ECED 402.001 Foundations of Language and Literacy for Diverse Young Learners
3 Credits, Spring 2018
Tuesdays/ 7:20 – 10:00 pm
Thompson Hall L013, Fairfax Campus

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Examines complexity of language acquisition and literacy development of diverse young learners. Emphasizes language acquisition, reading, and writing in prekindergarten and kindergarten contexts. Focuses on evidence-based assessment and instructional practices that promote prekindergarten and kindergarten children’s language and literacy development. Explores social, cultural, affective, cognitive, and educational factors that play a role in language acquisition and literacy learning. Notes: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Explain the reciprocal nature of reading and writing.
2. Discuss factors (social, cultural, affective, cognitive, and educational) that play a role in language acquisition and literacy learning (reading and writing).
3. Describe development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.
4. Explain the importance of play-based learning in prekindergarten and kindergarten children’s language and literacy development.
5. Select and enact strategies that develop prekindergarten and kindergarten children’s phonemic and other phonological awareness, concepts of print, phonics, fluency, vocabulary development, comprehension, composition, conventions of print, spelling
development, handwriting, and writing processes.

6. Recommend ways to foster prekindergarten and kindergarten children’s appreciation of a variety of fiction and non-fiction text.

7. Design a literacy-rich environment that promotes prekindergarten and kindergarten children’s interest and engagement in language acquisition, reading, and writing.

8. Evaluate prekindergarten and kindergarten classroom language and literacy environments and resources (e.g., centers, circle time, toys, books, digital technologies, etc.).

9. Identify and discuss specific language-based (SLD) conditions, such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders.

10. Identify students at risk of learning related issues due to attention deficit disorders.

11. Identify the special education identification process of students at risk of learning disabilities, including pre-referral, referral, evaluation, and eligibility in federal and state regulations, as specified in the Individuals with Disabilities Education Act (IDEA) and Regulations Governing Programs for Children with Disabilities in Virginia, as it relates to disability categories such as specific learning disabilities (SLD) and speech and language impairment.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards: Not Applicable

Required Texts


Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Field Experience Documentation Form (after completion of Field Experience hours)</td>
<td>May 9</td>
<td>5</td>
</tr>
<tr>
<td>- Field Experience Reflection</td>
<td>May 9</td>
<td>25</td>
</tr>
<tr>
<td>Interactive Reading and Writing Experiences Plan</td>
<td></td>
<td></td>
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<tr>
<td>- Phase 1: Evaluate 3 potential books for read aloud</td>
<td>February 13</td>
<td>5</td>
</tr>
<tr>
<td>- Phase 2: Read aloud lesson plan</td>
<td>February 27</td>
<td>10</td>
</tr>
<tr>
<td>- Phase 3: Extension activities</td>
<td>March 6</td>
<td>10</td>
</tr>
</tbody>
</table>
- **Phase 4**: Support of instructional decisions
- **Phase 5**: Assessment plan
- **Phase 6**: Lesson plan implementation
- **Phase 7**: Reflection of lesson plan implementation

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia Module/Training</td>
<td>March 6</td>
<td>5</td>
</tr>
<tr>
<td>Due 1 week after implementation</td>
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<td>5</td>
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</tbody>
</table>

**Dyslexia Module/Training**

**Assignments and/or Examinations**

**Field Experience** (30 points)
This course requires a minimum of 15 hours field experience in an early childhood education classroom (PreK or Kindergarten). Unless otherwise arranged with the course instructor, field experiences (including observations and interactive experiences) will be completed at the George Mason University Child Development Center. Hours will be selected and assigned during the first class session.

- **Field Experience Documentation Form (5 points)**
  - Upon completion of their field experience hours, students will provide documentation of their experience.
  - If they completed the field experience within their own setting (requires instructor approval), they will upload the **On-the-Job Placement Documentation Form** to Blackboard. This form requires verification from the assistant principal or principal on site.
  - If they attended a field placement other than where they work, they will upload the **Field Experience Documentation Form** to Blackboard. This form requires verification from the mentoring teacher on site.

- **Field Experience Reflection (25 points)**. Students will write a four- to five-page reflection based on their field experience. Students will discuss the following:
  - Process for selecting developmentally appropriate materials and instructional experiences;
  - Accommodations and modifications made to the lesson plans based upon the individual and unique needs of the students in the field placement (e.g., ability, special needs, culture, linguistic, etc.);
  - What they learned about developing literacy in young children through their (a) observations and interactions in the classroom and (b) development and implementation of the reading and writing experience lesson plan; and
  - Suggestions to improve literacy development in the classroom.

