



College of Education and Human Development

Early Childhood Education Program

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

## **ECED 502.DL1 & 600 Foundations of Language and Literacy for Diverse Young Learners**

**(3:3:0)**

**Fall 2014**

**Arlington Campus; Founders Hall 313**

**Six (6) in-class sessions: Wednesdays, 5:30 – 8:10 pm on the following dates:**

**10/15; 10/22; 10/29; 11/5; 11/19 & 12/3**

**Eight (8) on-line sessions: 10/15 – 12/3**

**Instructor:** Robert Stechuk, Ph. D.

**Telephone:**

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**Office hours:** by appointment Wednesdays on the Arlington campus; other times and places as scheduled

### **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 and oral presentations. Students are expected to engage in analytical and reflective thinking. 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 acquisition and development (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](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.]

Golinkoff, R. M., & Hirsh-Pasek, K. (2000). *How babies talk: The magic and mystery of language in the first three years of life*. New York: Plume Books.

Razfar, A. & Rumenapp, J. C. (2014). *Applying linguistics in the classroom: A sociocultural approach*. New York: Routledge.

### **Other required readings [available on 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.

Justice, L. M., Logan, J. A. R., Lin, T. J., & Kaderavek, J. N. (2014). Peer effects in early childhood education: Testing the assumptions of special education inclusion. *Psychological Sciences, 25*, 1722-1729.

Kemp, C., Kishida, Y., Cartera, M., & Sweller, N. (2013). The effect of activity type on the engagement and interaction of young children with disabilities in inclusive childcare settings. *Early Childhood Research Quarterly, 28*, 134-143.

Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language development and disorders: A handbook on bilingualism and second language learning*. (Second edition). Baltimore: Paul H. Brookes.

- Simon-Cereijido, G., & Gutierrez-Clellen, V. F. (2014). Bilingual education for all: Latino dual language learners with language disabilities. *International Journal of Bilingual Education and Bilingualism*, 17, 235-254.
- Stoel-Gammon, C., & Menn, L. (2013). Phonological development. Chapter 3 (pp. 52-80), in Gleason, J. B. & Ratner, N. B. *The development of language* (8th edition). Boston: Allyn & Bacon.
- Zukowski, A. (2013). Putting words together. Chapter 5 (pp. 135-138), in Gleason, J. B. & Ratner, N. B. *The development of language* (8th edition). Boston: Allyn & Bacon.

### Optional Readings

- 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-Cereijido, 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 are expected to 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.
5. Attribute ideas to their proper source.

### 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 System

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
On-line modules	Ongoing – see course schedule	25
Mid-Semester Examination	11/5	25
Research Article Analysis	11/19	10
Language & Literacy: Group Panel Presentations ( <i>group projects</i> )	Presentations to class: 12/3	25
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 are actively involved in in-class learning experiences as evidenced by (1) participating in all activities, assignments, and quizzes, (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, and (4) supporting the participation and learning of fellow classmates.
- 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 online learning experiences (modules) as evidenced by timely completion of readings, assigned tasks and written products. On-line learning experiences will be graded on a pass-fail basis.
- 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](http://www.gmu.edu).**

### **On-line modules (25 points)**

Active participation in and completion of on-line activities are a required aspect of the hybrid semester format this class. Each on-line module is described in the course schedule and should be completed before the next in-class date.

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 written product.
- Students show evidence of critical reflective thinking and accountable language in their posts for all tasks for each online activity

### **Examination: Language (25 points)**

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

The exam will be open book and open note. Students may use ANY class resources during the examination, including: material in Power Points and notes posted on the class Blackboard; students' own notes; and required text books and articles assigned for the classes. Students are **not** permitted to communicate with others during the examination.

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.

**DUE: Takes place as part of the class on 11/5 (5:30 to 6:30 PM.)**



### **Research Article Analysis (10 points)**

**Goal:** Develop familiarity with the professional research literature on children's language acquisition and/or early literacy development. Students will review peer-reviewed journals and select one article to analyze.

A written paper of **no more than 3** pages should include the following:

- the complete citation of the article in APA 6.0 style
- a summary of prior research on the topic as presented in the article;
- a statement of the research question(s) that guided the study;
- a description of the study participants;
- the major findings, interpretations, and conclusions of the research; and
- your summary of or concluding thoughts on the article.

***The grading rubric for this assignment will be distributed and discussed in class.***

Use GMU email to negotiate with the instructor about the topic and article to use. **Be sure the article is published in a peer-reviewed journal.** Identify the article with the complete APA reference. (Do not send attached copies of the articles.) Submit the completed paper in electronic form using the Blackboard assignment tool or GMU email.

***Due: 11/19***

### **Group Panels (25 points)**

**Goals:** To work collaboratively with group members; to select a key topic related to language or early literacy development; and to review and present an organized discussion of the research to the class.

**Audience:** Members of the 502 class not in your group.

**Content:** Groups will select a topic and, upon approval of the topic by the instructor, review 8-10 relevant research studies published in peer-reviewed journals. The group will organize their findings into a 20 minute presentation for the class, which should include the following features:

- a. an brief introductory activity to involve the audience and introduce the topic(s) of the panel;
- b. an oral presentation of the research reviewed on the topic, using participation by all members of the panel, using handouts and other visual supports (posters, PowerPoint) to assist in communicating with the audience;
- c. oral presentations and participation divided evenly among panel members;
- d. one or more research supported "how-to" segments, i.e., information about how the key research findings could be used in working with children and/or families; and
- e. a bibliography in APA 6.0 format.

