ECED 402 Foundations of Language and Literacy for Diverse Young Learners (3:3:0)
Fall 2011
Wednesdays, 7:20 PM to 10:00 PM
Innovation Hall 206

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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.

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 an overview of language covering the growth of vocabulary, structures (phonology, morphology, syntax, and semantics), functions (pragmatics and discourse rhetoric), and acts (expressive, receptive, metalinguistic) while addressing diverse learners (including first and second language learners, dialect diversity and children with typical and atypical development patterns).
2. Describe the factors that play a role in language development and literacy learning.
3. Describe an overview of learning to read and write including phonological awareness (including phonemic awareness), word recognition (including phonics and decoding), reading fluency, reading comprehension, spelling (orthography and developmental), as well as writing mechanics, composition, and completion of writing tasks.
4. Describe in general the current research in language and literacy development and learning including a detailed explanation of one example.
5. Describe an example of an assistive technology for students with special needs regarding 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

Burns, M. S., Griffin, P. & Snow, C. E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academy Press.

Paley, V. G. (1997). *The girl with the brown crayon.* Cambridge MA: Harvard University Press.

Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language development & disorders. Second Edition.* Baltimore: Paul H. Brookes Publishing.

Resnick, L. B. & Snow, C. E. (2009). *Speaking and listening for preschool through third grade.* Newark, DE: International Reading Association.

Optional articles (*Available electronically*)

Burns, M. S. & Kidd, J. K. (2010). Learning to read. In Peterson, P., Baker, E. & McGaw, B. (Eds.), *International Encyclopedia of Education, Volume 5* (pp. 394-400). Oxford: Elsevier.

Crain-Thoreson, C. & Dale, P. S. (1999). Enhancing linguistic performance: Parents and teachers as book reading partners for children with language delays. *Topics in Early Childhood Special Education, 19*(1), 28–39.

Dyson, A. H. & Smitherman, G. (2009). The right (write) start: African American language and the discourse of sounding right. *Teachers College Record, 111*(4), 973–998.

Restrepo, M. A., Castilla, A. P., Schwanenflugel, P. J., Neuharth-Pritchett, S., Hamilton, C. E. & Arboleda, A. (2010). Effects of a supplemental Spanish oral language program on sentence length, complexity, and grammaticality in Spanish-speaking children attending English-only preschools. *Language, Speech, and Hearing Services in Schools, 41*, 3–13.

Tabors, P. O., Beals, D. E. & Weizman Z. O. (2001). "You know what oxygen is?" Learning new words at home. In Dickinson, D. K. & Tabors, P. O. (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 93-110). Baltimore: Paul H. Brookes.

Roberts, T. A. (2008). Home storybook reading in primary or second language with preschool children: Evidence of equal effectiveness for second-language vocabulary acquisition. *Reading Research Quarterly, 43*(2), 103–130.

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.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

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. Subsequently they must negotiate how they will keep up with the class in spite of the absence.
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 inside or outside of the class unless part of the directed 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 <u>and</u> 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 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.

Grading Criteria

A = 95 – 100   A- = 90 – 94   B+ = 87 – 89   B = 83 – 86
B- = 80 – 82   C = 70 – 79   D = 60 – 69   F = < 60

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	15
Family Language and Literacy Handbook	October 12, Part 1 December 14, Part 2	35
Research-Based Instruction: Article Analysis	October 19, Choice November 9, Final	35

Brochure About Assisting Students With Special Needs (Group)	November 12, Choice November 30, Final	15
TOTAL		100

Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students contribute to each of the four small group on-line activities for the period of its operation.
- Students complete readings and prepare for class activities as is evidenced by their ability to discuss and write about the concepts presented and examined. Students participate fully during class and small group on-line activities. Students review readings and activities as is evidenced by their ability to integrate materials and concepts in subsequent classes, small group on-line activities, and written projects.
- Students are actively involved in class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, face-to-face and on-line (3) completing group and individual written projects related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking and accountable talk through in-class and online discussions, activities, and written assignments.

