

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 422 (001) – Developing Language, Literacy, and Communication of Diverse
Young Learners
3 Credits, Fall 2016
Thursdays, 4:30 – 7:10 pm
Krug Hall 7, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines strategies to develop language, literacy, and communication in young children with varying abilities. Explores the importance of adult-child interaction and the effect of bilingualism, cultural diversity, cognitive ability, and language disorders.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Summarize and reflect on current research on language delays and disorders and the ways children's exceptional learning needs interact with their use and development of language.
2. Describe typical and atypical language development.
3. Describe ways to support the early communication efforts of young children, including augmentative, assistive, and alternative technologies, in a culturally and developmentally responsive manner.
4. Select children's literature and design meaningful literacy activities that reflect and appreciate cultural, linguistic, and ability diversity.
5. Create and promote a print rich environment for diverse young children.

Professional Standards

(Council for Exceptional Children, National Association for the Education of Young Children)
Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Vukelich, C., Christie, J., Enz, B., & Roskos, K. (2016). *Helping young children learn language and literacy birth through kindergarten Enhanced Pearson e-Text w/Loose Leaf Version*, (4th ed.). Boston, MA: Pearson.

Recommended Text

Milbourne, S. A., & Campbell, P. H. (2007). *Cara's Kit: Creating adaptations for routines and activities*. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

Children's Literature Resource List and Book Talk (20 points)

Students will create an in-depth, annotated narrative of at least five children's books that are culturally, linguistically, and developmentally appropriate for diverse infants and toddlers **and** 10 books for children ages 3-5 years and their families, with at least one book in a language other than English. The narrative will include the following information:

- Complete an accurate bibliographic information to include title, author, illustrator, copyright date (**no earlier than 2005**), city of publication, and publisher.
- Clear and concise descriptions of high quality books that include sufficient detail for readers to gain a clear understanding of the content of the book (such as genre, repetitive phrases, rhyme, etc.) including diversity, evidence of promoting social emotional relationships, and current issues relevant to the age group. Culturally and developmentally appropriate examples of activities related to the book that families and teachers may do with children (at least two activities per book) and the rationale for choosing the activities.
- Discussion about the representation of diversity as appropriate. Students will bring at least five books and the accompanying activities to class to share with classmates.

In small groups, students will share their books, emphasizing an overview of the books, ways the books can be shared and enjoyed with infants, toddlers, and children ages 3-5, including ideas for follow-up activities related to the books.

Reflections of Language Delays and Suggested Intervention Presentation (15 points)

Students will write a two- to three-page reflection on one of the language delays and disorders presented in the ECED 522 class. They will research the topic and reflect on the presentation. In the reflection, they will include a short summary of the medical condition or disability, background information and research, possible effects on language and literacy development, and approaches to promote language and literacy development. They will also include two new facts that were not included in the presentation.

Augmentative, Assistive, and Alternative Technology Investigation/Exploration Paper (10 points)

Students will explore a variety of assistive, augmentative, and alternative technology in class or at the Kellar Library in the Finley Building, Fairfax Campus. They will describe in a two- to three-page paper at least three pieces of assistive, augmentative, or alternative technology and explain how the technology could be incorporated into a literacy or language activity with culturally, linguistically, and ability diverse children.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list.

Language Analysis Project (40 points)

Students will select a focus child, birth through age five, with exceptional language learning and/or dual language needs. They will collect and analyze information about the child's background and language, literacy, and communication development. They will use this information to recommend appropriate educational apps to support the child's language, literacy, and communication development.

Part 1: Description of the Child (10 points)

Students will write a description of the focus child that includes pertinent background information (e.g., age, gender, family members, linguistic and cultural background, nature of the exceptional language learning and/or dual language needs, etc.). Students will write a description of the child's language, literacy, and communication development and explain how they assessed the child. What approaches to assessment were used (e.g., observations, play-based assessment, assessment during instructional interactions, etc.)? What information was gathered from others and from whom was it gathered (e.g., parent, caregiver, teacher, etc.)?

Part 2: Language, Literacy, and Communication Analysis (15 points)

Write an analysis of the child's language and communication development, including the impact of the interaction of culture and home language. Based on the information gathered in Part 1, students will do the following: Describe and analyze the child's language, literacy, and communication development. Describe the impact of the interaction of culture and home language on the child's language development and communication. Discuss the ways in which exceptional and/or dual language needs interact with the child's use of language, literacy, and communication. Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-

text citations and include a reference list.

Part 3: Educational Apps (10 points)

Based on the language, literacy, and communication analysis, students will identify and describe three appropriate educational apps (free or limited free trial) that support the child's language, literacy, and communication development. Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list.

Part 4: Class Presentation (5 points)

Students will present a brief overview of what they learned about their focus child and will share one app they recommended in Part 3.

- **Other Requirements**

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

• **Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Children’s Literature Resource List and Book Talk	October 6 th	20
Language Delays and Disorders Research Reflection	November 3 rd	15
Augmentative, Assistive, and Alternative Technology Exploration/Investigation Paper	November 17 th	10
Language Analysis Project		
• Part 1: Description of the Child	November 12	10
• Part 2: Language, Literacy, and Communication Analysis	December 1 st	15
• Part 3: Educational Apps	December 1 st	10
• Part 4: Class Presentation	December 8 th	5
TOTAL		100

• **Grading Policies**

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	D = 60 – 69	F = < 60

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.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Date	Topics	Readings & Assignments Due
Sept 1	How social context support & shape language	Syllabus review
Sept 8	Communication and culture	Vukelich et al. Chapter 2 <i>Sign up for Book Talk Presentations</i>
Sept 15	Language and cognition	Vukelich et al. Chapter 1
Sept 22	Language as the foundation for literacy	Vukelich et al. Chapter 3 & Chapter 5
Sept 29	Developing language & literacy through children's literature	Vukelich et al. Chapter 6 <i>Spotlight, "Snow on My Eyelashes"</i> <i>Language Awareness Through Age-Appropriate Poetry Experiences</i>
Oct 6	Early language and literacy instruction	Vukelich et al. Chapter 4 <i>Spotlight, Storybook Reading for Young Dual Language Learners</i>
Oct 13	Sharing children's literature	DUE: Children's Literature Resource List and Book Talk
Oct 20	Assessing oral language	Vukelich et al. Chapter 9 Visit Kellar Library (Finley Bldg.) <i>Spotlight, The Daily Dozen: Strategies for Enhancing Social Communication of Infants with Language Delays</i>
Oct 27	Developmental disorders and language delays	Attend ECED 522 Class Presentations: <i>Language Delays and Suggested Interventions</i>
Nov 3	Family language and literacy development Dual language development	Vukelich et al. Chapter 3 <i>Spotlight, Using Photo-Narration to Support the Language Development of All Learners</i> DUE: Reflections of Language Delays and Suggested Interventions Presentation

Nov 10	Augmentative/Assistive/Alternative Technology Investigation/Exploration	Guest Presentation/Kellar Library DUE: Language Analysis Project Part 1: Description of the Child
Nov 17	Supporting language development	Vukelich et al. Chapter 7 DUE: Augmentative, Assistive, and Alternative Technology Investigation/Exploration Paper
Nov 24	<i>Thanksgiving Holiday</i>	<i>No class tonight</i>
Dec 1	Supporting literacy development	Vukelich et al. Chapter 8 DUE: Language Analysis Project Part 2: Language, Literacy, and Communication Analysis Part 3: Educational Apps
Dec 8	Language Analysis Project	DUE: Language Analysis Project Part 4: Class Presentation

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)
Not Applicable