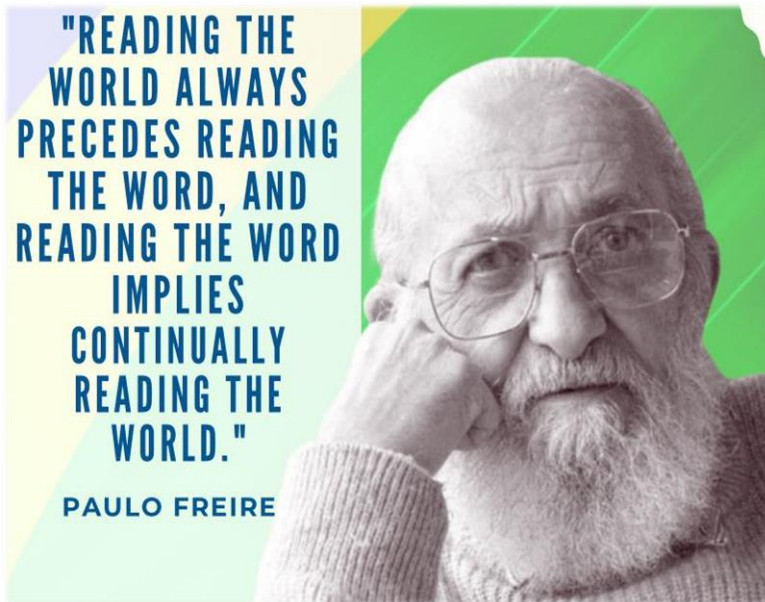


ECED-2115-501: Introduction to Language, Literacy, and Reading (CRN #61351)
UNM-Valencia, Spring 2026
Syllabus



Instructor: Joshua Frank
Cárdenas, Ph.D.



Classroom: Online via Canvas

(canvas.unm.edu). You must have a UNM net ID for access.

Class Day, Time & Location: Tuesday 3:30pm to 6:00pm, HyFlex, synchronous online and in person, Arts & Sciences Building Rm. 131 & via Zoom-Canvas. This course is an 8-week class that runs from Jan. 19th-March-14th. It is a fast-paced class.

Office: In person, Rm. #111, Arts & Sciences building or via Zoom

Office Phone #: (505) 925-8618 or Emergency Phone #: (505) 369-6694 (out of office hours)

Office Hours: Tuesdays 2:00pm-3:30pm. These times may be subject to change, but I'll let you know at the beginning of the week with an announcement. If you would like to meet at a time or place more convenient or comfortable for you, please suggest 3 times and dates or an alternative location in a Canvas message and I will respond promptly.

Email: jstjoshn@unm.edu

The best way to communicate with me is with a Canvas message.

Note: I do not usually respond to messages from Friday evening until Monday morning.

Land Acknowledgement

Founded in 1889, the University of New Mexico [main campus] sits on the traditional homelands of the Pueblo of Sandia [UNM Valencia sits on Tiwa territory of the Pueblo of Isleta]. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

Course Description

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research-based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

Course Competencies

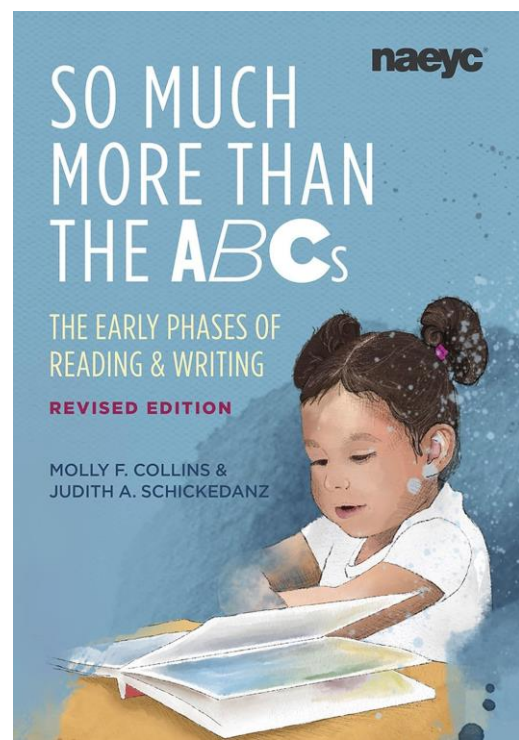
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
- Develop partnerships with family members to promote early literacy in the home. C.8
- Establish partnerships with community members in promoting literacy. C.10
- Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level. D.4
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. D.7.
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9
- Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. E.10
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.11

