



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 502.001 Foundations of Language and Literacy for Diverse Young Learners (3:3:0)
Spring 2014
Thompson Hall L019
Seven Wednesdays, 7:20 – 10:00 pm and seven other fully on-line sessions

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Office hours: by appointment Wednesdays on Fairfax campus; other times and places as needed

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, 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.

This is a hybrid course. There will be a total of seven face-to-face classes; other teaching and learning will be conducted on Blackboard, a web environment George Mason University uses so students can access class lectures, discussions, and small peer problem solving groups, as well as assignments and homework tasks. (Note the schedule at the end of this syllabus that indicates the face-to-face meeting dates.)

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/genres), and acts (expressive, receptive, and meta-linguistic) 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, and 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.

[Go to http://www.nap.edu/catalog.php?record_id=6014 and see the tab "Table of Contents" if you want to read the book chapter by chapter online, free.]

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.

Textbook optional

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]

Two chapters from books [available to class members on our class Blackboard]

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. B. (2013). Atypical language development. Chapter 9, in Gleason, J. B. & Ratner, N. B. *The development of language* (8th edition). Boston: Allyn & Bacon.

Professional journal articles [available via GMU virtual library of professional journals]

Buysse, V., Peisner-Feinberg, E., Páez, M., Hammer, C. S., & Knowles, M. (In press). Effects of early education programs and practices on the development and learning of dual language learners: A review of the literature. *Early Childhood Research Quarterly*.

Collins, M. F. (2010). ELL preschoolers' English vocabulary acquisition from storybook reading. *Early Childhood Research Quarterly*, 25(1), 84-97.

- 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 Science, 39*(1), 27–39.
- Gromko, J. E. (2005). The effect of music instruction on phonemic awareness in beginning readers. *Journal of Research in Music Education, 53*(3), 199-209.
- Murdock, L. C., & Hobbs, J. Q. (2011). Picture me playing: Increasing pretend play dialogue of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 41*(7), 870–878.
- 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

- Boyer, N., & Ehri, L. C. (2011). Contribution of phonemic segmentation instruction with letters and articulation pictures to word reading and spelling in beginners. *Scientific Studies of Reading, 15*(5), 440-470.
- Clarke, P. J., Snowling, M. J., Truelove, E., & Hulme, C. (2010). Ameliorating children's reading-comprehension difficulties: A randomized controlled trial. *Psychological Science, 21*(8), 1106-1116.
- Cohen, L., & Byrnes, K. (2007). Engaging children with useful words: Vocabulary instruction in a third grade classroom. *Reading Horizons, 47*(4), 271-294.
- 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.
- Gutiérrez-Clellen, V. F., Simon-Cerejido, G., & Leone, A. E. (2009). Code-switching in bilingual children with specific language impairment. *International Journal of Bilingualism, 13*(1), 91-109.
- 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.
- Jones, C. D., Reutzel, D. R., & Fargo, J. D. (2010). Comparing two methods of writing instruction: Effects on kindergarten students' reading skills. *The Journal of Educational Research, 103*(5), Jun 2010, 327-341.
- Justice, L. M., Pullen, P. C., & Pence, K. (2008). Influence of verbal and nonverbal references to print on preschoolers' visual attention to print during storybook reading. *Developmental Psychology, 44*(3), 855–866.

- Leung, C. B. (2008). Preschoolers' acquisition of scientific vocabulary through repeated read-aloud events, retellings, and hands-on science activities. *Reading Psychology, 29*, 165-193.
- 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/pubs/nrp/Documents/report.pdf>
- Oakhill, J. V., & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading, 16*(2), 91-121.
- 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.
- 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.
- Roth, K., & Guinee, K. (2011). Ten minutes a day: The impact of interactive writing instruction on first graders' independent writing. *Journal of Early Childhood Literacy, 11*(3), 331-361.
- Solari, E. J., & Gerber, M. M. (2008). Early comprehension instruction for Spanish-speaking English language learners: Teaching text-level reading skills while maintaining effects on word-level skills. *Learning Disabilities Research & Practice, 23*(4), 155-168.
- 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.
- Ukrainetz, T. A., Cooney, M. H., Dyer, S. K., Kysar, A. J., & Harris, T. J. (2000). An investigation into teaching phonemic awareness through shared reading and writing. *Early Childhood Research Quarterly, 15*(3), 331-355.
- Varelas, M., & Pappas, C. C. (2006). Intertextuality in read-alouds of integrated science-literacy units in urban primary classrooms: Opportunities for the development of thought and language. *Cognition and Instruction, 24*(2), 211-259.

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/>].