**Interactive Reading and Writing Experiences Plan** (50 points)
Students will plan and conduct an interactive reading and writing experience for prekindergarten or kindergarten children in their field experience placement. They will include the following parts in the lesson plan:

- **Phase 1 (5pts)**: Plan a read aloud experience by evaluating three potential books to read aloud using the evaluation form described in class. Use the evaluation checklist in Morrow, et al (2016, p.42) to describe each book. Select one book to read to a
group of prekindergarten or kindergarten children and write a rationale for the selection of this book.

- **Phase 2 (10pts):** Write a read aloud lesson plan using the lesson plan template provided by the instructor (see BB).
- **Phase 3 (10pts):** Plan and describe at least two extension activities that extend the read aloud, including at least one play-based learning activity and one writing experience. Describe each extension activity in two to three well-developed paragraphs.

- **Phase 4 (10pts):** Support instructional decisions (i.e., rationale for the book selection, the lesson plan activities, and the extension activities) by citing class readings, handouts, resources, and discussions and including a reference list of the sources formatted in APA style. This should be a three to five page well-developed rationale.

- **Phase 5 (5pts):** Design and describe how learning will be assessed. Include any templates that are designed and describe how they will be utilized during and after the lesson in two to three well-developed paragraphs.

- **Phase 6 (5pts):** Implement the lesson with the selected field experience children.

- **Phase 7 (5pts):** Provide a two- to three-paragraph reflection on the implementation of the above lesson plan. Note how the lesson was implemented, changes made during the lesson and why, achievement of stated objectives by the students, and suggested revisions to improve the lesson for future implementation.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide for each Part of the Interactive Reading and Writing Experiences. They will use in-text citations and include a reference list per APA style guidelines.

**Dyslexia Module (5 points)**

Students will complete the Dyslexia Module/Training required by the VDOE (see link below) and will submit the certificate of completion to Blackboard.

For the Dyslexia Module/Training: **Effective July 1, 2017,** every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia.


**Other Requirements**

**Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c)
completing written work related to the activities, and (d) supporting the participation and
learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions,
activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor
and other students. **Cell phones are not to be used during class. Laptops are to be used
for instructional purposes only.**

**Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American
Psychological Association, Sixth Edition (APA) style will be followed for all written work. All
written work unless otherwise noted must be completed on a word processor and should be
proofread carefully. (Use spell check!) If students are not confident of their own ability to catch
errors, they should have another person proofread their work. When in doubt, they should check
the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason
library website at [http://infoguides.gmu.edu/content.php?pid=39979](http://infoguides.gmu.edu/content.php?pid=39979). Students may consult the
Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and
   redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate.
   (Avoid meaningless generalizations, unwarranted assumptions, and unsupported
   opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and
   12-point Times New Roman font.

- **Grading**

  A = 95 – 100  A- = 90 – 94  B+ = 87 – 89  B = 80 – 86  C = 70 – 79  D = 60 – 69  F = < 60

  Incomplete (IN): This grade may be given to students who are passing a course but who may be
  unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD undergraduate and graduate students are held to the university grading policies as
described in the Academic Policies section of the current catalog, which can be accessed at
[http://catalog.gmu.edu](http://catalog.gmu.edu). Those students enrolled in a CEHD Licensure Graduate Certificate
program, however, must earn a B- or better in all licensure coursework. A degree-seeking
graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of
unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for
completion of the graduate degree.
**Professional Dispositions**  
Students are expected to exhibit professional behaviors and dispositions at all times. See [https://cehd.gmu.edu/students/policies-procedures/](https://cehd.gmu.edu/students/policies-procedures/).

