



College of Education and Human Development

Early Childhood Education Program
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ECED 502.001 Foundations of Language and Literacy for Diverse Young Learners (3:3:0)
Fall 2014
Thompson Hall 1020
Thursdays, 7:20 – 10:00 pm, some on-line parts included

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Office hours: by appointment Thursdays 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 lectures, assigned readings, videos, collaborative student work in small groups in class and in on-line discussion groups, and projects leading to written products. Students engage in timely critical reflection and accountable talk and writing related to the learning activities. Much of the 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 groups, as well as assignments and homework tasks. (Note the schedule at the end of this syllabus.)

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 morphological and 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.

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

Apel, K., & Diehm, E. (2013). Morphological awareness intervention with kindergarteners and first and second grade students from low SES homes: A small efficacy study. *Journal of Learning Disabilities* 47(1), 65–75.

Ayala, S.M., & O'Connor, R. (2013). The effects of video self-modeling on the decoding skills of children at risk for reading disabilities. *Learning Disabilities Research & Practice*, 28(3), 142–154.

Goh, S., Whitaker, A., Feldman, J., Cull, M. B., Hoyte, K., Algermissen, M., McSwiggan-Hardin, M., Kugelmass, D., & Peterson, B. S. (2013). Teaching non-

verbal children with autistic disorder to read and write: a pilot study. *International Journal of Developmental Disabilities*, 59(2), 95–107

McCloskey, E. (2011). Inclusion as an instructional approach: Fostering inclusive writing communities in preschool classrooms. *Journal of Early Childhood Literacy*, 12(1) 46–67

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.

Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area Instruction. *Journal of Educational Psychology*, 101(1), 1–20.

Optional Readings

Barac, R., Bialystok, E., Castro, D. C., & Marta, M. (In Press). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly*.

Buyse, 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*.

Carlisle, J. F. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly*, 45(4) 464–487.

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>

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.

Hadley, P. A. (2014). Approaching early grammatical intervention from a sentence-focused framework. *Language, Speech, and Hearing Services in Schools*, 45, 110–116.

Kirby, J. R., Georgiou, G. K., Martinussen, R., & Parrila, R. (2010). Naming speed and reading: From prediction to instruction. *Reading Research Quarterly*, 45(3), 341–362

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>

- Pearson, B. Z., Conner, T., & Jackson, J. E. (2013). Removing obstacles for African American English-speaking children through greater understanding of language difference. *Developmental Psychology*, 49(1) 31–44.
- Reyes, I. (2012). Bilingualism among children and youths. *Reading Research Quarterly*, 47(3), 307–327.
- Williams, C. & Pilonieta, P. (2012). Using interactive writing instruction with kindergarten and first-grade English language learners. *Early Childhood Education Journal*, 40, 145–150.

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/the-mason-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 and on-line.
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 tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks 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	15
Examination: Language	October 16	20
Instructional Research Articles Analysis Project	December 1	20
Assisting students with special needs during language or literacy learning (<i>group</i>)	October 23 Present to class: December 11	15
Literacy: What families can learn and do (<i>group</i>)	December 7 Present to class: December 11	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 activity 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 (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 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 semester. 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 pro-active, 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 are designed to complement the students' thinking about diverse abilities and to prepare for a group 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 early childhood classrooms and the tools teachers use to identify and assist children. 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 a 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.

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 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 class sessions 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 class on October 16 (7:20 PM to 9:00 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 the two articles;
- For each article, a description of the background scholarship the author relied on, including a summary of the background empirical research and theories;
- For each article, a description of the empirical base of the study (or studies), including
 - the instructional procedures and materials used as well as the frequency and duration of the instruction (including information on the comparison group instruction if any),
 - the design of the study(or studies), including which child subjects were recruited and they were assigned to different conditions,
 - the data collected and how it was analyzed,
 - the major findings, interpretations, and conclusions;
- For each article, a discussion about if/how it 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 15-18 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: December 1

Assisting Students with Special Needs during Language or Literacy Learning (15 points) (Group project)

Goals: Develop more understanding 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 related to assessment and instruction as well as 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:

- The needs some children have for extra assistance in some specific area of language or literacy learning and/or with some language and/or literacy task demands encountered in typical early childhood schooling;
- The various ways teachers assist children so they can engage with curricular goals in language and/or literacy (including examples of use in practice);
- The theories and empirical evidence that address the various kinds of needs and assistance described.

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. *Material from Wikipedia or a general web search should be avoided unless its coherence with current scholarship is verified.*

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: Written Brochure due October 23 by 7:20 PM.

Class Presentation due December 11.