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. 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 reduction in the 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 at <http://infoguides.gmu.edu/content.php?pid=39979> Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

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.

Assignments	Due Dates	Points
Attendance & Participation (face-to-face & on-line)	Ongoing	15
On-line small groups (tasks & discussions)	Ongoing	18
Examination: Language	March 5	20
Assisting students with special needs during language or literacy learning (<i>group project</i>)	Focus choice: February 26 Brochure: March 19	12
Instructional Research Articles Analysis Project	Articles choice: March 26 Paper: April 23	20
Literacy: What families can learn and do (<i>group project</i>)	Part Choice: April 9 Final product: April 30	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 face-to-face class meetings, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for course activities prior to class or the starting date for an on-line topic as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as to 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, assignments, and quizzes, (2) engaging in small and large group discussions, face-to-face and on-line, (3) not using laptops and other electronic devices during class time except as approved to support learning within the

current class activity, and (4) supporting the participation and learning of fellow classmates on-line and face-to face.

- Students show evidence of critical reflective thinking and accountable language in class 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 groups (18 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 Blackboard 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 in a *Study Buddy* group for the first half of the semester (randomly assigned membership) and a *Study Crew* for the second half of the semester (self selected membership). These groups will be the everyday working groups for learning the course material, session by session. Each session calls for both individual tasks and collaborative tasks. At the start the structure will be prescribed in detail and the instructor will be active in each group, but students will be expected to take more initiative as the term goes on.
- Each student will be in a *Needs and Assists* group. The on-line group tasks for are designed to complement the students thinking about diverse abilities and to prepare the student for the individual assignment “Assisting students with special needs during language or literacy learning” (see details below). The tasks involve discussion of readings about children’s needs that may be encountered in classrooms and the ways and tools teachers use to assist children, work with an elicitation device used in discussions of typical and atypical language development. This is a self-selected group that operates in the first half of the term.
- Each student will be in a *Beyond Class Plus* group. 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 teachers with families, non-teaching professionals, and newer technologies. The group members will also prepare for the group assignment “Literacy: What families can learn and do” (see details below). This is a self-selected group that operates in the second half of the term.
- Each student will be in a *Child Talk* group. The on-line group tasks are designed to focus student attention on language use by young children in academic settings, to promote deeper learning of concepts about language introduced in class. Students will see, hear, and work on samples of child language and literacy in action, having a chance for deeper knowledge about the acts and aspects of language and the acts of literacy. This is a randomly assigned group that operates in the second half of the term.

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.

Examination: Language (20 points)

Goal: Review and summarize course information about language, demonstrating knowledge of the first half of the course.

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

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

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 in the study buddy groups 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 as part of the face to face class on March 5, starts 7:20 PM, ends 9:00 PM.

Assisting Students with Special Needs during Language or Literacy Learning (12 points) (Group project)

Goals: 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 a small group to study the special needs related to language or literacy growth that some children encounter in early childhood education and the assistance that a teacher can provide to ameliorate a child's difficulties. Guided by the directions for the related on-line activity, the team explores materials ranging from manuals to research to state standards of language and literacy learning. The group prepares a brochure designed to help other teachers. The group's brochure will be available to the whole class. The specific focus of the brochure will be negotiated with the instructor to encourage diversity of topics for the class to share. The brochure will address the following topics:

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

Resources & Associated online Blackboard activity: The resources and detailed directions for this project are provided within the Needs and Assists small group on-line activity.

Form: 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.)

Due: NEGOTIATE focus by February 26.

Written Brochure due March 19 by 7:20 PM.

Instructional Research Articles Analysis Project (20 points)

Goal: Familiarity with the professional research literature that informs good practices by early childhood educators for promoting children's language and literacy.

Audience: Early childhood education academic colleagues

Content: Analyze two refereed (also called peer reviewed) articles, each of which reports a study of an attempt to improve child language or literacy learning or development. There is a hands-on part of the project. It is intended to enable and demonstrate deep understanding of the instruction implemented in one of the articles. It is *not* a full replication of a study. It simply calls for using materials like those used in one of the studies 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 each of the two articles, including

- the purpose(s) of the study reported in each article,
- a summary of the theoretical foundation described in each article,
- a summary of the background research literature described in each article;
- 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 a description of the child subjects and how they were recruited and assigned to different conditions, as well as a discussion of the data collected and how it was analyzed,
 - the major findings, interpretations, and conclusions;
 - if/how each article meets the standards of research (either quantitative or qualitative research depending on the type of research used in each article).
- a description of the hands-on part of the project including what was planned, the implementation as it actually occurred, and the results of the hands-on work with the child, as well as a discussion about what the hands-on experience revealed about the article it was derived from;
- a conclusion 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.

