



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** EDEC

**Course Title:** Literacy and Literature in Early Childhood

**Year:** 2025

**Course and Section #:** 2630-001

**Credits:** 3

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### ***Course Description***

Introduces practical aspects of fostering literacy development in young children. Focuses on emerging and early literacy in the home, early care, and education settings. Investigates strategies for holistic integration of various literacy processes. Addresses the role of appropriate children's literature to support early language and literacy development. Examines methods for developing positive attitudes towards reading, writing and books.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

**Other:** *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Amber Robinson

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### ***Student Learning Outcomes***

1. Identify the major theorists and theories of language and literacy development.
  2. Identify emergent and early literacy behaviors in children ages 0-6.
  3. Explain the role children's literature and environmental print play in early literacy development.
  4. Analyze multicultural texts for use in early childhood classrooms.
  5. Implement instructional literacy strategies appropriate for young children.
  6. Design developmentally appropriate lesson plans to integrate content areas and themes with literacy and language activities.
  7. Assess young children's literacy development.
  8. Select appropriate literature to support reading motivation and reading enjoyment.
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### ***Course Materials and Texts***

## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

**Class attendance and participation:** Regular preparation for and participation in class is essential to your comprehension of course content and benefitting the learning of others. **130 pts.**

**\*One class will be online/asynchronous, you will earn 10 points for alternative assignments**

**Syllabus Quiz (open note):** The syllabus you are reading is an important document! It has information (or refers you to handouts that have even more specific information) that will allow you to understand the requirements for each assignment and class expectations. The quiz will be open note and taken in-class on the first day. **10 pts.**

**Reading Responses:** Each week we will have assigned reading that needs to be completed before class. There will also be a reading response for each chapter. Reading Responses need to be 1 single space typed page. Size 12 font. Answer all of the questions. Some answers can be shorter than others, as long as the total response adds up to at least 1 page. Submit on Canvas BEFORE Class for credit. **10 pts.** per reading response. **120 pts.**

**10 Caldecott Books Review.** See the handout on Canvas. There are 2 parts to this assignment. **30 pts.**

**"Ready to Learn" video response paper.** In class. See the handout on Canvas. **20 pts.**

**Nursery Rhyme Lesson Plan and Evaluation Form:** To develop the skill of phonemic awareness in children, students will present and teach a nursery rhyme to children (any age between 2-6) along with an extension activity to a group of children. It can be in a neighborhood or home setting, public or private preschool, childcare center or church. Your personal evaluation will count up to 30 pts; my evaluation of your lesson plan will be scored from the remaining 20 points. **50 pts.**

**Activity Verses:** I will be providing an activity verse (classroom transition) example in class. In addition, each of you will be learning one to teach to the class that you can choose from a list (see handout in class). Watch the video on YouTube and learn it well enough you can teach the class. Bring copies of that activity verse on 3x5 cards to share with each class member. Bring your box on that day and you will get full points for demonstrating the verse (5 pts.), bringing cards for each class member (10 pts.) and putting them in a box (or some other organizational method) (10 pts.) **25 pts. total**

**Online Activity Verses:** We will be creating a class "Symbaloo" with electronic verses/transitions that would work well using computers/iPad/TVs/smartboards/etc. Technology is a key aspect to everyday life and being able to incorporate it in ECE is both fun and exciting! You will sign up for a date to share your online activity with the class and will need to send the link to the instructor **one day before you present.** The instructor will add the online activity to the class Symbaloo. **10 points**  
Symbaloo Name- UVU EDEC 2630 SPRING 2025

**Caldecott Reading and Literacy Book Kit:** Class members will pick a Caldecott book (Medal or Honor winner) and sign up for a class period to present it (see class schedule). Please review the handout on Canvas to complete this project. You will be reading a book using literacy techniques and developing a literacy kit. **40 pts.**

**Thematic Approach to Language Development Worksheet:** You will complete the assignment of developing curriculum ideas to reinforce language development under a particular theme. See handout on Canvas for details. **55 pts.**

**Professional Teaching Portfolio:** This portfolio is your evidence that you have mastered the objectives in this course including NAEYC Standards for Early Childhood Professionals and represent your own growth and development during this experience. For those in ECE, it is a requirement upon graduation and is presented at your exit interview. There are two parts: 1) Artifact and Reflection and 2) Standard 5 Overview. Each is worth 10 pts. Grammar, spelling and punctuation are essential so have someone check it for you if you need help. The instructor will also review and return with feedback. **20 pts.**

**Community Literacy Program and Alternate Assignment:** The Provo City Library (550 N. University Ave.) offers outstanding early literacy programs for parents and their children. “Toddler Time” is one in particular to attend and observe in the Storytelling Circle in the Children’s Wing. **DO NOT** attend any of the other preschool programs for this assignment or you will not get credit. Bring a child along if you'd like; it's very entertaining! Once you have done so, type up a one-page, double-spaced paper telling about what concepts were taught that day, how they taught them, and what your impressions were. Attach to your paper the coloring page and/or letter of the day they hand out in order to get full points. Turn into class by due date. Toddler Time schedule: Tues, Wed, and Thurs at 10:05 am and 11:05 am- (Call beforehand to make sure!)

Alternate Assignment: If you are unable to go due to transportation or schedule restraints, there is an alternative opportunity. Please talk to the instructor. **40 pts.**

**Multiple Literacies Chapter Presentations:** Sign up for a chapter/date to present on- refer to Canvas/Instructor for details. **40 pts.**

**Final Project and Presentation:** Refer to the handouts on Canvas. **120 pts.**

### Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

#### General Description of the Subject Matter of Each Lecture or Discussion

Intro, Syllabus, Syllabus Quiz (open note) Ready to Learn video and Response Worksheet	Syllabus
Foundations of early literacy development, review Chapter 1 – Beginnings of Communication Activity Verses	Chapter 1 RR #1 due
Language and Vocab development Chapter 2– The Tasks of Toddlers Chapter 3- Preschool Years *Nursery Rhyme lesson plans	Chapter 2 and 3 RR #2 due
Chapter 8- Children and Books *Caldecott Book Assignments- Reading & literacy kit	Chapter 8 RR #3 due
Chapter 5- Achieving Language and Literacy Goals through Program Planning Thematic Approach to Language Development	Chapter 5 RR #4 due
Chapter 6- Promoting Language and Literacy Chapter 7- Developing Listening Skills	Chapter 6 and 7 RR #5 due

Community Programs	
Chapter 4- Understanding Differences Professional Portfolio	Chapter 4 RR #6 due
Chapter 9- Storytelling Chapter 10- Poetry Community Programs	Chapter 9 and 10 RR #7 due
Chapter 11- Language Growth through flannel boards, puppetry and dramatization	Chapter 11 RR #8 due
<b>NO CLASS- Spring Break</b>	
Chapter 12- Realizing Speaker Goals Chapter 13- Group Times	Chapter 12 and 13 RR #9 due
Chapter 14- Print- Early Knowledge and Emerging Interest Chapter 16- Developing a Literacy Environment	Chapter 14 and 16 RR #10 due
<b>NO CLASS – Community Program Release Time</b>	
Chapter 17- The Family-Center Partnership	Chapter 17 RR #11 due
Chapter 15- Reading and Preschoolers	Chapter 15 RR #12 due

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## ***Required Course Syllabus Statements***

### **Generative AI**

- AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must practice over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas.
- Finding information on various course topics.
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion prompts/responses.
- Completing reading responses or portfolio pages.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

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### **Using Remote Testing Software**

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment,

admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.