Student Learning Outcomes

1. Explore how experiences and attitudes toward literacy learning my impact teaching practices.
2. Develop a foundation for understanding language acquisition, literacy development, and the components of literacy for children birth-3rd grade.
3. Demonstrate an understanding of the developmental order of phonological awareness skills in children.
4. Build learning activities and outcomes based on understanding of literacy development in children birth-3rd grade.
5. Integrate the concepts and skills learned during the semester to create a literacy experience for kindergarten-3rd grade students.
6. Work collaboratively to promote community, home and school-based literacy.
7. Demonstrate a structured literacy approach cognizant of diverse learners including competency and support for dyslexia, family and heritage languages, special needs, delayed speech and more.

Required Textbooks & Materials

- Collins, M.F., & J.A. Schickedanz. 2024. *So Much More than the ABCs: The Early Phases of Reading and Writing*. Rev. ed. Washington, DC: NAEYC. \$38 EBook or Print. ISBN: 9781952331329
<https://www.naeyc.org/resources/pubs/books/so-much-more-than-abcs-revised-edition>
- *NM Early Learning Guidelines & Rubric 2020* ([Online](#), free and on Canvas)
- *The Science of Reading Handbook* ([Online](#), free and on Canvas)
- *Dyslexia Handbook: A Guide to Teaching All Students through Structured Literacy*. ([Online](#), free and on Canvas)
- New Mexico Public Education Department Biliteracy Guidance: The Science of Reading for English Learners ([Online](#), free and on Canvas)



- Nemeth, K. N. (2009). *Many languages, one classroom: teaching dual and English language learners: tips and techniques for preschool teachers*. ([Online](#), free, Archive.org).
- CA Dept of Education (2007). *Preschool English learners: principles and practices to promote language, literacy, and learning: a resource guide*. ([Online](#), free and on Canvas)

For Reference Only: Hougen, M. & Smartt, S. (2020). *Fundamentals of Literacy Instruction & Assessment, Pre-K-6* (2nd edition). (a good next level text, [2012 free version](#))

Credit-Hour Statement

This is a three-credit-hour course delivered in an entirely online modality over 8 weeks during the Spring 2026 semester (Jan 19 to March 14). Please plan for a minimum of 12 hours per week to learn course materials and complete assignments.

Course Webpage on Canvas (canvas.unm.edu)

Course information including this syllabus and grades will be available via canvas.unm.edu. This course will appear in your Canvas course listing. I will send messages via Canvas, give announcements or updates, as well as being the place where our resources, assignments and work is completed. Students should check their email at least every couple of days, if not every day as well as our Canvas site to stay up to date and on top of everything.

Attendance, Assignments & Due Dates Policy

Student's must attend class each day. A maximum of 3 missed classes is allowed with instructor notification. Lateness and leaving early is not acceptable and will count as ½ class missed. All students must attend the first day and week of class or will be dropped. Excessive absences, lateness and leaving early prior to census will force a student to be dropped. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what is an extreme circumstance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments. In an online course setting, participating is imperative for maximum retention of knowledge, integration with personal and acquired knowledge as well as creating a classroom community. We must see your face as reading a person's body expressions, lips and mannerisms is an important part of communication. Further, restrict the use of phones and laptops to in-

class materials and note-taking. Don't let the screen, games and mindless scrolling pull you away from the learning opportunities you are paying for.

