

**Texas A&M University-San Antonio**  
**Department of Curriculum and Instruction**

**EDRG 3315: Early Literacy and Language I**

**A. MAJOR COURSE REQUIREMENTS:**

1. Individual/Group Presentation
2. Quizzes and Exams
3. Quantitative Reasoning Early Literacy Project

**B. LEARNING OBJECTIVES:**

Upon completion of this course students will be able to:

1. Demonstrate knowledge of reading development and apply instructional practices to promote student development within the following components of reading, such oral language, print awareness, alphabet knowledge, phonological and phonemic awareness, phonics (decoding and encoding), and beginning comprehension strategies.
2. Explain the difference between phonological awareness, phonemic awareness, and alphabetic principle in the development of reading.
3. Determining informal and formal assessments for measuring progress in early literacy development including diverse learners.

**C. LECTURE OR DISCUSSION TOPICS**

1. Structure of English Language
2. Oral language
3. Print Awareness
4. Letter Knowledge
5. Phonological Awareness
6. Phonemic Awareness
7. Phonics
8. Spelling
9. Beginning Reading Comprehension Strategies
10. Assessment of Early Literacy Knowledge and Skills

**REQUIRED & RECOMMENDED READINGS**

Required: Honig, B., Diamond, L., & Gutlohn, L. (2018). *CORE: Teaching reading sourcebook*. Novato, CA: Arena Press.

Carreker, S. & Birsh, J. (2011). *Multisensory teaching of basic language skills Activity book (Revised ed.)*. Baltimore, : Paul H. Brookes Publishing Co.

Optional: Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary and spelling instruction*. (3rd ed.). Columbus, OH: Prentice Hall.

Herrell, A. L. & Jordan, M. (2008). *Fifty strategies for teaching English language learners* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.