



Course Syllabus: Language and Literacy
College of Education
ECED 5123 Section X 10 (Revised on August 31st)
Fall 2026

Contact Information

Instructor: Suhua Huang, Ph.D.

Office: BH 214

Office hours: Tuesdays (10:00am-11:00pm; 2:00 pm-3:00pm), Wednesdays (10am-12:00pm), Thursdays (2:00-3:00pm) or by appointment

Office phone: (940)397-4763; Cell Phone (940)6135977

E-mail: suhua.huang@msutexas.edu

Course Description

Examine complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures.

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 graduate students with a comprehensive understanding of how young children acquire language and develop foundational literacy skills—including reading, writing, speaking, and listening—from birth through age eight. The course examines developmentally appropriate instructional practices and research-based strategies for promoting young children's language and literacy development. Students will explore evidence-based approaches to oral language development, phonological and phonemic awareness, emergent reading and writing, vocabulary development, comprehension, and family engagement. Emphasis will be placed on applying research to instructional decision-making and designing meaningful, developmentally appropriate literacy experiences for young children.

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).

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. All required standards are available on D2L.

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](#)

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, studentaffairs@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

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).

Online Attendance Policy

Participation is an important part of your success in this course. Since this is an online class, your engagement shows your effort, responsibility, and understanding of the material.

Expectations: Students are expected to: (a) Log in to D2L regularly (at least 3–4 times per week), (b) Complete all assignments, and activities on time, (c) Respond to classmates in a respectful and thoughtful way, (d) Check announcements and course updates regularly

Online Etiquette (Netiquette): (a) Be respectful and professional in your communication, (b) Be open to different ideas and perspectives, (c) Use appropriate language at all times (d) Follow academic integrity guidelines

Attendance & Engagement: (a) Participation in online activities counts as your attendance, (b) Not participating regularly may lower your grade, (c) If you are unable to participate, please communicate with the instructor

Late Work: (a) Submit assignments by the due dates, (b) Late work may receive reduced credit unless you have made prior arrangements

Communication: (a) Check your email and D2L announcements frequently, (b) Contact the instructor if you have questions or need help

Note

Regular participation helps you stay on track and supports a positive learning environment for everyone.

Key Assessments

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

Participation online (100 Points)

Level	Description	Points
Excellent	Logs in regularly, completes all work on time, and actively engages with peers	90–100
Good	Participates regularly and completes most work, with generally responses	80–89
Satisfactory	Inconsistent participation, limited engagement a minimal engagement	70–79
Needs Improvement	Rarely participates, incomplete work, or minimal effort in engagement.	60–69
Unsatisfactory	Little to no participation or engagement	Below 60

Instructional Research Article Analysis Project (200 Points)

Goal: Familiarity with the professional research literature that informs early childhood educators about good practices for promoting children's language and literacy.

Audience: Early childhood education academic colleagues

Content: Analyze a refereed (also called peer reviewed) article about attempts to improve child language or literacy learning or development. There is a hands-on part of the project, intended to enable and demonstrate deep understanding of the instruction implemented in the article. It is *not* a full replication of a study. It simply calls for using materials like those used in the study being analyzed and trying to do the instruction described in the article with the assistance of at least one child confederate.

The written paper should include the following:

1. an introduction of the topic about language or literacy growth and how it is addressed by the one article, including (a) the purpose(s) of the article, (b) a summary of the theoretical motivation for the research reported in each article, (c) a summary of the background research literature the study is developed from;
2. a description of the empirical base for each study, giving details about (a) the instruction involved, including the procedures and materials used, (b) the design of the study, including assignment of child subjects to different conditions as well as how data was collected, and which measures and analytic techniques were used, (c) the major conclusions;
3. a description of the hands-on part of your work based on the plans you made, the implementation you achieved, the results of your hands-on work with the child, and a description of what the experience led you to think about the article it was derived from;
4. a conclusion about the value the article has (or does not have) for research-based instructional practices in early childhood education.

Family Literacy Project (200 points)

Goal: Review and summarize course information about literacy, demonstrating knowledge of the first half of the course. Prepare to (a) assist families to understand the complex nature of children's literacy growth and (b) to help parents partner with teachers for the child's benefit in the light of the beyond school factors that affect the child's development.

Audience: Families of young children

Content: Address the following topics explored throughout the semester:

1. integrated components for accomplished reading, (a) foundations in language development (including phonemic and phonological awareness), activities (conversations, play, read-alouds, exploring varied literacy purposes and forms, trying to write), print concepts and letter knowledge, and motivation to read; (b) comprehending written language by using background knowledge (with vocabulary depth and breadth) and comprehension strategies for varied forms and domains; c. printed word identification (alphabetic principle, phonics, syllabic and morphological chunking, and sight words) with accuracy and automaticity; d. fluency that coordinates (b) and (c) above.
2. integrated components for writing, drawing on literacy foundations developed also for reading but including (a) composing meaningfully in diverse genres using topic knowledge and vocabulary, varied and complex syntax, semantics, rhetoric, showing audience awareness, using planning, organizing,, monitoring, self-regulation (attention, persistence).(b) producing written words using fine motor and transcription skills, the alphabetic principle, and spelling strategies & patterns. (c). finishing with self-evaluation, editing, revising, publishing.
3. how literacy development is related to language and cultural diversity
4. how reading difficulties can be prevented, identified, and treated

The final product should include the following features: (a) Frameworks to orient and motivate families to learn about both the reading and writing sides of literacy. (b) Introduction of specialized terms with examples explained. (c) Some

milestones or benchmarks d. research supported “how-to” segments (including materials, procedures rationale) so home activities can complement school work to enhance child literacy.

