ECED 402.002 Foundations of Language and Literacy for Diverse Young Learners (3:3:0)
Fall 2013
Wednesday, 7:20 – 10:00 pm
Thompson Hall L014

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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 uses 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 and writing related to the learning activities.

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).

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.

Ratner, N. (2013). Atypical language development. Chapter 9, in Gleason, J. B. & Ratner, N. B. *The development of language* (8th edition). Boston: Allyn & Bacon. [made available to class members via GMU e-reserves for the class]

Optional readings

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

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.

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

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.

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://oai.gmu.edu/honor-code/].
- 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/policies/responsible-use-of-computing/].
- 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/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

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

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Course Requirements

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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. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe 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 and live online 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. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. 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 this: when responsible for a task, students will perform that task. When students rely 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 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 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

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 (Face-to-Face and on-line activities)	Ongoing	15
On-line small groups (tasks and discussion)	Ongoing	15
Family Project: Literacy	October 16, 2013	20
Instructional Research Articles Analysis Project	November 13, 2013	20
Assisting Students with Special Needs during Language or Literacy Learning (group project)	Submit written paper by November 25, 2013 Presentation: December 4, 2013	10
Language Examination (online)	December 11, 2013	20
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.

- Each student will be a member of a study buddy on-line small group. For each topic, after the student individually answers a short quiz on assigned readings and/or audio enhanced PowerPoint, the study buddy group will discuss the topic in more detail.
- 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 on-line 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 and activities as well as in written work.

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

On-Line Small Group Activities (15 points)

Active participation and engagement in small group on-line activities that use discussion forums on Blackboard are imperative for optimal learning in this hybrid class. For some activities students will be assigned at random by the Backboard tool for that purpose. For other activities each student will self-select a group to enroll in, again using a Blackboard tool for the purpose. Each student will be included in two additional on-line small groups:

> *Beyond Class Plus:* The on-line group tasks are designed to explore influences on child language and literacy development that go beyond the walls of a classroom, involving families, non-teaching professionals and newer technologies.
>
> *Child Talk:* The on-line group tasks are designed to focus student attention on language use by young children in academic settings, to promote learning of concepts about language introduced in class, as well as to familiarize students with elicitation devices used in discussions of typical and atypical child language development.

Preparation for and participation in these activities will be evaluated with the following criteria:

- Students complete readings and follow activity directions to prepare for on-line activity tasks as is evidenced by their ability to post and respond to posts, participating fully in the tasks related to each of the two small group on-line activities. Students read and post at least twice a week in the small group on-line activities they belong to, from the opening date of the activity and for its entire period.
- Students show evidence of critical reflective thinking and accountable language in their posts for all tasks for each small group online activity. Students support the participation and learning of others in their on-line small groups. Students apply material from the on-line activities to their other course work, including face-to-face meetings and written assignments.

Family Project: Literacy (20 points)

Goal: Review and summarize course information about literacy, demonstrating knowledge of the first half of the course. Prepare to (a) assist families to understand the complex nature of children's literacy growth and (b) to help parents partner with teachers for the child's benefit in the light of the beyond school factors that affect the child's development.

Audience: Families of young children

Content: Address the following topics explored throughout the semester:
1. integrated components for accomplished reading,
   a. foundations in language development (including phonemic and phonological awareness), activities (conversations, play, read-alouds, exploring varied literacy purposes and forms, trying to write), print concepts and letter knowledge, and motivation to read;
   b. comprehending written language by using background knowledge (with vocabulary depth and breadth) and comprehension strategies for varied forms and domains;
   c. printed word identification (alphabetic principle, phonics, syllabic and morphological chunking, and sight words) with accuracy and automaticity;
   d. fluency that coordinates (b) and (c) above.
2. integrated components for writing, drawing on literacy foundations developed also for reading but including
   a. composing meaningfully in diverse genres using topic knowledge and vocabulary, varied and complex syntax, semantic s, rhetoric, showing audience awareness, using planning , organizing,, monitoring, self-regulation (attention, persistence)
   b. producing written words using fine motor and transcription skills, the alphabetic principle, and spelling strategies & patterns
   c. finishing with self-evaluation, editing, revising, publishing
3. how literacy development is related to language and cultural diversity
4. how reading difficulties can be prevented, identified, and treated

The final product should include the following features:
   a. frameworks to orient and motivate families to learn about both the reading and writing sides of literacy
   b. introduction of specialized terms with examples explained
   c. some milestones or benchmarks
   d. research supported "how-to" segments (including materials, procedures, and rationale) so home activities can complement school work to enhance child literacy.