Resources: Two articles from professional journals that 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.

Form: Use GMU email to negotiate with the instructor about the topic and articles to use. Identify the articles with the complete APA reference for them. (Do not send attached copies of the articles.) Submit the completed paper 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, an abstract, references and in-text citations. (See also “Written Assignments” section above.)

Due: Negotiate topic and articles choice by March 26.

Written paper by April 23 at 7:20.

Literacy: What families can learn and do (15 points) **(Group project)**

Goals: Review and summarize course information about literacy, demonstrating knowledge of the second 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. Collaborate with a team to communicate with families of young children.

Audience: Families of young children

Content: Students work in the Beyond Class Plus on-line small group to discuss the various topics related to the two literacy acts (reading and writing) as well as ideas about communicating with families and helping them connect with in-school and out-of-school literacy resources for children. The group negotiates with the instructor about focusing on some part of the whole topic of literacy, including the following:

1. integrated components for accomplished reading,
 - a. foundations: 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 (see 1a above) but also including components specific to writing
 - a. composing meaningfully in diverse genres using topic knowledge and vocabulary, varied and complex syntax, semantics, 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. literacy development 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. a framework to orient and motivate families to learn about the big picture of the reading and writing acts of literacy, showing how the part the group is focusing on fits in
- b. introduction of specialized terms related to the group's focus, with examples explained
- c. milestones or benchmarks
- d. research supported "how-to" segments (each including discussion of materials, procedures, and rationale) so family 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: Group written material submitted in electronic form using the Blackboard assignment tool or GMU email. Many different formats are acceptable: handbook, newsletter, series of columns or blog postings (provided in an off-line form), 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 overly simplified or omitted. Sources consulted should be indicated and families should be informed about how to find 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: Choose part to focus on by April 9.

Final Product for families by April 30.

Draft Course Schedule ECED 4/502 Spring 2014 (*italicized dates indicate sessions fully on-line*)

#	Date	Topics	Assignments
1	1/22 face to face	Introduction to course: Syllabus, Blackboard (BB). Overview first half of course: Acts & Aspects of Language. Language Acts: expressive, receptive, meta-linguistic. Ability Diversity Hearing Impairment: Ratner, pp. mid 267 – mid 282. Language Diversity Types, Culture, Cognition: Paradis et al. Chapters 1-3.	BEFORE class: Study syllabus & log onto class Blackboard; be ready to ask about clarifications or concerns. View John McWhorter from Ted (HT Cyndy Fenwick) http://www.brainpickings.org/index.php/2013/09/27/john-mcwhorter-ted-ed/ Read about language acts gone awry (HT Liz Busch) http://bigstory.ap.org/article/6-geezers-laying-holidays-bring-song-botches DURING WEEK: Read Ratner selection; read Paradis et al. chapters In Study Buddy (SB) small group on-line (random assigned group for first half of course) work on Session 1. Individual Tasks: Readings (Ratner selections & Paradis et al. chapters); Review (PowerPoint, personal notes); Complete & post entry quiz/ticket); Collaborative Written Discussion Tasks
2	1/29 face to face	Language Aspects Structures 1: Phonology. Language Aspects Structures 2: Morphology. Ability Diversity Specific Language Impairment (SLI): Ratner pp. 292 - 303. Language Diversity simultaneous bilingual language development: Paradis et al. Chapters 4 & 5.	BY CLASS: Read Ratner selection; read Paradis et al. chapters DURING WEEK: Continue SB small group on-line with Tasks for Session 2 (individual & collaborative). Think about who will work together in Needs & Assists (N&A) group.
3	<i>on-line starting 2/5</i>	Language Aspects Structures 3 & 4: Syntax & Semantics Vasilyeva, Huttenlocher & Waterfall, 2006. Language Diversity second language development: Paradis et al. Chapters 6 & 8.	BY CLASS: Read Vasilyeva et al. article; read Paradis et al. chapters DURING WEEK: Start N & A small group on-line activity (sign up on BB to self select groups; follow directions on BB); Continue SB small group on-line with Tasks for Session 3 (individual & collaborative)

