

Mayville State University

EC 313 Language & Literacy in ECE (27601)

August 25-October 19, 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Ann Willeson

Contact Information:

Office: 116 L

Email: ann.willeson@mayvillestate.edu

Work phone: 701-788-4796

Hours of Availability:

I am happy to meet with you by Appointment, Phone, or Zoom

Instructional Mode: Oline Asynchronous

Course Dates: August 25-October 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Course Materials and Technologies

Required

Wright, T.S, Cabell, S.Q., Duke, N.K, & Souto-Manning, M. (2022). *Literacy learning for infants, toddlers, & preschoolers: Key practices for educators*. Washington, D.C.: NAEYC.

Student Liability Insurance

Pictures of Materials/Games in JPEG Format

Materials: Students will need to purchase supplies such as tag board, markers, material, and various craft materials, etc. to create materials/games for a preschool child.

[MSU Technology Requirements](#)

Blackboard Ultra

Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it must be properly quoted and cited every time it is used. Failure to do so constitutes an academic integrity violation, is considered plagiarism and will have the same consequences as other violations of academic integrity.

Course Description

This course explores emergent literacy in Pre-K classrooms. The focus will be on scientifically based, evidence- based, and research-based best literacy practices, which include reading, writing, listening, and speaking. Emphasis will be placed on oral language, phonological/phonemic awareness, environmental print, concepts of print, alphabet knowledge, reading aloud strategies to support vocabulary and comprehension, and written expression. Teacher candidates will develop literacy materials and activities that are

Mayville State University

developmentally appropriate and based on the knowledge of individual children. Second-language development is discussed on preserving a child's home language to set a firm foundation for learning and enhancing a child's language and literacy skills. This course is required for all Early Childhood programs: AA, BA, BSED (B-3rd grade).

Pre-/Co-requisites: No Pre-requisites are required.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Discover how to create a language and literacy-rich preschool classroom environment (InTASC 4, NDECS 2, NAEYC 5, CEC EC 5, SLO 2).
2. Explore developmentally appropriate emergent literacy practices that promote listening, speaking, reading, and writing interests and abilities of young children (InTASC 1,4,8 NDECS 2, NAEYC 1,4,5, CECEC 1,5 SLO 2,3).
3. Plan and implement literacy lesson plan activities that use concrete, real and relevant learning materials; and provides for a wide range of developmental interests and abilities (InTASC 1,5,7,8 NDECS 2,3 NAEYC 1,4, 5, CECEC 1,6 SLO 2,3).
4. Create and implement literacy activities in oral language, phonological and phonemic awareness, alphabet knowledge-alphabet arc, listening to stories, vocabulary development, environmental print, and emergent writing for a preschool child based the child's strength, challenges, and interests (InTASC 1,5,7,8 NDECS 2,3 NAEYC 1,4,5, CECEC 1,6 SLO 2,3).
5. Students will write reflective summaries to show growth in learning, understanding of literacy and the science of reading, and language development in preschool children (InTASC 1,4 NDECS 2, NAEYC 1,5, CECEC 1,5 SLO 2).

Standards Alignment (Early Childhood Education Program Approval Standards-ND ESPB):

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

InTASC Principles:

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Mayville State University

- **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 5 Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- **Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ND Early Childhood Teacher Education Standards:

- **Standard 2 Curriculum:** The program implements a curriculum that is consistent with its goals for children and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
- **Standard 3: Teaching:** The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

NAEYC Standards:

- **Standard 1: Child Development and Learning in Context:** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
- **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
- **Standard 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum:** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

CEC EC Standards:

- **Standard 1: Child Development and Early Learning**
Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.
- **Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience**
Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.
- **Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction**
Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Mayville State University

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- Introduced Reinforced SLO 2: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- Introduced Reinforced SLO 3: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

Instructional Strategies

Written Reflection	Academic Writing	Inquiry & Research
Case Studies	Graphic Organizers	Videos
Discussion	Critical Thinking	Direct Instruction
Experiential Learning		

Course Expectations

Writing Expectations: Being able to express one's thoughts in a clear and well-thought-out manner is held in high regard in this course. Early Childhood Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- Email communication-allow at least 24 business hours for a response.
- Email will be checked daily M-F 8 am-5 pm. Emails received during weekends will be responded to by Monday.
- Ensure that you are responding professionally. Refrain from using texting language.
- I encourage you to contact me to discuss any questions, concerns, or suggestions. Student input is important to make this course a worthwhile experience

Assignments and Assessments

To enhance your learning experience in this course the following is expected:

- Always ask questions- I am here to provide support, so you are successful in this course.
- Complete all assigned reading.
- Participate in discussion forums in a professional manner.
- Submit all your assignments by due dates, there are drop boxes for each assignment.
- Give yourself an appropriate amount of time to complete assignments.
- Make sure you read all assignment directions thoroughly.

