ECE105 | **Language and Literacy**

Course Texts

No need to track down a textbook; this text is provided digitally as part of the course enrollment:

Towell, J., Powell, K., & Brown, S. (2018). *Creative literacy in action: Birth through nine*. Boston, MA: Cengage.

Course Description

This course is designed to introduce future educators to the pedagogy of language and literacy at the early childhood level. The basic constructs of reading instruction will be explored, such as language development, emergent literacy concepts, phonemic awareness, alphabetic principle, invented spelling, decoding/encoding, and vocabulary and comprehension strategies. It introduces the theoretical foundations of reading and explores how reading, literacy, and cognitive processes are developed.

Learning Outcomes

After completing this course, students will be able to:

1. Specify the experiences children need from birth to age nine to prepare them to learn, read, and succeed in school
2. Identify early interactions with adults and peers, the Pre K – 4 teaching methods and curricula, and comprehensive interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades
3. Know the range of development, normative and non-normative, inter-and intra-variability for all children, including special learning and developmental needs from Pre K through nine years of age in the following areas of language: receptive vocabulary, expressive vocabulary, auditory comprehension, and pragmatic language
4. Effectively apply the principles and theories of child development, including: a) Developmentally-appropriate practices, b) Constructivism, and c) Socio-cultural theory
5. Become familiar with a four-processor model of reading (context, meaning, phonological, and orthographic) and understand that reading depends on language proficiency
6. Explain the relationship between phoneme awareness, phonological processing, and phonics
7. Define, identify, and segment important linguistic units including vowels, consonants, syllables, and onset-rime
8. Emphasize the role of vocabulary knowledge in reading comprehension and identify the ways in which word meanings are learned, in oral and written language
9. Make overt connections between and across the curriculum, students' lives, literature, and literacy
10. Recognize phonological influences on children's inventive spelling
11. Acquire adequate knowledge of literacy content, and related research-based pedagogy, based on sound educational psychology principles

12. Build and reinforce relationships between early spoken language and early pre-literacy abilities and consider influences of parent-child interactions in early shared storybook interactions

Course Prerequisites

There are no prerequisites for Language and Literacy.

Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication and academic misconduct. Failure to comply with the Academic Integrity Policy can result in a failure and/or zero on the attempted assignment/examination, a removal from the course, disqualification to enroll in future courses, and/or revocation of an academic transcript.

Course Completion Policy

In order for a course to be considered complete, **all required coursework must be attempted, submitted, and graded.** Required coursework consists of graded assignments. Any Academic Integrity Policy violations may prevent a course from being considered complete.

Assessment Types

StraighterLine courses may include any combination of the assessment types described below. Review the descriptions to learn about each type, then review the Course Evaluation Criteria to understand how your learning will be measured in this course.

Benchmarks
Benchmarks test your mastery of course concepts. You have 3 attempts, and your highest score counts.
Note: Cumulative Benchmarks (final exams) only allow 1 attempt.

Capstones
Capstones are project-based assessments that help you apply concepts to real-world scenarios. You have 2 attempts, and your highest score counts.

Checkpoints
Checkpoints are quick knowledge checks on important course concepts. All are open-book, and most have 1-3 attempts.

AI Use-Case Policies

StraighterLine Capstone assessments operate under one of three AI Use-Case Policies. These designations are selected intentionally to support learners in developing digital literacy, ethical reasoning, and authentic communication skills. Each model requires students to engage meaningfully with the course outcomes while adhering to academic standards.

Independent Work Requirement: Capstones with this designation must be completed independently without using AI tools. The goal is for learners to showcase their own understanding and skills without AI assistance. Students are expected to generate and submit original work developed solely through their own reasoning and effort.

AI-Assisted Planning Option: Capstones with this designation may allow AI tools to support brainstorming and assessment planning. If allowed, students will be asked to document any AI assistance by noting how it informed their work. Documentation must be included within the assignment or in a designated reflection field. Examples include describing how an AI tool helped organize an outline, generate ideas, or surface sources for further exploration.

AI-Integration Requirement: Capstones with this designation require AI tools as part of the learning process. Students will be asked to reflect upon their AI interactions and AI contributions to the assessment. Reflections must include which tools were used, how they were used, and what insights students gained from the process. This promotes transparency, ethical use, and metacognitive skill-building.

Course Evaluation Criteria

Your score provides a percentage score and letter grade for each course. A passing percentage is 70% or higher.

