

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

ECED 812 (001) - Early Writing: Cognition, Language, and Literacy
3 Credits, Fall 2016
Thursdays, 4:30 – 7:10 pm
Robinson A 205, Fairfax Campus

Faculty

Name: Julie Kidd, EdD
Office hours: By Appointment
Office location: Thompson Hall 1202, Fairfax Campus
Office phone: 703-993-8325
Email address: jkidd@gmu.edu

Prerequisites/Corequisites

Admission to the PhD in Education program or advanced-master's status with approval of course instructor.

University Catalog Course Description

Examines early writing research and practice related to cognition, language, and literacy in the early education of diverse learners, including special education and multicultural/multilingual education.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a seminar format.

Learner Outcomes or Objectives

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

1. Describe developmental, social, cultural, affective, and cognitive factors that play a role in early language and literacy development.
2. Analyze, synthesize, and share current research on environments and approaches that promote language and literacy for children, including children with disabilities and those from multicultural and multilingual backgrounds.
3. Design a research proposal based on current research on cognition, language, and literacy.
4. Engage in activities that promote the development of others' as well as their own professional writing.

Professional Standards (Council for Exceptional Children and 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.
- McCarthy, C. A., Graham, S., & Fitzgerald, J. (2016). *Handbook of Writing Research* (2nd ed.). New York, NY: The Guilford Press.

Required Readings

- Aram, D., Korat, O., Saiegh-Haddad, E., Arafat, S. H., Khoury, R., & Elhija, J. A. (2013). Early Literacy among Arabic-speaking kindergartners: The role of socioeconomic status, home literacy environment and maternal mediation of writing. *Cognitive Development, 28*, 193-208. doi: 10.1016/j.cogdev.2012.10.003
- Boyle, B., & Charles, M. (2010). Using socio-dramatic play to support a beginning writer: 'Daniel, the doctor, and the bleeding ball.' *International Journal of Early Years Education, 18*, 213-225.
- Buell, M. J., Burns, M. S., Casbergue, R., & Love, A. Que Mas le Va a Decir? Preschoolers who are dual language learners write a letter with a parent. *Literacy and Social Responsibility, 4*, 8-37.
- Burns, M. S., & Kidd, J. K. (2016). Play and early writing. In D. Couchenour and J. K. Chrisman (Eds.), *Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: SAGE.
- Burns, M. S., Kidd, J. K., & Genarro, T. (2010). Writing: Underutilized for young children with disabilities? *Advances in Learning and Behavioral Disabilities, 23*, 175-204. doi: 10.1108/S0735-004X(2010)0000023009
- Burns, M. S., Love, A., Buell, M. J., & Casbergue, R. (2012). What do you wanna write to Grandma? Richness and variety in shared writing of prekindergarten children and parents. *Literacy and Social Responsibility, 5*(1), 177-212.
- Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology, 100*, 907-919. doi: 10.1037/a0012656
- Diamond, K. E., Gerde, H. K., & Powell, D. R. (2008). Development in early literacy skills during the pre-kindergarten year in Head Start: Relations between growth in children's writing and understanding letters. *Early Childhood Research Quarterly, 23*, (467-478). doi: 10.1016/j.ecresq.2008.05.002
- Dinehart, L. (2014). Handwriting in early childhood education: Current research and future implications. *Journal of Early Childhood Literacy, 15*, 97-118.
- Dyson, A. H. (2008). Staying in the (curricular) lines: Practice constraints and possibilities in childhood writing. *Written Communication, 25*, 119-159. doi: 10.1177/0741088307309552
- Gerde, H. K., Bingham, G. E., & Wasik, B. A. (2012). Writing in early childhood classrooms: Guidance for best practices. *Early Childhood Education Journal, (40)6*, 351-359. doi: 10.1007/s10643-012-0531-z
- Graham, S., Bollinger, A., Olson, C. B., D'Aoust, C., MacArthur, C., McCutchen, D., Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A

- practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.
- Graham, S., Gillespie, A., & McKeown, D. (2013). Writing: Importance, development, and instruction. *Reading and Writing: An Interdisciplinary Journal*, *26*, 1-15. doi: 10.1007/s11145-012-9395-2
- Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, *104*, 879-896. doi: 10.1037/a0029185
- Hall, E. (2009). Mixed messages: The role and value of drawing in early education. *International Journal of Early Years Education*, *17*(3), 179-190. doi: 10.1080/09669760903424507
- Hall, A. H., Simpson, A., Guo, Y., & Wang, S. (2015). Examining the effects of preschool writing instruction on emergent literacy skills: A systematic review of the literature. *Literacy Research and Instruction*, *54*, 115-134. doi:10.1080/19388071.2014.991883
- Harward, S., Peterson, N., North, B., Wimmer, J., Wilcox, B., Morrison, T., Black, S., Simmerman, S., & Pierce, L. (2014). Writing instruction in elementary classrooms: Why teachers engage or do not engage students in writing. *Literacy Research and Instruction*, *53*, 205-224. doi: 10.1080/19388071.2014.896959
- Hopperstad, M. H. (2010). Studying meaning in children's drawing. *Journal of Early Childhood Literacy*, *10*, 430-452. doi: 10.1177/1468798410383251
- Jones, C. D. (2015). Effects of writing instruction on kindergarten students' writing achievement: An experimental study. *The Journal of Educational Research*, *108*, 35-44. doi: 10.1080/00220671.2013.836466
- Kidd, J. K., Burns, M. S., La Croix, L., & Cossa, N. L. (2014). Prekindergarten and kindergarten teachers in high poverty schools speak about young children's authoring (and we need to listen). *Literacy and Social Responsibility*, *7*(1), 50-71.
- Kissel, B., Hansen, J., Tower, H., & Lawrence, J. (2011). The influential interactions of pre-kindergarten writers. *Journal of Early Childhood Literacy*, *11*, 425-452. doi: 10.1177/1468798411416580
- McCloskey, E. (2011). Inclusion as an instructional approach: Fostering inclusive writing communities in preschool classrooms. *Journal of Early Childhood Literacy*, *12*, 46-67.
- Puranik, C. S., & Lonigan, C. J. (2011). From scribbles to scrabble: Preschool children's developing knowledge of written language. *Reading and Writing: An Interdisciplinary Journal*, *24*, 567-589. doi: 10.1007/s11145-009-9220-8
- Rowe, D. W., & Neitzel, C. (2010). Interest and agency in 2- and 3-year-old's participation in emergent writing. *Reading Research Quarterly*, *45*, 169-195.
- Rowe, D. W., & Wilson, S. J. (2015). The development of a descriptive measure of early childhood writing: Results from the Write Start! Writing assessment. *Journal of Literacy Research*, *47*, 245-292. doi: 10.1177/1086296X15619723
- Wohlwend, K. (2008). Play as a literacy of possibilities: Expanding meanings in practices, materials, and spaces. *Language Arts*, *86*, 127-136.
- Wollman-Bonilla, J. E. (2000). Teaching science to first graders: "Genre learning and reconceptualization." *Research in the Teaching of English*, *35*, 35-65.

