



College of Education and Human Development

Early Childhood Education Program
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ECED 502 Foundations of Language and Literacy for Diverse Young Learners (3:3:0)
EDSE 557 Foundations of Language and Literacy for Diverse Learners (3:3:0)
Summer B 2012
Tuesdays and Thursdays, 7:20 PM to 10:00 PM
Thompson Hall 2022

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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

This course utilizes a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in on-line discussion groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

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) while addressing diverse learners (including first and second language learners, dialect diversity and children with typical and atypical development patterns).
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), as well as writing mechanics, composition, and completion of writing tasks.

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 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).

Textbooks

- 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. [includes DVD]

Other required readings (available without fee electronically via GMU resources)

- 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.
- Dickinson, D. K. (2011). Teachers' language practices and academic outcomes of preschool children. *Science*, 333, 964-967.
- 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.
- Glenberg, A.M., Goldberg, A. B. & Zhu, X. (2011) Improving early reading comprehension using embodied CAI *Instructional Sciences*, 39(1), 27-39.
- Hatcher, P. J., Hulme, C. & Snowling, M. J, (2004). Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure. *Journal of Child Psychology and Psychiatry*, 45(2):338-58.
- 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.
- Stanton-Chapman, T. L. & Snell, M. E. (2011). Promoting turn-taking skills in preschool children with disabilities: The effects of peer-based social communication intervention. *Early Childhood Research Quarterly*, 26(3), 303-319.
- Vasilyeva, M., Huttenlocher, J. & Waterfall, H. (2006). Effects of language intervention on syntactic skill levels in preschoolers. *Developmental Psychology*. 42(1)164-174.

Optional Readings

- Bernstein Ratner, N. (2008). Atypical language development. Chapter 9, in Berko Gleason, J. & Bernstein Ratner, N. *The development of language* (7th edition). Boston: Allyn & Bacon.
- Conn-Powers, M. Cross, A., Traub, E. & Hutter-Pishgahi, L. (2006). The universal design of early education: Moving forward for all children. *Beyond the journal: Young Children on the Web*. <http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf>
- Marinak, B. A. & Gambrell, L. B. (2008) Intrinsic motivation and rewards: What sustains young children's engagement with text? *Literacy Research and Instruction*, 47, 9–26.
- National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Washington, DC: National Institute for Literacy. <http://lincs.ed.gov/publications/pdf/NELPReport09.pdf>
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office. <http://www.nichd.nih.gov/publications/nrp/upload/report.pdf>

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>]
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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/>].

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.

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 and on-line.

2. 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. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in any other activities, even if related to other parts of the course, will result in a significant deduction to a student's participation grade.
5. 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 prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially it means this: When responsible for a task, the student will perform that task. When a student relies on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

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://infoguides.gmu.edu/style> . 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 F = < 70

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 & Literacy Project	<i>Part I:</i> June 28, 2012 <i>Full:</i> July 24, 2012	35
Research Article Analysis project	July 10, 2012	35
Brochure about Assisting Students with Special Needs (group)	July 19, 2012	15
TOTAL		100

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 (1) participating in all activities, (2) engaging in small and large group discussions, (3) not using laptops and other electronic devices during class time except as approved to support learning within the current class activity, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates on-line and face-to face.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

Family Language and Literacy Project(35 points)

Goal: Review and summarize course information about language and literacy. Prepare to assist families (a) to understand the complex nature of children’s language and literacy and (b) to partner with teachers for the child’s benefit in the light of the non-school factors that affect the child’s development.

Audience: Families of young children

Content: Address the following topics explored throughout the semester:

1. language: three acts, three categories of aspects (including subcategories for two aspects);
2. diversity related to languages and cultures: dual language development and dialect difference;
3. atypical language/literacy development among children with special needs (five types);
4. integrated components for accomplished reading: literacy foundations including early emergent literacy, comprehension of diverse genres, printed word identification (phonics and sight words), and fluency;
5. integrated components for writing: literacy foundations including emergent literacy, composing meaningfully in diverse genres, producing written words, finishing with audience aware revisions.

The final product should include the following features:

- a. frameworks to orient and motivate families to learn about language and literacy;
- b. introduction of specialized terms with examples explained and with some milestones or benchmarks provided;
- c. research supported “how-to” segments (including material, procedure, and rationale) so home activities can complement school work to enhance child language and literacy.

Resources: Power Points and notes from class sessions, materials from small group Blackboard discussions, class books and articles required and optional in the syllabus and on Blackboard. Material from Wikipedia or a general web search should be avoided unless its coherence with current scholarship is verified.

Associated online Blackboard activities: At least Activity 1: child talk and Activity 3: beyond classroom (Perhaps Activity 2: search for research).