**Class Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 23</td>
<td>Course overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exploring relationships among listening, speaking, reading, and writing</td>
<td></td>
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<tr>
<td>January 30</td>
<td>Understanding factors affecting language and literacy development</td>
<td>Casbergue &amp; Strickland, Ch. 1</td>
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<tr>
<td></td>
<td>(social, cultural, affective, cognitive, and educational)</td>
<td>Morrow et al., Ch. 1</td>
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<tr>
<td></td>
<td>Developing linguistic competence in the areas of phonetics, semantics,</td>
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<tr>
<td></td>
<td>syntax, morphology, phonology, and pragmatics</td>
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</tr>
<tr>
<td>February 6</td>
<td>Designing and providing literacy-rich environments in the classroom</td>
<td>Casbergue &amp; Strickland, Ch. 2, pp. 16-35</td>
</tr>
<tr>
<td></td>
<td>Promoting and building upon home language and literacy practices</td>
<td>Morrow et al., Ch. 6, pp. 107-113</td>
</tr>
<tr>
<td>February 13</td>
<td>Planning and implementing instructional experiences that promote</td>
<td>Morrow et al., Ch. 2, pp. 20-32</td>
</tr>
<tr>
<td></td>
<td>talking, reading, and writing</td>
<td><strong>DUE: Phase 1 Reading and Writing Plan</strong></td>
</tr>
<tr>
<td>February 20</td>
<td>Designing literacy centers and activities</td>
<td>Morrow et al., Ch. 3, 4</td>
</tr>
<tr>
<td>Class</td>
<td>Topics</td>
<td>Assignments &amp; Readings Due</td>
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<tr>
<td>February 27</td>
<td>Designing and implementing a comprehensive literacy program</td>
<td>Morrow et al., Ch. 5</td>
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<td></td>
<td>Richardson, Introduction, Ch. 1</td>
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<tr>
<td></td>
<td>Developing listening comprehension through interactive read alouds</td>
<td><strong>DUE: Phase 2 Reading and Writing Plan</strong></td>
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<tr>
<td></td>
<td>Comprehension Modules 3 and 4</td>
<td></td>
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<tr>
<td>March 6</td>
<td>Developing phonemic and other phonological awareness</td>
<td>Casbergue &amp; Strickland, Ch. 3, pp. 38-50</td>
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<tr>
<td></td>
<td>Connecting oral language to print</td>
<td>Richardson, View Pre-A Video Links 1, 2, 3</td>
</tr>
<tr>
<td>March 13</td>
<td><strong>No Class – Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>March 20</td>
<td>Developing print and alphabetic knowledge for reading</td>
<td>Casbergue &amp; Strickland, Ch. 4</td>
</tr>
<tr>
<td></td>
<td>Developing literacy through shared reading and interactive writing</td>
<td>Richardson, Ch. 2; View Pre-A Video Links 4, 5, 6</td>
</tr>
<tr>
<td>March 27</td>
<td>Assessing print knowledge for reading</td>
<td>Casbergue &amp; Strickland, Ch. 6, pp. 122-134</td>
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<tr>
<td></td>
<td></td>
<td>Richardson, View Pre-A Video Link 7</td>
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<tr>
<td></td>
<td><strong>DUE: Phase 4 Reading and Writing Plan</strong></td>
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<tr>
<td>April 3</td>
<td>Developing print and alphabetic knowledge for writing</td>
<td>Casbergue &amp; Strickland, Ch. 5, 7</td>
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<tr>
<td></td>
<td>Assessing print knowledge for writing</td>
<td></td>
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<tr>
<td>Class</td>
<td>Topics</td>
<td>Assignments &amp; Readings Due</td>
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</tbody>
</table>
| April 10 | Implementing guided reading and writing with early and emergent readers and writers  
            Comprehension Modules 13 and 16                              | Richardson, Ch. 3; View Emergent Video Links 1-9  
            **DUE: Phase 5 Reading and Writing Plan**                     |
| April 17 | Developing reading comprehension  
            Promoting independent reading and writing  
            Developing resources for families to support linguistic competence  
            Comprehension Module 20                                       |                                                                  |
| April 24 | Integrating language and literacy throughout the day  
            Identifying principles to guide language and literacy instruction for prekindergarten and kindergarten children | Morrow et al., Ch. 7                                            |
| May 1    | Identifying and meeting the needs of young students with specific language-based conditions and attention deficit disorders  
            Understanding the Response to Intervention and special education process and components  
            Course wrap up and evaluation                                 |                                                                  |
| May 8    | **No Class – Finals Week**                                              | **Due to Bb – Field Experience Reflection (May 9)**            
            **Due to Bb – Field Experience Documentation Form (May 9)**  |                                                                  |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

• Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

• Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

• Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

• Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

• Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

• Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

For additional information on the College of Education and Human Development, please visit our website: https://cehd.gmu.edu/students/.