***Due:*** Group panels will present to the class on December 3.

**Draft Course Schedule ECED 502 Fall 2014**

#	Date	Topics	Assignments
1	10/15	<p>FOUNDERS HALL, 313</p> <p>Introduction to course: Syllabus, Blackboard (BB).</p> <p>Perspectives on ‘Language’ Language in School Settings A Brief History of Linguistics Language Development: An Interactive Model Language structures: phonology, morphology, syntax, semantics, pragmatics</p> <p>GMU library information: Anne Driscoll (virtual presentation)</p>	<p>BEFORE class: Study syllabus &amp; log onto class Blackboard; be ready to ask and answer questions;</p> <p>Readings:</p> <p>Razfar &amp; Rumenapp, pp. 42-52; 61; 82-98; 229.</p> <p>Zukowski, 2013, pp. 135-139.</p>
2		On-line #1	<p>Infant language development.</p> <p>Reading: Golinkoff &amp; Hirsh-Pasek, pp. 1-30; 48-60; 87-110</p> <p>Assignment: Pick ONE of the following: 1) write a paragraph that presents at least 3 pieces of information from the assigned readings and your reactions to the information; OR 2) develop a study guide for the assigned reading that includes at least 5 items – this can be in the form of true/false, fill-in-the blank, or multiple-choice questions or another format. Be sure to include the correct answers and to identify the page numbers that your questions are taken from.</p> <p>Post the assignment to Blackboard by 10/22.</p>

3	<b>10/22</b>	FOUNDERS HALL, 313  Language: The first three years Prenatal development Newborn capabilities for language Language structures Dual language development in infants/toddlers Infants with Disabilities	Reading:  Golinkoff & Hirsh-Pasek, pp. 115-141; 175-187; 199-219
4		On-line #2	Reflections on Golinkoff & Hirsh-Pasek  Assignment: Reflect on the information presented in Golinkoff & Hirsh-Pasek. Pick ONE of the following: 1) write a paragraph that describes how a teacher working with infants/toddlers could support a key aspect of their language development (e.g., non-verbal communication, vocabulary acquisition, narrative development or other aspect of development); OR 2) develop a study guide for ANY the assigned readings that includes at least 5 items – this can be in the form of true/false, fill-in-the blank, or multiple-choice questions or another format. Be sure to include the correct answers and to identify the page numbers that your questions are taken from.  Post the assignment to Blackboard by 10/29.

5		On-line #3	<p>Search the PsychoInfo database for research articles published in peer-reviewed journals on language development in children between birth and age eight.</p> <p>Select one article for review. Post the citation of the article you wish to review on BB; check to see that no one else has posted the same citation.</p> <p>Review the article carefully and begin the draft of a three-page summary using the criteria/rubric distributed in class.</p>
6		On-line #4	<p>Reading: Burns, Griffin &amp; Snow, 1999, pp. 1-58</p> <p>Assignment: After reading Burns, Griffin &amp; Snow, 1999, make comparisons with the information presented in Golinkoff &amp; Hirsh-Pasek. Identify similarities and/or differences in the information presented.</p> <p>Post two separate comments on Blackboard by 10/29.</p>
7	<b>10/29</b>	<p>FOUNDERS HALL, 313</p> <p>Language: Age three to third grade  Oral language development  Reading &amp; Reading Achievement  Early Literacy: Predictors of reading achievement  Early and later writing  Language and culture; Working with families</p>	<p>Reading:</p> <p>Burns, Griffin &amp; Snow, 1999, pp. 61-122</p>

8		On-line #5	<p>Search the PsychoInfo database for research articles published in peer-reviewed journals on early literacy development in children.</p> <p>Post two comments on BB that demonstrate evidence of your search and review.</p>
9		On-line #6	<p>Dual Language Learners.</p> <p>Readings [on Blackboard]:</p> <p>Paradis, Genesee &amp; Crago, 2001, pp. 122-142</p> <p>Simon-Cerejido &amp; Gutierrez-Clellen, 2014</p> <p>Review the following readings and post two separate comments on Blackboard by 11/5. For example, what information was new to you? What information could you share with culturally and linguistically diverse families? What knowledge or information could guide your current or future teaching? What questions do you still have about one or more aspects of dual language development?</p>
10	<b>11/5</b>	<p>FOUNDERS HALL, 313</p> <p><b>Mid-Semester Examination.</b></p> <p>Dual language development Supporting culturally &amp; linguistically diverse children and families</p> <p>Panel presentation – group check-in</p>	<p><b>The examination will be open-book and open-note.</b></p>

11		On-line #7	Search the PsychoInfo database for research articles published in peer-reviewed journals on <b>atypical language development</b> in children between birth and age eight.  Post two comments on BB that demonstrate evidence of your search and review.
12	11/12	On-line (or in person) #8	Meet in your panel groups to prepare presentations.
13	<b>11/19</b>	FOUNDERS HALL, 313  Atypical language development What is “typical” language development? Specific Language Impairment Disabilities and disorders/First language loss Practice implications for working with diverse children	<b>Research article review due.</b>  Readings [on Blackboard]:  Justice, Logan, Lin, & Kaderavek, 2014.  Kemp, Kishidaa, Cartera, & Sweller, 2013.
		<b>November 26 – GMU Holiday/No class</b>	
14	<b>12/3</b>	FOUNDERS HALL, 313  Panel Presentations – Groups TBD in class and developed in-class & on-line.	Panel Presentations

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