Form: Submit in electronic form using the Blackboard assignment tool or GMU email. Many different formats are acceptable: handbook, newsletter, series of columns or blogs, Power Points

with discussion notes for bi-monthly family meetings, etc. See also the “Written Assignments” section above. The style and format should be appropriate to the family audience. Sources consulted should be indicated and families should be informed about them. Complete adherence to the APA style for articles submitted for professional publications is not required, but good academic writing standards should be adhered to.

Submission dates:

Make rough drafts while reviewing the material addressed each week.

June 28, 2012 Part 1: topics 1, 2 and some of 3; addressing at least features a and b;

July 24, 2012 Part 2: topics 4, 5 and complete topic 3; complete all features (including for topics 1 and 2); may include revision of Part 1.

Research-Based Instruction: Articles Analysis Project (35 points)

Goal: Familiarity with the professional research literature that informs early childhood educators about good practices for promoting children’s language and literacy. Choose a topic about language or literacy growth among young children (birth to end of grade 3). Analyze two refereed (also called peer reviewed) articles about attempts to improve child learning or development.

Audience: Early childhood education academic colleagues

Content: The project and written paper includes the following:

- introduction of the topic about language or literacy growth and how it is addressed by each of the two articles, including
 - the purpose(s) of each article, and
 - a summary of each author’s theoretical motivation and the background research literature the study is developed from;
- a description of the empirical base for each study, giving details about
 - the instruction implemented, including the children involved and the material used,
 - the design of the study, including assignment to conditions as well as how data was collected, and which measures and analytic techniques were used,
 - the major findings, interpretations, and conclusions;
- an explanation about if/how each article meets the standards of quantitative or qualitative research (as discussed in class and in the small group research on-line activity);
- a discussion of your conclusions about the relations between the two articles and the value they do (or do not) have for research-based instructional practices in early childhood education.

There is a hands-on part of the project, intended to enable and demonstrate deep understanding of the instruction implemented in at least one of the articles. It is *not* a replication of a study. It calls for using materials like those used in a study being analyzed, trying to implement the instruction with the assistance of at least one child confederate and making a record of the hands-on experience.

- An additional section of the final paper will describe the hands-on part of your work:
 - explaining how it was carried out, including the participants and materials and timing,
 - describing the results
 - commenting on how it relates to your understanding and conclusions about the study it is based upon.

Resources: Two articles from professional journals which report on studies of instructional research on the language or literacy growth of young children related to a topic of special interest to the student. The articles are to be chosen from a structured list provided by the instructor. If desired, the student may negotiate with the instructor for the use of an article not on the list. The class question and answer discussions of required readings will provide practice with the issues important for reading and writing for this assignment.

Associated online Blackboard activities: At least Activity 2: the search for research activity.

Form: Use GMU email to negotiate the articles you will use. Identify the article with the complete APA reference for it. (Do not send an attached copy of the article.) For the completed paper, submit in electronic form using the Blackboard assignment tool or GMU email. Good written products generally have about 12-17 APA style pages. Students will use the complete APA style expected for papers submitted for publication, including page conventions, references and in-text citations. (See also “Written Assignments” section above.)

Submission dates:

By **July 3, 2012**, the choice of articles should be successfully negotiated with the instructor.

On **July 10, 2012**, the final complete paper is due.

Brochure about Assisting Students with Special Needs in Language and Literacy(15 points)

Goal: Learn about the special language and literacy needs that challenge some children in early childhood. Explore the assistance available for teachers to use— from no technology, to low-, mid- and high-technology. Collaborate within a team to contribute to peer professional development.

Audience: Early childhood education practitioner colleagues.

Content: Students work in small teams to study the special needs related to language or literacy growth that some children encounter in early childhood education and on the assistance teachers can use to ameliorate the difficulties encountered by children experiencing those needs. The choice of focus will be negotiated with the instructor to avoid too much duplication and to encourage diversity of focus for the class. The team will explore provided materials ranging from manuals to research to the standards of language and literacy learning. They will prepare a brochure designed to help teachers understand the needs and the assistance available. Their work will be distributed to their classmates and the team will act as a panel to answer questions from peers.

The team will gather information to explain the following topics about their chosen focus:

- how to identify children in need likely to be helped by the assistance described;
- which area of language and/or literacy is helped and how teachers use the assistance for specific curricular goals in language and/or literacy;
- which theories and empirical evidence support use of assistance for this need;
- examples of the assistance, including its use in practice.

Resources & Associated online Blackboard activity: The resources and detailed directions for this project are provided within Activity 4: needs and assist. Parts of Activities 2 and 3 may also help.

Form: Submit as a team in electronic form using the Blackboard assignment tool or GMU email. The style and format should be appropriate to the teacher audience for the brochure. While a six panel tri-fold is a common format for this project, different pamphlet shapes and sizes may be used. Appendices can be used as well. Sources consulted must be indicated and peers will be informed about how they can check on and pursue the information provided.

