EDSE 557
Foundations of Language and Literacy for Diverse Learners (3:3:0)
Spring 2011 Semester
Tuesdays 4:30-7:10
Prince William Campus Room BRH 246

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Course Description

Examines complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families, and cultures. Emphasizes first and second language acquisition.

Prerequisite

Admission to Mason graduate program

Nature of Course Delivery

The class will have lecture, discussion, and group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to do the following:

1. Describe language (especially English) and the growth of vocabulary, structures (phonology, morphology, syntax, and semantics), functions (pragmatics and discourse rhetoric), and acts (expressive, receptive, metalinguistic).
2. Describe social, cultural, affective, cognitive, and educational factors that play a role in language acquisition and literacy learning (reading and writing).
3. Describe reading and writing learning processes including interactions among phonological awareness (including phonemic awareness), word recognition (including phonics and decoding), reading fluency, reading comprehension, spelling (orthography and developmental), and writing.
4. Explain current research on typical and atypical language development, first and second language acquisition, literacy in various settings, as well as language and literacy assessment and instruction.

5. Describe assistive technology for early language and literacy instruction.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Bardige, B., & Bardige, M. K. (2008). Talk to me, baby!: Supporting language development in the first 3 years. Washington, DC: ZERO TO THREE.

Rosenkoetter, S., & Knapp-Philo, J. (Eds)(2006). *Learning to read the world: Laznguage and literacy in the first three years.* Washington, DC: ZERO TO THREE.

Maschinot, B. (2008). *The changing face of the United States: The influence of culture on child development.* Washington, DC: ZERO TO THREE.(Article)

Pence, K. L.. & Justice L. M. (2008). Language development from theory to practice. Upper Saddle River, NJ: Pearson-Merrill Prentice Hall.

Recommended Texts and Readings

Ballenger, C. *Teaching* o*ther people's children: Literacy and learning in a bilingual classroom.* NY: Columbia teachers Press.

Genesee, F., Paradis, J., & Crago, M. B. (2004). *Dual language development and disorders: A handbook on bilingualism & second language learning***.** Baltimore: Brookes**.**

Parlakian, R., Sánchez, S. Y. & Im, J. (2007). Emergent literacy in two languages. In J. Im, C. Osborn, S. Y. Sánchez, & E. K. Thorp, *Cradling literacy: Building teachers' skills to nuture early language and literacy birth to five* (pp. 5.31-5.40).

Parlakian, R. & Sánchez, S. Y (2006, Sept)*. Cultural influences on early language and literacy teaching practices.* Zero to Three Journal, 27*(1), 52-57.*

 Sánchez, S. Y. & Thorp, E. K. (2009, Feb). *Should I be worried? Young Children Learning a Second Language and Their Social Emotional Development [Special issue].* Head Start Bulletin: Mental Health*, 80, 43-45.*

Sánchez, S. Y. (2005, Spring). Is it wrong to speak to my babies in their home language?: Language and the care of culturally and linguistically diverse infants and toddlers. *Head Start Bulletin.* Retrieved on July 4, 2010 http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/ecd/language_develop ment/IsitWrongtoSp.htm

Sánchez, S. Y. (2000). Issues of language and culture impacting the early care of young Latino children. Retrieved September 14, 2002 from http://www.nccic.org/pubs/sanchez99.html . Web site of the National Child Care Information Center established by Child Care Bureau, Administration for Children and Families, and Department of Health and Human Services.

Zentella, A. C. (1997). *Growing up bilingual*. Malden, MA: Blackwell.

College of Education and Human Development Expectations and Resources

Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

<h2 align="center">Course Requirements</h2>

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for

educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.

4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

> Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class 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 web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will

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.

Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

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. 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.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	10
Literature Resource List and Book Talk	Apr 5	20
Language Delays and Disorders Poster	Mar 22	20
Articles Analysis	Apr 19	20
Family Literacy Project	May 3	30
TOTAL		100

I. Attendance and Participation (10 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 learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

II. Children's Literature Resource List and Book Talk (20 points)
Students will create a family-friendly resource list of at least five children's books that are culturally, linguistically, and developmentally appropriate for diverse infants and toddlers and their families. The list will include the following information:

1. complete and accurate bibliographic information (title, author, illustrator, copyright date, city of publication, and publisher)
2. clear and concise descriptions of the books that include sufficient detail for readers to gain a clear understanding of the content of the book
3. culturally, linguistically, and developmentally appropriate examples of activities related to the book that families and teachers may do with children (at least two per book)
4. notes about the representation of diversity as appropriate
5. notes about why the book is developmentally, linguistically, and culturally appropriate for infants and toddlers

Students will bring at least 3 of the books to class to share with classmates. Students will be given 10 minutes to provide a book talk. The book talk should include an overview of the book, ways the book can be shared and enjoyed with infants and toddlers, research based key idea or concept emphasized in book, and ideas for follow-up activities using assistive technology (AT).

The resource list and book talk will be evaluated using a scoring guide based on the criteria listed above.

III. Language Delays and Disorders Poster (20 points)
Students will work with a partner to create a poster about what is known about the language development of children with a specific delay, disorder, or medical condition. The poster will include a description of the medical condition or disability, background information and research, possible effects on language and literacy development of CLAD chidren, promising research based approaches to promoting language and literacy development, including the use of assistive technology, issues and controversies, and professional and support organizations. Students will include a complete and accurate reference list in APA style. The posters will be displayed. Students are expected to make a 15 minutes presentation.

See also the "Written Assignments" section above. Complete adherence to the APA style is not required in the brochure, but good academic writing standards should be observed. The style and format should be appropriate to the teacher audience for the brochure. Sources consulted will be indicated and teacher colleagues will be informed about how they can follow up on the information.

IV. Research-Based Practices: Articles Analysis (20 points)

Students will report on the research base for practices supporting language and/or literacy among very young children, focusing on a topic that is of particular interest to them.
1. Each student identifies a topic and an article about it. The topic and article choice will be negotiated with the instructor who will also identify a second article for the student to use in the project.
   a. The article the student chooses must report on evidence from a study of early care and education or intervention for language or literacy growth with CLAD children between the ages of birth through three years old.
   b. Good articles can be located in peer-reviewed journals. The research activity on-line will contribute to this work; the choices will be negotiated with the instructor.

    c. The student works on understanding the data by engaging with at least one child using an instructional procedure reported in one part of one of the studies. This is the hands-on part of the project.

2. Students write a report about the research-based instruction topic they have chosen to work on. At a minimum, the student will:

    a. introduce the topic, stating how each of the two articles address it (including the purpose(s) of each article and summarizing the theoretical motivation and background literature);

    b. comment on the articles as research

        i. describe the empirical base, including design, measures and methods used in each study;

        ii. from the perspective of hands-on experience based on one of the articles, describe and comment on the materials, procedures and outcomes;

        iii. from the perspective of the class research on-line activity, comment on the quality of the work in terms of standards for research (quantitative or qualitative); and

        iv. examine research assumptions and sample population to address issues of diversity, including home language, and how it affects relevancy for CLAD children.

    c. comment on the articles as contributions to knowledge about young CLAD children's language/literacy growth,

        i. report on the implementation, major findings, interpretation, and conclusions of each study;

        ii. discuss the relations between the articles and draw a conclusion about the value they do (or do not) have for research based instructional practices in early childhood education; and

        iii. discuss issues of language and cultural diversity that were or were not addressed in article

    d. use complete APA style, including page conventions, references and in-text citations.

3. Good written products will normally have about 12 APA style pages. (See also "Written Assignments" section above.)

4. The instructor must consult each student's article as part of the negotiation and assessment. If the article is readily available electronically from the GMU virtual library, it will be sufficient to supply a complete APA reference; otherwise students will provide a printed copy of the article.

V. Family Literacy Project (30 points)
Students will **make two books** to share with their focus child. These books will be developed based on observations and interviews with the family of the focus child. Students will create both of the following types of books.