4	<i>on-line starting 2/12</i>	Language Aspects Vocabulary: breadth, depth, speed. Ability Diversity Autistic Spectrum (ASD/PDD): Ratner pp. mid 282- 291; Murdock & Hobbs, 2011.	BY CLASS: Read Ratner selection; read Murdock & Hobbs article. DURING WEEK: Continue N & A small group on-line activity; Continue SB small group on-line with Tasks for Session 4.
5	2/19 face to face	Language Aspects Functions: Pragmatics & Rhetoric/discourse/genres (RDG). Review and questions about Acts & Aspects of Language Diverse Ability Intellectual Disorders: (ID) Ratner pp. mid 276-mid 292 Language Diversity education programs: Paradis et al. Chapter 8; Literature review Buysse, Peisner-Feinberg, Páez, Hammer, & Knowles, M. (In press).	BY CLASS: Read Ratner selection; read Paradis et al. chapter; read Buysse et al. article. DURING WEEK: Continue N & A small group on-line activity; Continue SB small group on-line with Tasks for Session 5.
6	<i>on-line starting 2/26</i>	Ability diversity Atypical Speech: Ratner bottom pp. 303- 305 & Evaluation of Suspected Speech and Language Disorders in Children pp. 306-309. Language Diversity & Ability Diversity: Paradis et al. Chap. 9	BY CLASS: Read Ratner selections; read Paradis et al. chapter. DURING WEEK: Continue N & A small group on-line activity & NEGOTIATE focus for the group brochure. Continue SB small group on-line with Tasks for Session 6.
7	3/05 face to face	Exam (7:20- 9:00) 9:10-10:00: Literacy frameworks Literacy reading foundations	Written Assignment DUE (Examination: Language) DURING WEEK: Continue N & A small group on-line activity; SB closes for posting on 3/17. Start Study Crew (SC) new small group on-line activity: Sign up on BB to self select group and follow directions on BB for Tasks for Session 7.
<i>Spring break March 10 to March 16</i>			

8	<i>on-line starting 3/19</i>	Literacy overview: Burns & Kidd, 2010; Literacy reading comprehending: Glenberg, Goldberg & Zhu, 2011.	Written Assignment DUE(Assisting students with special needs during language or literacy learning) BY CLASS: Read Burns & Kidd; read Glenberg et al. DURING WEEK: Continue SC small group on-line with Tasks for Session 8. START Beyond Class Plus (BCP) small group on-line activity (randomly assigned to groups) following directions on BB. START Child Talk (CT) small group on-line activity: Sign up on BB to self select group and follow directions on BB.
9	3/26 face to face	Literacy reading word identification (phonemic awareness, sound-symbol relations, decoding & sight vocabulary); Literacy and other curricula: Gromko, 2005 Language Diversity Activity: Reading in an another language’s alphabet	BY CLASS: Read Gromko DURING WEEK: Continue SC small group on-line with Tasks for Session 9. Continue BCP small group on-line activity Continue CT small group on-line activity NEGOTIATE topic & article for “Instructional Research Article Analysis project.”
10	<i>on-line starting 4/02</i>	Literacy: Reading fluency. Language diversity and Diverse ability: Reading impairment Paradis et al., Chapter 10. Language Diversity: Collins, 2010.	BY CLASS: Read Paradis et al. chapter; read Collins DURING WEEK: Continue SC small group on-line with Tasks for Session 10. Continue BCP small group on-line activity Continue CT small group on-line activity
11	4/09 face to face	Literacy: Writing. Spelling: purpose & limits of estimated (invented) spelling, orthographic patterns & strategies for spelling study Language diversity: Dyson & Smitherman, 2009. Paley 1997	BY CLASS: Read Paley; read Dyson & Smitherman DURING WEEK: Continue SC small group on-line with Tasks for Session 11. Continue BCP small group on-line activity. Continue CT small group on-line activity NEGOTIATE part for “Literacy: What families can learn and do” (<i>group project</i>)
12	<i>on-line starting 4/16</i>	Literacy: Writing for memory, planning, communication and creative expression Literacy overview: Starting Out Right (Burns, Griffin, Snow, 1999)	BY CLASS: Read Burns et al., 1999 DURING WEEK: Continue SC small group on-line with Tasks for Session 11. Continue BCP small group on-line activity. Continue CT small group on-line activity.

13	<i>on-line starting 4/23</i>	<p>What makes research good? Literacy assessment discussion</p>	<p>Written Assignment DUE: “Instructional Research Article Analysis Project” DURING WEEK: Continue SC small group on-line with Tasks for Session 11. Continue BCP small group on-line activity. Continue CT small group on-line activity</p>
14	4/30 face to face	<p>Summary questions/comments: (a) Factors impact language and literacy growth (social, developmental, cultural, affective, cognitive, educational); (b) Interdependence & collaboration of families, caregivers & school professionals. Student groups discuss results from family project about literacy</p>	<p>Written Assignment DUE: “Literacy: What families can learn and do” (<i>group project</i>)</p>

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