



EEC 4706
Language & Emerging Literacy
84400 001
Fall 2026

Instructor Name

Jolyn Blank

University Course Description

This course develops students' knowledge of language development and emerging literacy for typical and atypical development in children from birth to third grade, including ESOL children.

Course Requisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

Students will be able to:

1. Demonstrate understanding of developmental oral language characteristics of children ages birth through eight.
2. Describe and analyze children's language based on five aspects of language knowledge [i.e., phonetic, semantic, syntactic, morphemic, pragmatic].
3. Demonstrate understanding of the relationship between oral language and emerging literacy development.
4. Identify factors that affect language acquisition and ways these factors impact children's language and emerging literacy

- development, including factors specific to ESOL students and students with special needs.
5. Demonstrate understanding of the family's role in supporting young children's language and emerging literacy development.
 6. Demonstrate understanding of language and emerging literacy curriculum design and implementation of a language-rich and print-rich environment for all learners.
 7. Apply the understanding of the developmental reading process and the characteristics of children's early reading to enhance instruction.
 8. Employ the understanding of the developmental writing process and the characteristics of children's early writing to promote children's learning.
 9. Develop and implement lesson plans that align concepts from human development and learning with state/national learning standards.
 10. Use appropriate instructional strategies and technologies that support language and emerging literacy development and comprehension, including appropriate ESOL strategies in instructions.
 11. Demonstrate continuous learning and professional reflection that is required for early childhood educators to provide high quality language and emerging literacy instruction.

Course Objectives

This course will:

1. Describe the developmental oral language characteristics of children ages birth through eight
2. Analyze children's language based on five aspects of language knowledge [i.e., phonetic, semantic, syntactic, morphemic, pragmatic].
3. Examine the relationship between oral language and emerging literacy development.
4. Identify factors that affect language acquisition and ways those factors impact children's language and emerging literacy development, including factors specific to ESOL students and students with special needs.
5. Explore the family's role in supporting young children's language and emerging literacy development.
6. Examine language and emerging literacy curriculum design and implementation of a language-rich and print-rich environment
7. Apply understanding of the developmental reading process and the characteristics of children's early reading to promote children's learning.
8. Apply understanding of the developmental writing process and the characteristics of children's early writing to promote children's learning.
9. Develop and implement lesson plans that align concepts from human development and learning with state/national learning standards
10. Explore appropriate instructional strategies and technologies that support language and emerging literacy development, including appropriate ESOL strategies.

11. Practice professional reflection that is required for early childhood educators to provide high quality language and emerging literacy instruction.

Required Texts and/or Readings and Course Materials

1. Vukelich, C., Enz, B., & Roskos, K. A. & Christie, J. (2020). *Helping young children learn language and literacy: Birth through Kindergarten (5th Ed.)*. Boston: Pearson. (ISBN: 978-0134866598)
2. Critical Tasks must be uploaded to [CampusFolio](#), the College of Education's free online portfolio.
3. The course requires some synchronous meetings via live video conferencing. The course instructor may utilize various video conferencing tools in the duration of the course.

Grading Scale

Grading Scale			
94 – 100% = A	90 – 93% = A-	87 – 89% = B+	84 – 86% = B
80 – 83% = B-	77 – 79% = C+	74 – 76% = C	70 – 73% = C-
67 – 69% = D+	64 – 66% = D	60 – 63% = D-	0 – 59% = F

Grade Categories and Weights

Grade Categories and Weights		
Assessment	Points	Percentage of Final Grade
Attendance/Class Participation	25	10%
Quizzes	35	14%
Language Analysis (CRITICAL TASK*)	60	24%
Language and Literacy Environment Assignment	30	12%

Grade Categories and Weights

Read Aloud Lesson Plan	50	20%
Read Aloud Lesson Assessment and Reflection	50	20%
Total	250	