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 information for families should include the following:

1. integrated components for accomplished reading:
 - a. foundations: language development (including phonemic, phonological and morphological 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 text forms and knowledge domains,

- c. printed word identification (alphabetic principle, strategies including 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, including morphological awareness and 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 parts of literacy;
- b. introduction of specialized terms 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: handbooks, newsletters, series of columns or blog postings, Power Points with discussion notes for recurring family meetings, etc. All submissions must be provided in an off-line form to the instructor. 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: December 7 by 10 PM

Class Presentation due December 11.

Draft Course Schedule ECED 502 Fall 2014

#	Date	Topics	Assignments
1	8/28	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; Language Diversity: DLL Types, Culture, Cognition.	BEFORE class: Study syllabus & log onto class Blackboard; be ready to ask and answer questions; Read thoroughly: Paradis et al. Chapters 1-3; Read thoroughly: Ratner, pp. 267 – 282. AFTER CLASS: Start Study Buddy (SB) small group on-line work on Session 1. Based on readings and class and Power Point, do tasks in written discussions.
2	9/4	Language Aspects Structures 1: Phonology; Ability Diversity: Specific Language Impairment (SLI); Language Diversity: simultaneous bilingual language development.	READINGS: Ratner pp. 292 - 303; Paradis et al. Chapters 4 & 5. BLACKBOARD: Continue SB. Think about who will work together in Needs & Assists (N&A) group. Start N&A during week after class.
3	9/11	Language Aspects Structures 2: Morphology 3 Syntax; Language Diversity: second language development.	READINGS: Paradis et al. Chapters 6 & 8; Apel & Diehm, 2013. BLACKBOARD: Continue SB and N&A.
4	9/18	Language Aspects Structures 3 & 4: Syntax (cont'd) & Semantics; Ability Diversity: Autistic Spectrum (ASD/PDD).	READINGS: Ratner pp. mid 282- 291; Restrepo et al., 2010. BLACKBOARD: Continue SB and N&A.
5	9/25	Language Aspects Vocabulary: breadth, depth, speed; Diverse Ability: Intellectual Disorders (ID); Language Diversity: education programs.	READINGS: Ratner pp. mid 276-mid 292; (review Paradis Chapter 8). BLACKBOARD: Continue SB and N&A.
6	10/2	Language Aspects Functions: Pragmatics; Ability diversity: Atypical Speech; Language Diversity & Ability Diversity.	READINGS: Ratner bottom pp. 303- 305 & Evaluation pp. 306-309; Paradis et al. Chapter 9. BLACKBOARD: Continue SB and N&A
7	10/9	Language Aspects Functions: Rhetoric/discourse/ genres (RDG); Review and questions about Acts & Aspects of Lg.	READINGS: Goh et al., 2013 BLACKBOARD: Continue SB and N&A

8	10/16	Language Exam (7:20- 9:00) 9:10-10:00 PM: Interdependence & collaboration of families, caregivers & school professionals; What makes research good; Factors impact language and literacy growth (social, developmental, cultural, affective, cognitive, educational).	DUE: Examination on Language part of course BLACKBOARD: Continue SB; Continue N&A. Think about who will work together in Beyond Class Plus (BCP) group
9	10/23	Literacy frameworks; Literacy reading foundations.	DUE: Assisting Students with Special Needs during Language or Literacy Learning READINGS: Burns & Kidd (2010); Williams et al., 2009 BLACKBOARD: End N&A; Continue SB. Begin BCP
10	10/30	Literacy reading comprehending.	READINGS: Burns et al. (1999) BLACKBOARD: Continue BCP and SB
11	11/6	Literacy reading word identification (phonemic awareness, sound-symbol relations, decoding & sight vocabulary); Language Diversity Activity: Reading in an another language's alphabet	READINGS: Ayala & O'Connor, 2013 BLACKBOARD: Continue SB and BCP
12	11/13	Literacy: Reading fluency. Language diversity and diverse ability: Reading impairment	READINGS: Paradis et al., Chapter 10; BLACKBOARD: Continue SB and BCP
13	11/20	Literacy: Writing. Spelling: purpose & limits of estimated (invented) spelling, orthographic patterns & strategies for spelling study Language diversity	READINGS: Paley (1997); McCloskey, E. (2011) BLACKBOARD: Continue SB and BCP
	11/27	Thanksgiving recess	
14	12/4	Literacy: Writing for memory, planning, communication and creative expression; Literacy assessment	12/1 DUE: Instructional Research Article Analysis Project' 12/7 DUE: Literacy --What families can learn and do. BLACKBOARD: Continue SB and BCP

	<p>12/11 EXAM DAY Presentations of small groups' work to class: Assisting students with special needs during language or literacy learning Literacy: What families can learn and do</p>	<p>Reading days optional study session: December 8 – 9 Presentations: Exam timing: 7:30 pm – 10:15 pm</p>
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Schedule subject to change based on needs of class and discretion of the instructor.