Children’s Literature Sample for Phonological Awareness (Individual)- 200 Points

You will select three children’s picture books that can be used to support the development of phonological awareness. Each book and its associated activities should focus on **a different aspect of phonological awareness** (e.g., phonemic awareness, syllabication, rhyme recognition, phoneme matching, alphabet knowledge, beginning sounds, and/or phoneme manipulation such as substituting or deleting phonemes).

Written Paper Requirements

For each book, you will prepare a paper that is 1.5 to 2 pages in length, single-spaced, using 12-point Times New Roman font.

Section 1: Book Summary

Provide a brief summary of the children’s book

Section 2: Phonological Awareness Focus

Identify and describe one phonological awareness aspect. Include an example from the textbook that explains the concept and how it connects to the selected book.

Section 3: Phonological Awareness Activity

Describe a phonological awareness activity based on the book. Include a step-by-step procedure detailed enough for another teacher to follow. You may consult your textbook, library resources, or credible online sources for ideas.

Section 4: Book Extension Activity

Describe a classroom extension activity related to the book. Provide a clear, step-by-step procedure for implementation. The rubric is listed on pages **14-15**.

Presentation- Teaching Demonstration Video Presentation (100 Points)

(Individual): Lesson Presentation (with props and materials) – 50 points

Written Lesson Plan Submission – 50 points

You will select one of the three children’s books from the previous assignment and develop a phonological awareness lesson plan. Your lesson must incorporate both the phonological awareness activity and the book extension activity described in your paper. You will teach the lesson using appropriate props and instructional materials. The lesson must be delivered through a recorded video presentation (e.g., Zoom, Loom, YouTube, etc.). Due to limited storage capacity on D2L, you are required to upload your video to an external platform and submit a shareable link. Please ensure that your video link is accessible (public or unlisted) and can be viewed without restrictions. Each student will deliver a **15-minute presentation** of their lesson.

Your lesson plan must include the following components: (a) Title (b) Purpose of the Lesson (c.) Description of Procedures (d.) Assessment/Evaluation of Learning Objectives (e.) Materials (f.) References

- The lesson plan format is attached—please follows the provided template.
- Be sure to incorporate appropriate props and instructional materials in your presentation.
- Submit your completed lesson plan through 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.

Scoring for Each Reading Core Components

As a future elementary educator, you need to understand and know how to teach the five core components of scientifically based reading instruction throughout this course. Scientifically based reading instruction (SBRI) is grounded in the research on how students learn to read, which builds off the [2000 National Reading Panel report](#) (synthesizing decades of research) that emphasized the importance of alphabetics (phonemic awareness and phonics), fluency, vocabulary, and comprehension.

- **Phonemic awareness:** The ability to focus on and manipulate the sounds made by spoken words.
- **Phonics:** The relationship between the sound of spoken words and the individual letters or groups of letters representing those sounds in written words.
- **Fluency:** The ability to read a text accurately and quickly while using phrasing and emphasis to make what is read sound like spoken language.
- **Vocabulary:** Knowledge about the meanings, uses, and pronunciation of words.
- **Comprehension:** Constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows.

Each of the five core components (Phonemic awareness, phonics, fluency, vocabulary, comprehension) is assessed separately based on all four instructional approaches within the course, earning up to 100 points per component.

Instructional Approach	Component Analysis (Across the course)	Points Earned for each component
Instructional Hours	(1) Phonemic Awareness-2 hours;(2) Phonics- 2 hours (3) Vocabulary- 3 hours;	20

	(4) Comprehension- 3 hours, (5) Fluency- 2 hours	
Objective Measure of Knowledge	Two exams, Children's literature Projects, Teaching Presentation, Literacy Bag, and Clinical Experience.	30
Practice/Application	Teaching Presentation, Literacy bag project and Clinical Experience.	30
Background Materials	One Textbook, four supplementary materials, and five video teaching demonstrations.	20
Total Points earned for Each Component		100

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 (Online)	100
Children's Literature Sample for Phonological Awareness	200
Presentation- Teaching Demonstration	100
Family Literacy Project	200
Instructional Research Article Analysis Project	200
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

Course Schedule (Eight weeks Revised August 31st)

Dates	Activity	Assignment
Week 1 Aug. 24-Aug.28	1.Course Introduction	None
Week 2 Aug.31-Sept. 4	2. Read Chapter1, 2, 4, 5, 6, 7, and 8	Chapter 4-8
Week 3 Sept.7 to Sept.11	3. Read Chapter 3, 9, 10, 11, 12, 13, and 14 Sept 7: Labor Day Holiday	Chapter 9-14
Week 4 Sept.14- Sept.18	4. Midterm Exam (Chapters 1,2,4,5,6,7,8)- Online	** Online midterm exam is due on September 20th at 11:59pm
Week 5 Sept.21- Sept.25	5. Work on Three Children's Literature Project	Three Children's Literature Written Paper is due September 27th at 11:59 pm.
Week 6 Sept. 28-Oct.2	6. Work on Teaching Demonstration Video Presentation-Three Children's Literature Project	Teaching Demonstration Video Presentation- Three Children's Literature Project is due Oct.4th at 11:59pm
Week 7 Oct.5- Oct.9	7. Final Exam and Family Literacy Project	Online Final Exam (Chapters 3, 9-14) and Family Literacy Project are due on Oct.11 at 11:59pm.
Week 8 Oct. 12- Oct.16	8. Instructional Research Article Analysis Project	Instructional Research Article Analysis Project is due on Oct. 15th at 11:59pm.