Assignments will be due each week by Sunday @11:59pm. They will be summarily graded Monday and Tuesday the following week. I accept late work; however, it will be deducted 1% of the total grade each day it is late and will be graded in the order it was received, always after current work. A person who turns in every assignment late more than 40 days cannot receive better than a D in this course. I also accept revised work, meaning, a student can use instructor feedback on any assignment, revise their work, turn it in and receive a better grade if its qualitatively better based on the given rubric. Turn the work in on time and/or with instructor communication and feedback and can get 100% in this class. Turn in the work on time and often, and receive liberal, constant feedback. This is a drafting and editing process. Get used to this. This is all practice to help you master the basics to language, literacy and reading for teachers of young children who we want in turn to get used to this process of productive work.

Responsible Learning and Academic Dishonesty

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a [Student Code of Conduct](#) violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

The use of AI on assignments is expressly prohibited. The most common uses include having AI applications to write, revise, and edit your writing assignments. Using AI to create a presentation is only allowed for structural components like color, shapes, text or image boxes, etc., rather than a content-quality component, whereby words and images are created. Every single word and word choice must come from you as a student. Asking AI for suggestions is okay, but replacing your choices with AI generated work is not allowed.

Required Reading, Assignments

Throughout the course, you will be provided with required reading that go along with our assignments. The RedShelf Course Learning Materials tab has our required texts as well

as those found in each weekly module. The assignments are located in each Module and in the Syllabus and Assignments tab on the Canvas course menu. You are expected to complete all the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions. Read before you come to class so you can participate fully in discussion and are taking quality notes rather than random or haphazard ones. Taking copious notes while reading will help you retain the information, noting page numbers, sources, quoting from the text and highlighting while reading.

Discussion Board Posts & Responses

Students are required to participate in and post weekly discussions on Canvas. We will begin discussion in class and then develop it further online. This will enable us to learn and interact with each other as a community of learners with consistency. Discussion postings must be a complete thought and have at least five lines of text with a goal of 1-2 paragraphs. You should be citing our sources, whenever and wherever possible in your responses. Responses or replies should be at least 2 sentences or a paragraph max. There is no maximum number of words required, but please use good judgment. Use references to websites or readings to support your comments each time and whenever possible. It is important that you get your initial discussion post in the early part of the week, by Wednesday at 11:59pm, so others have an opportunity to read them and share their thoughts and experiences. By interacting fluidly throughout the week, we will build on one another's ideas. Reply to two (2) classmates no later than Sunday @11:59pm. Students will have time in class to pre-discuss the ideas and to submit an initial post if ready. Discussion posts are the one assignment that cannot be made turned in late or made-up due to them being time-sensitive and rooted in student interaction. I will give limited time in class to post to the Discussion board as we will spend large amounts of time verbally and physically engaging in discussion each class time and so students who miss class are really missing out on quality dialogue, listening and learning from and with each other.

Major Assignments & Projects

Students are required to complete assignments related to our readings, discussion and lecture each week, some of which are in-class presentations/performances and require students to be there.

- PhotoVoice Essays: These are opportunities to evaluate, share and discuss how we see the world, read the world and make our mark/write. They require students to

find specific objects, photos, materials, cultural items which demonstrate this. They require your critical reading and writing of the world. They require you to reflect on our readings and lectures in order to make connections.

- ❑ Reading & Literacy Strategies Demonstrations: There are 4 required demonstrations. Each one focuses on a specific area related to the learning and teaching of reading and writing in year 0 to grade 3 classrooms. They require students to master the material, identify age, developmental, cultural and linguistically appropriate materials, lessons and strategies to meet students needs.
- ❑ Literacy Center Display Presentation: Students will study the role of and diverse ways centers, especially literacy centers help in the learning and teaching of various language, reading, and writing skills. In turn, students will create and share a 3-D literacy center that will serve these needs and purposes in a future classroom.
- ❑ 3-5 Book Review & Performance: After the studying of children from ages 3-5 students will choose a text to analyze, read, master and perform in class. The text must also be discussed and utilized as part of a larger reading and literacy strategy presentation.