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**

Annotated Bibliography (30 points)

Students will develop an annotated bibliography that includes at least 10 research articles on an approved topic of their choice related to young children's writing. Each entry will be approximately one single-spaced pages in length and will include the following:

- accurate bibliographic information presented in APA style
- a summary of
 - the purpose of the study,
 - the argument or thesis,
 - key points made in the review of the literature,
 - the methods (i.e., participants and setting, data sources and collection, data analyses),
 - the results/findings, and
 - the implications and conclusions
- a statement of the potential relevance of the article to your study

Research Article Presentation (15 points)

Students will select an article from their annotated bibliography to present to their classmates. They will present a 20-minute conference-style talk using a slide presentation that includes the following:

- Bibliographic information presented in APA style
- Purpose of the study
- The argument or thesis
- Theoretical perspectives and key research studies that support the study
- Research questions
- The methods, including participants and setting, data sources and collection, and data analyses
- The results/findings
- Discussion
- Implications and conclusions

Early Writing Research Proposal (40 points)

Students will write a research proposal focused on a topic of interest related to young children's writing. The proposal will include the following:

- an introduction that provides the background and argument for the study,
- a review of the literature,
- research questions,
- an overview of the proposed methods (potential participants and setting, data sources and collection, data analyses),
- anticipated results or findings, and
- potential limitations of the study.

- **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
Annotated Bibliography	October 20	30
Research Article Presentations <ul style="list-style-type: none"> ○ All slide shows due on November 10 ○ Presentations take place on November 10 and 17 	November 10 November 17	15
Research Proposal	December 15 by 7:15pm	40
TOTAL		100

- **Grading Policies**

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

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://coursessupport.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	Topic	Readings and Assignments
Sept 1	Course overview Teachers' voices and perspectives on young children's writing	Cutler & Graham (2008) Harward et al. (2014) Kidd et al. (2014)
Sept 8	Overview of writing development and instruction Theories and models of writing: Sociocultural, Cognitive, & New Literacies	Gerde et al. (2012) Graham et al. (2013) MacArthur et al. (2016): Chapters 1, 2, 3
Sept 15	Sociocultural perspectives: Home and community influences on young children's writing	Aram et al. (2013) Buell et al. (2011) Burns et al. (2012) MacArthur et al. (2016): Chapter 6
Sept 22	Sociocultural perspectives: Influences of social practices within school writing communities	Dyson (2008) Kissel et al. (2011) McCloskey (2011)
Sept 29	Early writing development: Play, drawing, and multimodal representations	Boyle (2010) Burns & Kidd (2016) Hall (2009) Hopperstad (2010) Rowe & Neitzel (2010) Wohlwend (2008)
Oct 6	Development of written language from preschool through the primary grades	MacArthur et al. (2016): Chapters 8, 9, 10 Puranik & Lonigan (2009) Rowe & Wilson (2015)
Oct 13	Relationships between reading and writing development in young children	Diamond et al. (2008) MacArthur et al. (2016): Chapter 13 Matera (2011)
Oct 20	Brown Lecture in person at the Reagan Building in DC or online	Annotated Bibliography - submit to Blackboard by 4:30 pm
Oct 27	Evidence-based writing instruction for young children	Burns et al. (2010) Graham et al. (2012) Hall et al. (2015) MacArthur et al. (2016): Chapter 14
Nov 3 Online	Self-regulation and writing in the primary grades	MacArthur et al. (2016): Chapter 12 Select one article on self-regulation and writing (to be decided in an earlier class)

Date	Topic	Readings and Assignments
Nov 10	Evidence-based writing instruction <i>Research article presentations</i>	Jones (2015) Submit Research Article Slide Presentation to Blackboard by 4:30 pm
Nov 17	Writing across the curriculum <i>Research article presentations</i>	Wollman-Bonilla (2000)
Nov 24	No class meeting – Thanksgiving Holiday	
Dec 1	No class meeting – partner feedback	<i>Meet with feedback partner face-to-face or online</i>
Dec 8	Future directions for early writing research and instruction Course wrap up	Graham, Bollinger, et al. (2012) <i>Bring draft of writing research proposal and be prepared to share insights gained</i>
Dec 15	No class meeting – Early Writing Research Proposal due	Submit Early Writing Research Proposal to Blackboard by 7:15 pm

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

Assessment Rubric(s)

Not Applicable