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. (See also “Written Assignments” section above.)

The team will also form a panel to introduce the brochure to the class and to elicit and respond to their questions and comments. The panel will have about 20 minutes.

Submission dates:

By **July 12, 2012**, the choice needs and assistance topic for the team should have been negotiated successfully with the instructor.

On **July 19, 2012**, the final complete brochure is due.

On **July 26, 2012**, the team panel presentation will occur.

Draft Course Schedule and Topics

Date	Topic	Readings & Other Assignments
Class 1 6/5	Introduction to course: Discuss syllabus & BB face-to-face & on-line activities. Preview Resnick & Snow; Paradis et al. Overview acts & aspects of language. Begin acts	Begin small group on-line activity: (1) child talk (random).
Class 2 6/7	Finish Language acts: expressive, receptive meta-linguistic. Language Aspect - Functions: Pragmatics & Rhetoric/discourse genre. Stanton-Chapman & Snell: Q&A discussion	Paradis et al., 2011, Chap. 1, 2, 3; Resnick & Snow, 2009, 1-16 +; Stanton-Chapman & Snell, 2011.
Class 3 6/12	Finish Functions. Add Language Aspect -Vocabulary Diverse language/culture: translation equivalents & cognates.	Paradis et al., 2011, Chap. 4, 5, 6; Begin small group on-line activity: (2) search for research (select).
*Class 4 6/14	Discuss Paradis 1-6 Discuss Dickinson	Dickinson, 2011.
Class 5 6/19	Language Aspects –Structure 1: Phonology. Diverse ability: Hearing or Speech. Start discussing Dyson & Smitherman.	Dyson & Smitherman, 2009.
*Class 6 6/21	Aspects –Structure 2: Morphology. Diverse language/culture: dialect Finish discussion of Dyson & Smitherman.	Vasilyeva, et al., 2006.
Class 7 6/26	Language Aspects –Structures 3 & 4: Syntax & Semantics. Diverse ability: Intellectual Disability (ID). Vasilyeva et al.: Q&A discussion Paley discussion	Paley, 1997 Close posting on (1) child-talk activity. Begin new on-line activities: (3) beyond classroom (select) (4) needs & assist (random).
*Class 8 6/28	Fundamentals: identify, interpret, evaluate & apply valid research about oral language, reading, & writing.	Part 1 Family Language & Literacy Project due. Begin Burns et al., 1999, 5-60. Close posting on (2) search for research activity.
Class 9 7/3	Foundations of reading comprehension: from language & early emergent literacy to conventional reading, including motives & narrative & expository forms. Diverse ability: Autistic Spectrum Disorders. Discuss Burns & Kidd. Glenberg et al.: Q&A discussion	Research article analysis topic & article choice negotiation done. Burns & Kidd, 2010; Glenberg, et al., 2011.

Date	Topic	Readings & Other Assignments
*Class 10 7/5	Foundations of printed word recognition: phonemic awareness, sound-symbol relations, decoding skills (phonics, word attack, patterns of syllable & morphology), sight vocabulary. Hatcher et al.: Q&A discussion	Finish Burns et al., 1999, 61-145; Paradis et al., 2011, Chapter 9; Hatcher et al., 2004.
Class 11 7/10	Foundations of reading fluency: from pretending to read & read-alouds to independent reading fluency in different academic domains. Diverse ability: Specific Language Impairment. Diverse ability: Reading Impairment. Discuss Paradis et al., 9 &10. Roberts: Q&A discussion	Research Article Analysis project due. Paradis et al., 2011, Chapter 10; Roberts, 2008.
*Class 12 7/12	Foundations of spelling: purpose & limits of estimated (invented) spelling, orthographic patterns & strategies for spelling study	Brochure choice settled.
Class 13 7/17	Foundations of writing, for memory, planning, communication and creative expression. Discuss Burns et al., 1999.	Paradis et al., 2011, Chapters 7 & 8.
*Class 14 7/19	Developmental, social, cultural, affective, cognitive, & educational factors in oral language, reading, & writing development. Interdependence & collaboration of families, caregivers & school professionals. Discuss Paradis et al., 7 & 8.	Brochure about Assisting Students with Special Needs due. Close posting on (3) beyond classroom and (4) needs & assist activities.
7/24	Implications of literacy foundations for assessment and instruction, including student comments and queries from hands-on experiences and readings.	Part2 Family Language & Literacy Project due.
Exam substitute 7/26	(7:30-10:15) Student presentations of brochures about assistive technology to support language, reading, and writing for children with special need.	

* These classes with asterisks are potentially shortened classes, finishing 1 hour early. The time can be used for 1-1 or small group appointments with the instructor.