week 16 Dec.8 (Final Exam)	31. Final Exam Schedule will be Dec. 8, Tuesday, 5:45pm-7:45 pm	** Online Final Exam (Chapters 3, 9-14) Due