- Book One will be based on an oral story shared in the home or school. This might be a folk tale passed down through the generations, a story about the child or another family member, or an event that recently happened.

- Book Two will be about the child and family in their everyday, natural context. This might be a daily routine such as getting dressed, getting ready to go out, or going to visit somebody.

These books could be used in a classroom or at home to support the language and literacy development of the child.

Students will **write a four-five page, double-spaced paper**, including reference citations as appropriate, that provides clear insights into how they used stories gathered from the child and family to develop the two books and how they could implement meaningful language and literacy activities. They will address how the books could be used to promote cultural and linguistic continuity and how the child responded to the books and activities. They will include the following:
- Description of how the stories were gathered from the focus child and the family, how the story was used to create the books, and how the books were developed to promote cultural and linguistic continuity
- Discussion of the types of activities that took place related to the books, including how they were used to promote cultural and linguistic continuity and how they met the developmental needs of the child
- Explanation of how gathering family stories influenced the planning and implementation of language and literacy activities other than the book activities
- Discussion on how the child responded to the books and activities related to them
- Reflections on what was learned from this assignment about literacy and very young children, including what would be done differently in the future

Students will explain why they created the books and how they used them to enhance language and literacy development as well as promote cultural and linguistic continuity. They will also note other activities they planned and implemented based on the family stories they gathered.

See also the "Written Assignments" section above.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
Jan 25	Introduction to oral language, reading, and writing for all children, including children with varying abilities, languages, and cultural backgrounds. Overview of course Early Memories Activity: My Language and Name Story How Social Context Support & Shape Language Communication & Culture	Review Syllabus Maschinot Article: The influence of culture on child development (Blackboard) Bardige Article: Talk to me, baby! (Blackboard)

Feb 1	Language, Speech, Hearing, & Communication Components of Language Differences and Disorders Theories of Language Development	Pence & Justice, Ch 1-2
Feb 8	Language & Cognition Building Blocks of Language: Semantics, Morphology, Syntax, Phonology, and Pragmatics Typical Language Development Typical Speech Development	Pence & Justice, Ch 3 & 4
Feb 15	Language Diversity Dual Language Development Role of Home Language	Pence & Justice, Ch 9 Articles on Blackboard
Feb 22	Language Development in Infancy Baby Cues with Video Adult-Child Interactions Role of Relationships Foundations for Language and Literacy Book Sharing	Pence & Justice, Ch 5 Rosenkoetter & Knapp-Philo, Ch 1, 2, 4, 6
Mar 1	Language Development in Toddlerhood Differences in Language Achievements Assessment Paradigm and Measurements Observing Very Young Children In Class Observation Acclivity	Pence & Justice, Ch 6
Mar 8	Language, Literacy & Children's Literature Role of Families & Caregivers Culture and Language Development Narrative or Story Telling Development Making Mean of the World	Rosenkoetter et al, Ch 8-10, 12, 25
Mar 15	Spring Break-No Class	
Mar 22	Language Delays and Disorders Role of Augmentative & Alternative Communications	Pence & Justice, Ch 10 Rosenkoetter et al, Ch 16 Poster Team Presentations
Mar 29	Creating and Supporting Rich Language Environments	Rosenkoetter et al, Ch 13-15, 27

	Key Elements in Selecting Literacy Activities and Materials for CLAD Children	
Apr 5	Role of Art, Music, and Play Resources to Promote Language & Literacy	Rosenkoetter et al, Ch 11, 19, 28 Book Talk Presentations
Apr 12	Library Work on Research Articles No Class	
Apr 19	Early language Development & Reading Success Research Based Practices Issues and Research Concerns for CLAD Children	Rosenkoetter et al, Ch 26 Research Articles Due Student Presentations
Apr 26	Encouraging Language and Literacy at Home and Community Family Routines and Literacy	Rosenkoetter et al, Ch 3,10, 23, 29
May 3	Learning to Read the World Last day of Class	Family Literacy Project Due Student Presentations