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

Associated online Blackboard activity: Beyond Class Plus

Form: Individual written material submitted in electronic form using the Blackboard assignment tool or GMU email. Many different formats are acceptable: handbook, newsletter, Power Points with discussion notes for bi-monthly family meetings, etc. See also the "Written Assignments" section above. The style and format should be inviting to the family audience; details and terminology should be explained, not simplified or omitted   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.
Due: October 16, 2013

Instructional Research Article Analysis Project (20 points)

Goal: Familiarity with the professional research literature that informs early childhood educators about good practices for promoting children's language and literacy.
Audience: Early childhood education academic colleagues
Content: Analyze a refereed (also called peer reviewed) article about attempts to improve child language or literacy learning or development. There is a hands-on part of the project, intended to enable and demonstrate deep understanding of the instruction implemented in the article. It is *not* a full replication of a study. It simply calls for using materials like those used in the study being analyzed and trying to do the instruction described in the article with the assistance of at least one child confederate.
The written paper should include the following:
- an introduction of the topic about language or literacy growth and how it is addressed by the one article, including
    - the purpose(s) of the article,
    - a summary of the theoretical motivation for the research reported in each article,
    - a summary of the background research literature the study is developed from;
- a description of the empirical base for each study, giving details about
    - the instruction involved, including the procedures and materials used,
    - the design of the study, including assignment of child subjects to different conditions as well as how data was collected, and which measures and analytic techniques were used,
    - the major conclusions;
- a description of the hands-on part of your work based on the plans you made, the implementation you achieved, the results of your hands-on work with the child, and a description of what the experience led you to think about the article it was derived from;
- a conclusion about the value the article has (or does not have) for research-based instructional practices in early childhood education.
Resources: One article from a professional journal that reports 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 article is to be chosen from a structured list provided by the instructor.
Form: Use GMU email to negotiate the articles you will use with the instructor. 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 8-14 APA style pages. Students will use the complete APA style expected for papers submitted for publication, including page conventions, an abstract, references and in-text citations. (See also "Written Assignments" section above.)
Due: By October 23, the choice of article should be successfully negotiated with the instructor. On November 13, the final complete paper is due.

Assisting Students With Special Needs during Language or Literacy Learning (group project) (10 points)

Goal: Learn about the special language and literacy needs that challenge some children in school during 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 topics for the class. The team will explore materials ranging from manuals to research to the state standards of language and literacy learning. They will prepare a brochure designed to help other teachers understand the needs and the assistance available. Their written brochure work will be available to their classmates and the team will present their results in a face-to-face session.

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

* identifying children with needs for extra assistance in some area of language or literacy learning
* finding various ways teachers can assist identified children with language and/or literacy learning and specifying how teachers work with various assists to meet specific curricular goals in language and/or literacy;
* establishing which theories and empirical evidence support use of various kinds of assistance for the needs identified;
* examples of the various assistance, including information about use in practice.

Resources & Associated online Blackboard activity: The resources and detailed directions for this project are provided within the on-line activity: Needs and Assists. It is formed as a self-selected sub-group of class members

Forms: Submit the written product 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 in order to inform peers about how they can check on and pursue further 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.) In addition, the team will have 15 minutes in a face to face session to introduce their product to the class.

Due: By November 11, the choice of needs and assists that the team will focus on should have been negotiated successfully with the instructor.
On November 25, the final complete written project is due.
On December 4, the project will be presented to the class.

Language Examination (20 points)

Goal: Review and summarize course information about language, demonstrating knowledge of the second half of the course and the term long child talk activity.

Content: The exam will address the following topics about language:

1. three language acts (expressive, receptive, meta-linguistic)

2. three aspects of language
    o vocabulary with its three facets
    o two types of functions (1. pragmatics, 2. rhetoric/discourse/genres)
    o four systems of structures (1. phonology, 2. morphology, 3. syntax, 4. semantics)
3. diversity related to languages and cultures
    o dual language development
    o dialect differences
4. language difficulties experienced by children with
    o Speech Impairments
    o Hearing Impairments
    o Intellectual Disorders
    o Autistic Spectrum Disorders
    o Specific Language Impairments

The exam will be open book and open note. Students may use class resources including material in Power Points and notes posted on the class Blackboard, students own notes, required text books and articles assigned for the classes. Students will be expected to use material from the Child Talk on-line activity.

The questions will be of two types: (1) short answer questions (true/false, yes/no, multiple choices, single word, or short phrase); (2) short essays at least one but no more than three paragraphs long. The quizzes on the required reading will give students a chance to practice these question types. As in the quizzes, for short answer questions, the student may write an explanation if the student believes that more than one answer could be correct or that none of the provided choices is correct.

DUE: Takes place on-line, but between 7:30 PM and 10:15 PM on December 11.