There are a total of 1000 points in the course:

Assessment	Points	Learning Outcomes
Checkpoint 1: Theoretical Foundations in Literacy, Psychology, and the Arts	10	1, 2, 4
Benchmark 1: Checkpoint 1	25	1, 2, 4
Checkpoint 2: Emergent and Early Literacy	10	2, 3
Checkpoint 3: The Reading Process	15	2, 3
Benchmark 2: Checkpoints 2-3	25	2, 3
Checkpoint 4: Literacy Assessment	10	3, 5
Benchmark 3: Checkpoint 4	25	1, 3, 5, 9
Capstone 1: Running Record Assessment	135	1, 2, 3, 4
Checkpoint 5: Phonics and Word Identification	10	6, 7
Checkpoint 6: Early Literacy	15	6, 7
Benchmark 4: Checkpoints 5-6	25	6, 7
Checkpoint 7: Vocabulary Development and Instruction	15	8, 9
Benchmark 5: Checkpoint 7	25	8, 9
Checkpoint 8: Reading Comprehension	10	9, 11
Benchmark 6: Checkpoint 8	25	9, 11
Capstone 2: Read Aloud Lesson Plan	135	2, 4, 8, 9
Checkpoint 9: Writing and Spelling Development	10	10, 11
Checkpoint 10: Writing, Spelling, and Literacy	15	10, 11
Benchmark 7: Checkpoints 9-10	25	10, 11

Assessment	Points	Learning Outcomes
Capstone 3: Profile of a Reader	135	6-11
Checkpoint 11: Family Literacy and Classroom Connections	10	12
Benchmark 8: Checkpoint 11	25	12
Checkpoint 12: Diverse Learners and Literacy	10	1, 2, 11
Checkpoint 13: Literacy Instruction for Diverse Classrooms	15	1, 2, 11
Benchmark 9: Checkpoints 12-13	25	1, 2, 11
Checkpoint 14: Teaching Literacy Through the Arts	10	1
Benchmark 10: Checkpoint 14	25	1
Capstone 4: Philosophy of Teaching Literacy	180	1-12
Total	1000	

Course Roadmap

This roadmap provides an overview of the checkpoints and lessons covered in this course.

Checkpoint 1: Theoretical Foundations in Literacy, Pscyhology, and the Arts

- Watch and Learn: The Emergent Literacy Learner
- Read: Textbook: Chapter 1: 1-1 through 1-4
- Read: Textbook: Chapter 1: 1-5
- Read: Textbook: Chapter 1: 1-6
- The Science of Reading

Checkpoint 2: Emergent and Early Literacy

- Read: Textbook: Chapter 2: 2-1 through 2-2

Checkpoint 3: The Reading Process & Literacy Strategies

- Read: Textbook: Chapter 2: 2-3 through 2-5
- Read: Textbook: Chapter 2: 2-6

Checkpoint 4: Literacy Assessment

- Watch and Learn: Assessment of Early Literacy
- Read: Textbook: Chapter 3: 3-1 through 3-2
- Read: Textbook: Chapter 3: 3-3 through 3-5
- Read: Textbook: Chapter 3: 3-6

Checkpoint 5: Phonics and Word Identification

- Watch and Learn: Fundamentals of Literacy Instruction
- Read: Textbook: Chapter 4: 4-1 through 4-2

Checkpoint 6: Early Literacy

- Read: Textbook: Chapter 4: 4-3 through 4-4
- Read: Textbook: Chapter 4: 4-5 through 4-6

Checkpoint 7: Vocabulary Development and Instruction

- Read: Textbook: Chapter 5: 5-1 through 5-3
- Read: Textbook: Chapter 5: 5-4
- Read: Textbook: Chapter 5: 5-5 through 5-6

Checkpoint 8: Reading Comprehension

- Read: Textbook: Chapter 6: 6-1 through 6-3
- Read: Textbook: Chapter 6: 6-4
- Read: Textbook: Chapter 6: 6-5 through 6-6

Checkpoint 9: Writing and Spelling Development

- Read: Textbook: Chapter 7: 7-1 through 7-3

Checkpoint 10: Writing, Spelling, and Literacy

- Read: Textbook: Chapter 7: 7-4
- Read: Textbook: Chapter 7: 7-5 through 7-6

Checkpoint 11: Family Literacy and Classroom Connections

- Watch and Learn: Meeting the Literacy Needs of All Students
- Read: Textbook: Chapter 8: 8-1 through 8-2
- Read: Textbook: Chapter 8: 8-3 through 8-4
- Read: Textbook: Chapter 8: 8-5 through 8-6

Checkpoint 12: Diverse Learners and Literacy

- Read: Textbook: Chapter 9: 9-1 through 9-2

Checkpoint 13: Literacy Instruction for Diverse Classrooms

- Read: Textbook: Chapter 9: 9-3 through 9-4
- Read: Textbook: Chapter 9: 9-5 through 9-6

Checkpoint 14: Teaching Literacy Through the Arts

- Read: Textbook: Chapter 10: 10-1 through 10-3
- Read: Textbook: Chapter 10: 10-4 through 10-5
- Read: Textbook: Chapter 10: 10-6

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