Family Language and Literacy Handbook (35 points)

Students will produce a language and/or literacy handbook that can be used by families as a resource for understanding the complex nature of children's language and literacy development, and for obtaining materials and activities that can enhance a child's language or literacy development. The handbook will reflect a synthesis of students' understanding of topics explored throughout the semester. Examples from the child talk small group on-line activity will be used to illustrate the technical terms. The handbook will include "how-to" segments for research supported experiences that families can engage in to support children's learning and development. Material from the beyond classroom small group on-line activity as well as work on the brochure and the instructional research analysis can contribute to the assignment. Two main topics will be addressed: language and literacy. The specific requirements for each topic follow:

1. language
   a. define terms and give examples of the following three acts of language

      expressive   receptive   meta-linguistic
   b. define terms for the seven aspects of language used in the class and give examples and more detail about any three of them:

      vocabulary   phonology   morphology   syntax

      semantics   pragmatics   rhetoric

    c. discuss any one of the following language and culture diversity topics:
       i. simultaneous bilingual language development
      ii. second language learning
     iii. dialect difference
    d. discus the special needs of any one of the following groups:
       i. children with autism related atypical language development
      ii. children with hearing related atypical language development
     iii. children with speech related atypical language development
     iv. children with specific language impairment

2. literacy
    a. discuss any one of the overall models related to literacy: the pillar/tree, or the rope/braid, or the arrowed model depicting relations between the five constituents from the NRP report and aspects of language
    b. discuss in more detail and give examples of any three of the following ten topics

phonemic awareness	fluency	decoding/phonics
sight words	estimated & conventional spelling	
comprehension strategies	writing strategies	meta-cognitive monitoring
genre differences in reading	genre differences in writing	

See also the "Written Assignments" section above. Complete adherence to the APA style for articles submitted for publication is not required, but good academic writing standards should be observed. The style and format should be appropriate to the family audience. Sources consulted will be indicated and families will be informed about how they can check on and pursue the information provided.

Part 1 – language – is due in electronic form on or before October 12.
Part 2 is due in electronic form on or before December 14.

Research-Based Instruction: Article Analysis (35 points)

This project is about the research base for language and/or literacy instruction among young children. The focus will be on a topic that is of particular interest to the student and the paper produced will be effective for communicating with an academic audience.

1. Each student identifies a relevant topic and an article about it. The research small group on-line activity will contribute to this work.
    a. The article the student chooses must be a report of a study of teaching or intervening for language or literacy growth with a child or children between the ages of birth through eight years old (or end of grade three).
    b. Good articles can be located in peer-reviewed journals.
2. Choice of topic and article is due in e-mail to the instructor **by October 19.** The instructor must consult each student's article as part of the negotiation of article and topic choice as well as assessment of the final paper. Do not send a copy of the article. Send a complete APA reference so the article can be accessed via the GMU virtual library. The topic and article choice will be negotiated with the instructor to ensure that the article fits the project.
3. There is a hands-on part of the project, intended to enable and insure the student's deep understanding of the article. The student will engage with at least one child using an instructional procedure reported in one part of the article the student is analyzing.

4. Students write a report about the topic they have chosen to work on. ***The final paper is due in electronic form on or before November 9.*** In the paper, the student will:
    a. introduce the topic, stating how the article addresses it, including the purpose(s) of the article, a summary of the author's theoretical motivation, and an overview of the background literature;
    b. analyze and comment on the article by
        i. describing details about the study's design, its implementation with a child or children, the materials used, the major findings, interpretation, and conclusions
        ii. explaining if/how the article meets the standards of quantitative or qualitative research explored in class and in the research small group on-line activity;
    c. describe your hands-on part of the project by explaining how it was carried out and its results as well as how it relates to your analysis in (b) above;
    d. draw a conclusion about the article as a contribution to knowledge about young children's language/literacy.
5. Good written products will generally have about 8-12 APA style pages. (See also "Written Assignments" section above.) Students will use the complete APA style expected for papers submitted for publication, including page conventions, references and in-text citations.

Brochure about Assisting Students with Special Needs (15 points)

The purpose of the brochure is to develop understanding of some aspect of assistive technology (AT) and how it can be used to support children with special needs that impact their growth in language, reading, or writing. Students work as a small team. Each team will focus on a specific type of need and AT that ameliorates difficulty encountered by children with that need. The choice of focus will be negotiated with the instructor, in part governed by the need to avoid too much duplication and to encourage diversity of focus for the class. The team will explore available research, prepare a brochure designed to help teachers understand their topic, distribute it to their classmates, and act as a panel to answer questions from peers.

The brochure small group on-line activity will be the site of the team work in which the team and the instructor can participate. The research small group on-line activity will also contribute to this work. ***Consensus on the team focus must be arrived at and posted in the team's brochure small group on-line activity on or before November 12.*** The team will gather information to address the following about their chosen focus:
*   how to identify children with this need who are likely to be helped by ATs;
*   what examples of ATs for this need look like and how they work;
*   which area/s of language and/or literacy is helped and how teachers use the ATs for specific curricular goals in language and/or literacy;
*   the theories and empirical evidence that support use of ATs for this need.