Each student will submit major assignments (details are posted on Blackboard)

1. Literacy Reflection Grid
2. Reading Log & Book Tasting
3. Case Study (Language Development, Read-aloud, Phonological Awareness, and Environmental Print)
4. Discussion Forums

Evaluation and Grading

The goal of evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in early childhood language and literacy.

Mayville State University

Grading Policies

- Late work is determined by the date in the Dropbox. Late assignments will receive partial credit.
- Please do not email your work, post your work in the dropbox in Blackboard.
- Please plan, do not wait until the last minute to post assignments. Each assignment is given sufficient time for completion; it is up to you to take advantage of this allotted time.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to be sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date.
- Participate in discussions in a professional manner.

Grading Scale

94-100(340-318) =A 93-87(317-295) =B 86-80(294-271) =C 79-72(270-244) =D 71-0(243-0) =F

Breakdown of Grades

Literacy Reflection (90 Points) Reading Log & Book Tasting (45 Points) Case Study (130 Points)
Forums (40 Points) Literacy/Play (10 points) DLL Scenarios (15 points) Writing Strategies (10 points)
Total: 340 points

Enrollment Verification

Enrollment Verification: Introductions Activity Week 1.

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Mayville State University

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Timeline/Schedule

The 8-week course is laid out in detail in Blackboard. The assignments and due dates are posted in each weekly folder on Bb. "Course Timeline and Schedule are subject to change as deemed necessary by the instructor."

Week 1 Play, Clever Communications

Week 2 Oral Language

Week 3 Print Navigators

Week 4 Print Concepts, Environmental Print

Week 5 Sound-Letter Linkers-Alphabet Arc, Phonological Awareness

Week 6 Text Comprehenders, Science of Reading

Week 7 Resourceful Writers, Emergent Writing

Week 8 Reading Log, Writing Strategies

References / Bibliography

Bennett-Armistead, S., Duke, N., & Moses, A. (2005). *Literacy and the youngest learner: Best practices for educators of children from birth to 5*. NY, NY: Scholastic.

Dommbrink-Green, M., Bohart, H., & Nemeth, K. (2015). *Spotlight on young children: Supporting dual language learners*. Washington, DC: NAEYC.

Hall, L. (2024). *Connecting Early Literacy and the Science of Reading*. <https://blogs.iu.edu/earlyliteracy/2024/02/16/connecting-early-literacy-and-the-science-of-reading/>

Himmele, P. & W. Himmele (2014). *Total Literacy Techniques*. Alexandra, Virginia: ASCD.

Illinois Early Learning Project. (2022) *The Science of Reading in Preschool*. <https://illinoisearlylearning.org/answers/science-of-reading/#what-can-i-do-as-a-preschool-teacher-to-support-early-literacy-using-the-science-of-reading>.

Lliana, A., & Sturdivant, T. (2023). *Focus on developmentally appropriate practice: Equitable and joyful learning in preschool*. NAEYC: Washington, DC.

NAEYC. (2022). *Developmentally Appropriate Practice*. Washington, DC: NAEYC.

ND Dep. Public Instruction (2018). *North Dakota Early Learning Standards*.

Reading Rockets. (n.d.). *Basics: Oral language*. <https://www.readingrockets.org/reading-101/reading-and-writing-basics/oral-language>

Regional Educational Laboratory Southeast. (2021). *What does 20 years of research say about teaching language and literacy in preschool?* U.S. Department of Education, Institute of Education Sciences. <https://www.readingrockets.org/topics/early-literacy-development/articles/what-does-20-years-research-say-about-teaching-language>

Shanahan, T. & Lonigan, C. (2016). *The role of early oral language in literacy development*. Improving Literacy & Communication Language Magazine. <https://www.languagemagazine.com/5100-2/>

Mayville State University

Shilady, A. (2014). *Spotlight on Young Children: Exploring Language & Literacy*. Washington, DC: NAEYC

Teaching Young Children. (2015). *Learning about language & literacy in preschool*. Washington, DC: NAEYC

Zaner-Bloser. (n.d.) The Science of Reading Basics, Part 1: The Reading Brain. YouTube

<https://www.youtube.com/watch?v=dWWCmuAEBB4>

Zaner-Bloser. (n.d.) The Science of Reading Basics, Part 2: The Simple View of Reading. YouTube

<https://www.youtube.com/watch?v=QtDEMHRd8E>

Zaner-Bloser. (n.d.) The Science of Reading Basics, Part 3: Scarbrough's Reading Rope. YouTube

<https://www.youtube.com/watch?v=JR7GbAHntQ4>