Major Topics and Course Schedule

Date	Work Due Before Class	Topics to be Discussed in Class
8/26	<u>Reading Due:</u> Course Syllabus	Introductions and Course Overview
9/2	<u>Readings Due:</u> Vukelich et al. (Ch. 1) <i>Foundations of Language and Literacy</i> and Vukelich et al. (Ch. 2) <i>Families' Role in Children's Literacy Learning</i> <u>Assignment Due:</u> Chapters 1 and 2 Quiz	Early Literacy Instructional Approaches; Home Literacy Experiences
9/9	<u>Reading Due:</u> Vukelich et al. (Ch. 4) <i>Language: The Foundation for Literacy Learning</i> <u>Assignment Due:</u> Chapter 4 Quiz	Children's Language Development
9/16	<u>Reading Due:</u> Vukelich et al. (Ch. 5) <i>Developing Oral Language Comprehension</i> <u>Assignment Due:</u> Chapter 5 Quiz	The Oral Language-Early Literacy Connection
9/23 No Class Meeti ng	<i>To do in field experience:</i> Discuss interactive read aloud lesson book choice with mentor teacher.	

Date	Work Due Before Class	Topics to be Discussed in Class
9/30	<u>Reading Due:</u> Vukelich et al. (Ch. 6) <i>Sharing Good Books with Young Children</i> <u>Assignments Due:</u> • Chapter 6 Quiz • Book selected for Interactive Read Aloud Lesson Plan • Language Analysis	Interactive Read Alouds <i>In class activity: Drafting the Read Aloud Lesson Plan</i>
10/7	<u>Reading Due:</u> Review Vukelich et al. (Ch. 6) <i>Sharing Good Books with Young Children</i>	<i>In class activity: Drafting the Read Aloud Lesson Plan</i>
10/14	<u>Reading Due:</u> Review prior readings <u>Assignment Due:</u> Read Aloud Lesson Plan	In class activity: Interactive Read Aloud Lesson Plan Micro-Teaching
10/21	<u>Reading Due:</u> Vukelich et al. (Ch. 9) <i>Assessing the Foundations of Early Literacy Learning</i> <u>Assignment Due:</u> Chapter 9 Quiz	Early Literacy Assessment Approaches and Tools
10/28	<u>Reading Due:</u> Vukelich et al. (Ch. 3) <i>Educational Environments Beyond Family</i> <u>Assignment Due:</u> Chapter 3 Quiz	Designing Print-Rich Environments
11/4	<u>Reading Due:</u> Vukelich et al. (Ch. 7) <i>Teaching Early Reading</i> <u>Assignment Due:</u> Chapter 7 Quiz	Word-Level Teaching Techniques; Phonological Awareness Activities; Meaning Level Teaching Techniques
11/11	No Class Meeting—USF Closed in Observance of Veteran's Day	

Date	Work Due Before Class	Topics to be Discussed in Class
11/18	<u>Reading Due:</u> Vukelich et al. (Ch. 8) <i>Teaching Early Writing</i> <u>Assignment Due:</u> Chapter 8 Quiz	Supporting Children's Development as Writers
11/25 No class meeting	Assignment Due: Language and Literacy Environment Assignment	
12/2	<u>Assignment Due:</u> Read Aloud Lesson Assessment and Reflection	Course Review

*This is a tentative schedule, and it is subject to revision.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings

may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

Students must attend the first in-person class meeting and complete a required survey in class in order to confirm their presence in the course. This will count as first day attendance. Students who don't complete the first day activity run the risk of being dropped from the course.

Late Work Policy:

All assignments must be uploaded to Canvas by the due date/time indicated in this syllabus unless otherwise approved by the instructor beforehand.

Assignments that are late for any reason will have a 10% deduction of the total points for each late day (24-hour cycle). Late assignments will not be accepted more than 3 days past the original due date unless approval was provided in writing by the instructor before the due date.

Extra Credit Policy:

There are no extra credit assignments in this course.

Attendance Policy:

Because this is a participation-dependent course, excessive absences from the in-person or synchronous online meetings (three or more) will result in substantial portions of the course expectations not being fulfilled and may result in a failing grade.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set

by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

Laptop Usage: Laptops and tablets may be used during class for course-related purposes (e.g., accessing Canvas materials, readings, or notes). Students are expected to use devices in ways that support their engagement and learning.

Phone Usage: Phones should be silenced and used only for course-related purposes during class.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and

CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital

letters, it can be perceived as if you are shouting, and it is more difficult to read.

- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)
[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and

training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify

processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)