The final copy of the brochure is due in electronic form on or before November 30.
The team as a panel will present their work to the whole class on December 14, explaining and augmenting the brochure and answering questions.

See also the "Written Assignments" section above. Complete adherence to the APA style for articles submitted for publication 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 peers will be informed about how they can check on and pursue the information provided.

Draft Course Schedule and Topics

Date	Topic	Readings & Assignments
Class 1 8/31	Introduction to course: language, reading, & writing for children with varying language & cultural backgrounds, and diverse abilities. Overview of acts & aspects of language (vocabulary, structures, functions), focus on acts.	Begin child talk small group on-line activity. Begin beyond classroom small group on-line activity.
Class 2 9/7	Language Functions: pragmatics (including self-regulatory speech) & discourse/rhetoric. Ability diversity focus: children with Autistic Spectrum Disorders (ASD).	Paradis et al., 2011, Chap. 1, 2 & 3 Resnick & Snow, 2009, pp. 1-16 Browse rest of Resnick & Snow per child talk activity.
*Class 3 9/14	Language Vocabulary & concept development in diverse settings. Language/culture diversity focus: translation equivalents, cognates. Discuss Tabors et al., 2001	Paradis et al., 2011, Chap. 4, 5 & 6 (Optional for ECED 402: Tabors et al., 2001).
Class 4 9/21	Language Structure: Phonology. Ability diversity focus: children with Hearing or Speech difficulties.	Paradis et al., 2011, Chap. 4, 5 & 6
Class 5 9/28	Language Structures: Morphology. Language/culture diversity focus: dialect difference; code-switching Discuss Dyson & Smitherman, 2009	Paradis et al., 2011, Chap. 9 (Optional for ECED 402: Dyson & Smitherman, 2009).
Class 6 10/5	Structures: Syntax & semantics. Ability diversity focus: children with Intellectual Disability (ID). Language/culture diversity focus: dialect difference.	Close two activities: Child Talk & Beyond classroom. Begin search for research small group on-line activity.
*Class 7 10/12	Fundamentals: identify, interpret, evaluate & apply valid research about oral language, reading, & writing. Discuss Paley, 1997	Paley, 1997 Begin brochure small group on-line activity. **Part 1 Family Language & Literacy Handbook due**
Class 8 10/19	Developmental, social, cultural, affective, cognitive, & educational factors in oral language, reading, & writing development. Interdependence & collaboration of families, caregivers & school professionals. Ability diversity focus: children with Specific Language Impairment (SLI).	Research article analysis topic & article **choice due.**

Date	Topic	Readings & Assignments
Class 9 10/26	Foundations of reading comprehension: from language & early emergent literacy to conventional reading, including motives & narrative & expository forms	Paradis et al., 2011, Chap. 8 & 7
*Class 10 11/02	Foundations of printed word recognition: phonemic awareness, sound-symbol relations, decoding skills (phonics, word attack, patterns of syllable & morphology), sight vocabulary evolution	Begin Burns et al., 1999, pp. 5-60 Brochure **choice due**
Class 11 11/9	Foundations of reading fluency: from pretending to read & read-alouds to the child's own independent reading fluency in different academic domains. Discuss Crain-Thoreson & Dale, 1999. Discuss Roberts, 2008.	**Research Article Analysis paper due** Paradis et al., 2011, Chap. 10 (Optional for ECED 402: Crain-Thoreson & Dale, 1999; Roberts, 2008)
Class 12 11/16	Foundations of spelling: purpose & limits of estimated (invented) spelling, orthographic patterns & strategies for spelling study. Discuss Burns et al., 1999.	Finish Burns et al., 1999, pp. 61-145
Closed for Thanksgiving recess 11/23		
Class 13 11/30	Foundations of writing, for memory, planning, communication and creative expression. Discuss Burns & Kidd, 2010. Discuss Restrepo et al., 2010.	**Brochure about Assisting Students with Special Need due.** (Optional ECED 402: Burns & Kidd, 2010, Restrepo et al., 2010).
*Class 14 12/7	Implications of literacy foundations for assessment and instruction, including student comments and queries from hands-on experiences and readings.	**Part2 Family Language & Literacy Handbook due** Close final two activities.
Exam substitute 12/14	Student presentations of brochures about assistive technology to support language, reading, and writing among children with special need **(timing shifts to 7:30-10:15)**	

* These classes with asterisks are potentially shortened classes, finishing 1 hour early so people can work on the small group on-line activities. You can request appointments for 1-1 or small group meetings with the instructor.