Mid-term & Final Exams

A mid-term cumulative exam will test your knowledge at the midway point, ideally weeks 1-8. A pre-test will be given the week before and study materials will be provided after an in-class study session. It will include multiple kinds of questions, will have limited time (90 minutes), 3 attempts, and the highest score will be kept. It can be revised or taken again until you are happy with your grade using instructor feedback and a rubric. There will also be a Final exam, both posted on Canvas, each worth 50 points. The requirements to complete the exams are the same for all students, whether undergraduate or dual credit. You can revise your exam like any other assignment using instructor feedback and turn it in for a better grade if its qualitatively better based on the given rubric. Midterms are mandatory as is the Final.

Grading and Assignments

Assignments	Grade Percentage
Attendance & Participation (1.66 points each day, 15 days in total) 25 pts	5%
In & Out of Class Discussion (5 points each, 15 in total) 75 pts	15%
3-5 Book Review & Performance (50 points, 1 in total) 50 pts	10%
Literacy Center Display & Presentation (50 points, 1 in total) 50 pts	10%
PhotoVoice Essays (25 points each, 2 in total) 50 pts	10%
Reading & Literacy Strategies Demonstrations (25 points each, 4 in total)	20%

100 pts	
Mid-Term Check for Understanding-Exam (50 points, 1 in total) 50 pts	10%
Final Check for Understanding & Zine Portfolio (100 points, 1 in total) 100 pts	20%
Total 500 points	100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77 C+	69-66 D+	58-0 F
96-93 A	86-83 B	76-73 C	65-62 D	
92-90 A-	82-80 B-	72-70 C-	61-59 D-	

Course Outline

Week 1: Jan. 20th

Topic: Course Introduction & Foundations of Language, Literacy, Culture and Peoplehood: A Continuum

In-Class Discussion: Introductions: Tell us about yourself. Give us your name and tell us your motivation to become an early childhood educator?

Readings: Suina “The Pueblo People and the Dominant Culture”; Peoplehood Matrix; Freire “The Importance of the Act of Reading” excerpt; Choose 1 story/cuento from [My Land Sings: Stories from the Rio Grande](#), [Cuentos: Tales from the Hispanic Southwest](#), [Grandfather Stories of the Navaho](#) or another local oral story.

Assignments: Online syllabus review: Review the Syllabus, and make at least 2 comments, 1 being positive/affirmative, and 1 being critical/constructive/suggestive. This is worth extra credit of 5 points. Use the comments box and highlight specific points.

Reading the World with Your Eyes PhotoVoice Essay #1

In Class Discussion 1: Introduce yourself. Who are you, as an individual? Who are your People(s)? How do you and they “read the world”? How did you learn to read and write? What makes You as an individual and your People special, unique, as a person and one of the people? What are your greatest gifts, abilities, knowledge, and strengths, personally & academically? Create a Peoplehood Matrix for yourself/your people, share in discussion how this has impacted your Introduction and ideas of your own identity. Note where “reading” and “writing” might fit into the matrix.

Out of Class Discussion 1: Take 1 or more Reading assessments for yourself. How did you

score? Strengths and weaknesses? Speed and level? What is your reflection on the test(s)? How might this impact you as a teacher of reading and writing? What can and should you do to become a better reader/writer and teacher? Any tips or strategies, information or research you find in the process can and should be shared with others.

Week 2: Jan. 27th

Topic: Common Core, NM Early Learning Guidelines, NM Languages and Literacies; What does Comprehensive Language and Literacy Instruction look like?: Introduction to the Science of Reading and Structured Literacy for Diverse Language Speakers, Cultures and Communities of NM

Readings: Speaking is Natural, Reading & Writing is Not; *So much more than the ABC's* Introduction & Ch. 1-2; NM Early Learning Guidelines & Rubric 2020

Assignments: In-class and online discussion 3; Speaking/Rewriting the World with Your Voice PhotoVoice Oral Essay #2

Week 3: Feb. 3rd

Topic: Oral/Aural Language Learning & Development: We are all oral/aural peoples; From Phonological Development to Phonemic Awareness and Development & Students with Dyslexia

Readings: *So much more than the ABC's* Ch. 3-4; *The Science of Reading for Emergent Bilinguals*; *Dyslexia Handbook*

