



College of Education and Human Development

Early Childhood Education Program

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

ECED 502.600 & DL2 Foundations of Language and Literacy for Diverse Young Learners

(3:3:0)

Fall 2015

Arlington Campus; Founders Hall 317

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

10/27; 11/3; 11/10; 11/17; 11/24 & 12/8

Eight (8) on-line sessions: 10/27 – 12/8

Instructor: Robert Stechuk, Ph. D.

Telephone:

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Office hours: by appointment Tuesdays 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.

Crystal, D. (2005). *How language works: How babies, babble, words change meaning, and languages live or die*. New York: Avery Press.

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.

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.

Gleason, J. B., & Ratner, N. B. (2012). Atypical language development. In Ratner, N. B. & Gleason, J. B. (Eds.), *The Development of Language*, (Eighth edition). (pp. 266-328). Boston: Pearson.

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.

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-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 – 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 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 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. 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	10
On-line modules	Ongoing – see course schedule; all submissions must be completed by 12/8	25
Research Article Analysis	November 10	15
Mid-Semester Examination	November 17	30
Group Panel Presentations	December 8	20
TOTAL		100

Attendance and Participation (10 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/or 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.

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 (30 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.

DUE: Takes place as part of the class on 11/17.

Research Article Analysis (15 points)

Goal: Develop familiarity with the professional research literature on children's language acquisition and/or early literacy development. Students will review various peer-reviewed journals and select one article to analyze. Students are encouraged to identify a review article that they find to be personally meaningful, based on the topic(s), age of children studied, research methods, or other criteria.

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 or conclusions of the research; and
- your personal reflections or thoughts on the article.

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

Use BlackBoard to post the citation of the article you will review. **Be sure the article is published in a peer-reviewed journal.** Check BB to be sure that no one has selected the same article (If someone has, then you MUST find another article).

Due: 11/10.

Group Panels (20 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 12/8.

Course Schedule ECED 502 Fall 2015

#	Date	Topics	Assignments
1	10/17	FOUNDERS HALL, 317 Introduction to course: Syllabus, Blackboard (BB). Communication, Language, Speech Language in School Settings How Language Works Language Development: An Interactive Model Language: Structures & Functions	BEFORE class: Study syllabus & log onto class Blackboard; be ready to ask and answer questions Read: Crystal, pp. 3-10
2		On-line #1 Communication, Language, Speech	Read: Crystal, pp. 18-31; 39-43; 53-65; 66-72 Assignment: Based on the Crystal readings, pick ONE of the following: 1) write a substantive paragraph that examines one or more topics or ideas that are discussed in the assigned pages. OR 2) develop a study guide that includes at least 6 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 before 11/3.

3	11/3	<p>FOUNDERS HALL, 317</p> <p>Language: The first three years Dual language development in infants/toddlers Infants with Disabilities</p>	<p>Read: Golinkoff & Hirsh-Pasek, pp. 1-30; 48-60; 87-110</p>
4		<p>On-line #2</p> <p>Language Development: Birth Through Age 3</p>	<p>Read: Golinkoff & Hirsh-Pasek, pp. 115-141; 175-187; 199-219</p> <p>Assignment: Based on the Golinkoff & Hirsh-Pasek readings, pick ONE of the following: 1) write a substantive 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);</p> <p>OR</p> <p>2) develop a study guide that includes at least 6 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 before 11/10.</p>

<p>5</p>	<p>On-line #3 Language Development: Literature Review</p>	<p>Search the PsychoInfo database for research articles published in peer-reviewed journals on language development in children between birth and age eight. 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. Post your article citation to Blackboard before 11/10.</p> <p>Post a paragraph on BB that explains why you choose your article for review. You can refer to prior experiences, interest level in the topics, family experiences or other information.</p>
<p>6</p>	<p>On-line #4 Language & Early Literacy</p>	<p>Readings: Burns, Griffin & Snow, 1999, pp. 1-58; Burns & Kidd, 2010</p> <p>Assignment: Based on the readings, pick ONE of the following: 1) write a substantive paragraph that describes key information that a teacher could share with parents/families during a conference of home visit</p> <p>OR</p> <p>2) develop a study guide that includes at least 6 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 before 11/10.</p>

7	11/10	<p>FOUNDERS HALL, 317</p> <p>Language: Age three to third grade Early Literacy: Predictors of reading achievement Early and later writing Working with families</p>	<p>Research Article Analysis DUE.</p> <p>Reading:</p> <p>Burns, Griffin & Snow, 1999, pp. 61-122</p>
8		<p>On-line #5</p> <p>Early Literacy</p>	<p>Search the PsychoInfo database for research articles published in peer-reviewed journals on early literacy development in children between birth and age eight.</p> <p>Post a substantive paragraph on BB that demonstrates evidence of your search and review. You may choose to identify key concepts or research findings; similarities or differences across articles; practice implication of the information you read or personal reflections based on your prior work with children.</p> <p>Post the assignment to Blackboard before 11/17.</p>
9		<p>On-line #6</p> <p>Dual Language Learners</p>	<p>Required reading [on Blackboard]: Paradis, Genesee & Crago, 2001, pp. 122-142</p> <p>AND</p> <p>Search the PsychoInfo database for research articles published in peer-reviewed journals on dual language development in children between birth and age eight.</p> <p>Post a substantive paragraph on BB that demonstrates evidence of your search and review. You may choose to identify key concepts or research findings; similarities or differences across articles; practice implication of the information you read or personal reflections based on your prior work with children.</p> <p>Post the assignment to Blackboard before 11/17.</p>

10	11/17	<p>FOUNDERS HALL, 317</p> <p>Mid-Semester Examination.</p> <p>Dual language development Practice implications for working with linguistically diverse children</p>	<p>The examination will be open-book and open-note.</p>
11		<p>On-line #7</p> <p>Atypical Language Development</p>	<p>Search the PsychoInfo database for research articles published in peer-reviewed journals on atypical language development in children between birth and age eight.</p> <p>Post a substantive paragraph on BB that demonstrates evidence of your search and review. You may choose to identify key concepts or research findings; similarities or differences across articles; practice implication of the information you read or personal reflections based on your prior work with children.</p> <p>Post the assignment to Blackboard before 11/24.</p>
12	11/24	<p>FOUNDERS HALL, 317</p> <p>Atypical language development Specific Language Impairment Disabilities and disorders First language loss Practice implications for working with developmentally diverse children</p>	<p>Reading [on Blackboard]: Gleason & Ratner, 2012</p>
13	12/1	<p>On-line #8</p> <p>Group Panel Preparation</p>	<p>Meet on your own in your panel groups to prepare presentations.</p>

14	12/8	FOUNDERS HALL, 317 Panel Presentations	Panel Presentations to the class Closing Comments
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Schedule subject to change based on needs of class and discretion of the instructor.