Course Schedule and Topics

Date	Topic	Readings & Other Assignments
Class 1 **8/28** **Face-to-Face**	Introduction to course: Discuss syllabus, Blackboard, on-line activities & assignments. Literacy frameworks. Reading foundations. Activity: Reading in an another language's alphabet	BY CLASS: Study syllabus & log onto class Blackboard; be ready to ask about clarifications or concerns. DURING WEEK: Start Beyond Class Plus (BCP) small group activity (random assignment to groups)
Class 2 **9/04** **Face-to-Face**	Literacy: Reading comprehending Burns & Kidd discussion	BY CLASS: Burns & Kidd (2010); Powerpoint: Literacy Reading Comprehension DURING WEEK: Start Study Buddy (SB) group activity (self select to groups)
Class 3 9/11 *On-line*	Literacy: Reading word identification (phonemic awareness, sound-symbol relations, decoding & sight vocabulary). Language and culture diversity basics	Individual tasks, followed by SB group discussion; Paradis et al., Chap. 1 (2011) Continue BCP and SB small group on-line activities START: Child Talk (CT) small group on-line activity (random assignment to group) Resnick & Snow (2009) selected pages
Class 4 9/18 *On-line*	Literacy: Among dual language learners. Language & culture diversity basics	Individual tasks, followed by SB group discussions Paradis et al., Chap. 2-3 (2011) Continue BCP, SB, and CT small group on-line activities
Class 5 **9/25** **Face-to-Face**	Literacy: Reading fluency. Diverse ability: Reading impairment. Burns et al., (1999) discussion Paradis et al., Chap. 10 (2011) discussion Ratner, 2013 selections from chapter discussion	BY CLASS: Burns et al. (1999); Paradis et al., Chap. 10 (2011); Ratner, 2013 selections from chapter Continue BCP, SB and CT small group on-line activities
Class 6 10/2 *On-line*	Literacy: Writing spelling: purpose & limits of estimated (invented) spelling, orthographic patterns & strategies for spelling study.	Individual tasks, followed by SB group discussion; Continue SB and CT activity; END: BCP activity
Class 7 **10/9** **Face-to-Face**	Literacy: Writing for memory, planning, communication and creative expression Literacy assessment discussion Paley, 1997, discussion	BY CLASS: Paley, 1997 Continue SB, and CT small group on-line activities
Class 8 10/16 *On-line*	What makes research good? Young children, literacy and science Diversity Second Language schooling Paradis et al. Chapter 8 discussion	Individual tasks, followed by SB group discussion Paradis et al. Chapter 8 **Family Project Literacy: due** 10/16 by 10 PM

Date	Topic	Readings & Other Assignments
Class 9 **10/23** **Face-to-Face**	Overview acts & aspects of language. Language acts: expressive, receptive, meta-linguistic. Ability Diversity: Speech, Hearing & Intellectual. Language Diversity: Paradis et al. Chapters 4-6 discussion.	BY CLASS Paradis et al., Chap. 4-6; Ratner, 2013 selections from chapter; Resnick & Snow (2009) selected pages. START: Needs & Assists (N & A) activity small group on-line activity (self select to groups) START: Choosing topic & articles for Instructional Research Articles Analysis project. Perhaps regroup SB Continue SB and CT small group on-line activities
Class 10 10/30 *On-line*	Language Aspects: Vocabulary breadth, depth, speed. Language Aspects: Functions Pragmatics & Rhetoric/discourse genres. Diverse Ability: Autistic Spectrum.	*Choice settled for Instructional Research Articles Analysis Project.* Individual tasks, followed by Study Buddy group discussion Ratner, 2013 selections from chapter; Resnick & Snow (2009) selected pages. Continue SB, CT, and N & A small group on-line activities
Class 11 **11/6** **Face-to-Face**	Language Aspects Structures 1: Phonology. Language Aspects Structures 2: Morphology	BY CLASS: *Choice settled for Assisting Students with Special Needs during Language or Literacy Learning (group project)* Continue SB, CT, and N & A small group on-line activities Resnick & Snow (2009) selected pages
Class 12 11/13 *On-line*	Language Aspects Structures 3 & 4: Syntax & Sematics	**Instructional Research Articles Analysis Project due 11/13 by 10 PM** Individual tasks, followed by SB group discussion; Continue SB, CT and N & A small group on-line activities Resnick & Snow (2009) selected pages
Class 13 11/20 *On-line*	Ability diversity: Specific Language Impairment Ratner, 2013 selections from chapter; Paradis et al. Chapter 9 discussion Summary questions/comments: (a) factors impact language and literacy growth (social, developmental, cultural, affective, cognitive, educational), (b) Interdependence & collaboration of families, caregivers & school professionals	**Written Needs and Assist Brochure due November 25** Ratner, 2013 selections from chapter; Individual tasks, followed y SB group discussion; Continue SB, CT and N & A small group on-line activities
11/27	Thanksgiving Holiday – No Class	

Date	Topic	Readings & Other Assignments
Class 14 12/4 **Face-to-Face**	Student groups present results from Assisting Students with Special Needs during Language or Literacy Learning	Continue SB, and CT small group on-line activities END: small groups on-line activity N &A
12/11 *Final Exam On-line*	Exam questions available at 7:30 PM Answers due by 10:15 PM	Language exam open book/note short answers, short essays END: Small groups on-line activity SB and CT

Schedule subject to change based on needs of class and discretion of the instructor.