Assignments: In-class and online discussion 3; Reading & Literacy Strategies Demonstration #1: Oral Language Development 0-3

Week 4: Feb. 10th

Topic: Phonemic Awareness, ELL's & Mid-Term Review

Readings: *So much more than the ABC's* Ch. 5; Phonemic Awareness in Young Children; English Language Learners and the Five Essential Components of Reading Instruction

Assignments: In-class and online discussion Board 4; Reading & Literacy Strategies Demonstration #2: Ages 3-5; Midterm

Week 5: Feb. 17th

Topic: A Focus on Phonics; Reading & Decoding Strategies

Readings: Phonics Instruction: Basics; Teaching the Alphabetic Principle; Example: Short A Sounds, Word Lists, Decodable Passages & Activities; Gifted & Dyslexic; Many languages, one classroom: teaching dual and English language learners: tips and techniques for preschool teachers (Choose 1 chapter to review & share).

Assignments: In-class and online discussion 5; 0-3 Book Review & Performance

Week 6: Feb. 24th

Topic: Introduction of Writing; Reading/Writing in Content Areas to Grade 5; Assessment of Early Languages & Literacy Learning

Readings: *So Much More Than ABC's* Ch. 6-7; Learning to Write & Draw; The Writing Rope; Promoting Preschoolers' Emergent Writing; How Do I Write...? Scaffolding Preschoolers' Early Writing Skills;

Assignments: In-class and online discussion 6; Reading & Literacies Strategies
Demonstration #3: Phonics Instruction (to be combined with Book Review/Performance)

Week 7: March 3rd

Topic:

Readings: *So much more than the ABC's* Ch. 8; An Introduction to Letter Writing; Early Reading Assessment; Artefacts: Managing Children's Art Portfolios; Benefits of a Professional Portfolio

Assignments: In-class and online discussion 7; Reading & Literacy Strategies
Demonstration #4: Writing Instruction with a focus on Dual Language, Dyslexic and Gifted Learners;

Week 8: March 10th

Topic:

Readings: Creating Playful Literacy Rich Preschool Environments; Literacy Centers

Assignments: In-class & online discussion 8; Literacy Center Display & Presentation; Final Check for Understanding due March 11th online.

Happy Finals and Happy Spring Break, March 23rd through March 27th 2026

Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Student Support

Confidential services for students are available at [LoboRESPECT Advocacy Center](#), [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The [Women's Resource Center](#) supports all students, including those who are pregnant or are parents. [UNM Pregnancy and Parenting Support information](#) is available. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center. [Student Health and Counseling \(SHAC\)](#) at (505) 277-3136.

[TimelyCare](#): Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).

[LoboRESPECT Advocacy Center](#) (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

[PASOS Resource Center](#) (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

The [Library](#) is also an incredible resource which provides reference desk help either in person (LRC), call (505) 925-8990, text (505) 916-1647, or you can [Schedule an Appointment with a Librarian](#) including Chat Reference - Ask a Librarian from our [Facebook page](#).

The library also provides numerous other services including the following:

- Library has a scanner.
- Library makes your LOBO ID. [More Info](#)
- Library will borrow books/articles not owned (interlibrary loan).
- Library does not buy textbooks.
- Library has laptops and flash drives available to check-out.
- Library has a Study Room available for group study.
- Library provides Reserve Collection for class support
- Library requires your LOBO ID to borrow materials.
- Library also has black and white printing available.
- Weekly events such as an ASL social, Gaming Club meetings and tournaments.

Other Resources are available on the [Student Resources](#) website by clicking the link.

Learning Commons: Tutoring Services

Tutoring is available to you in education, math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-

person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

Title IX

Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek [support](#) and [report](#) incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must [communicate reports](#) of sexual harassment, sexual misconduct and sexual violence to [Compliance, Ethics and Equal Opportunity](#). For more information, please see [UAP 2720](#) and [UAP 2740](#).

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need an extension, please get in touch with me via CANVAS; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or

immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

**** Instructor reserves the right to make required changes during the course. This will be done first via Canvas and followed by a Syllabus Revision.**