

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

ECED 502.DL1, 600, 601 Foundations of Language and Literacy for Diverse Young Learners  
3 Credits, Spring 2017  
NET: 3/22 – 5/17  
F2F: 3/22, 3/29, 4/5, 4/12, 4/19, 4/26, 5/3  
Wednesday/ 5:30 – 8:10 pm  
Arlington Founders Hall 310, Arlington Campus

**Faculty**

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**Prerequisites/Co-requisites**

None

**University Catalog 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.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a lecture and discussion format during face-to-face classes. *Students are also responsible for the completion of on-line modules on Blackboard.*

**Learner Outcomes or Objectives**

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

1. Explain the reciprocal nature of reading and writing.
2. Discuss factors (social, cultural, affective, cognitive, and educational) that play a role in language acquisition and literacy learning (reading and writing).
3. Describe development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.
4. Explain the importance of play-based learning in prekindergarten and kindergarten children's language and literacy development.
5. Select and enact strategies that develop prekindergarten and kindergarten children's phonemic and other phonological awareness, concepts of print, phonics, fluency, vocabulary development, comprehension, composition, conventions of print, spelling development, handwriting, and writing processes.

6. Recommend ways to foster prekindergarten and kindergarten children’s appreciation of a variety of fiction and non-fiction text.
7. Design a literacy-rich environment that promotes prekindergarten and kindergarten children’s interest and engagement in language acquisition, reading, and writing.
8. Evaluate prekindergarten and kindergarten classroom language and literacy environments and resources (e.g., centers, circle time, toys, books, digital technologies, etc.).

**Professional Standards (Council of 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* (6<sup>th</sup> ed.). Washington, DC: Author.

Casbergue, R. M., & Strickland, D. S. (2016). *Reading and writing in preschool: Teaching the essentials*. New York, NY. The Guilford Press.

Morrow, L. M., Roskos, K. A., & Gambrell, L. B. (2016). *Oral language and comprehension in preschool: Teaching the essentials*. New York: NY. The Guilford Press.

Richardson, J. (2016). *The next step forward in guided reading*. New York, NY: Scholastic.

**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).

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance and Participation, including completion of on-line modules	Ongoing; see on-line module schedule pp. 6-7	15
Language & Literacy-Rich Classroom Environmental Design	April 5	15
Family Communication on Developing Linguistic Competence	April 19	20
Interactive Reading and Writing Experiences Plans	April 26	
Part 1. Plan a Reading Experience		30
Part 2. Plan a Writing Experience		20
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

**Language & Literacy-Rich Classroom Environmental Design (15 points)**

Students will design a language and literacy-rich environment for a prekindergarten or kindergarten classroom. Students will do the following:

- Make a sketch of a classroom, identifying environmental features that promote language and literacy development.
- Describe how YOUR classroom environmental design promotes language and literacy development in young children.

- Cite class readings, handouts, resources, and discussions to support description and include a reference list formatted in APA style.

### **Family Communication on Developing Linguistic Competence (20 points)**

Students will develop a communication (e.g., newsletter, brochure, webpage, blog, etc.) focused on developing prekindergarten and kindergarten children's linguistic competence in one or more of the following areas: phonetics, semantics, syntax, morphology, phonology, and pragmatics.

Students will include the following:

- Background information, including family-friendly definitions and examples, supported by class readings, handouts, resources, and discussions;
- Two recommended, family-friendly, and culturally responsive activities families can do at home or in the community that develop their child's linguistic competence;
- A description of one resource families can access to support their child's language development; and
- A reference list of the sources cited formatted in APA style.

The communication will be created in an engaging and family-friendly format and will be **no longer than two single-spaced pages**.

### **Interactive Reading and Writing Experiences Plans (50 points)**

Students will plan an interactive reading experience and an interactive writing experience for prekindergarten or kindergarten children. They will do the following for each lesson:

- **Part 1: Plan a Reading Experience.** Plan a read aloud experience and several extension activities.
  - Evaluate three books to use during a read aloud, using the evaluation form provided in class.
  - Select one book to read to a group of prekindergarten or kindergarten children and write a rationale for the selection of this book
  - Write a read aloud lesson plan using the lesson plan format provided by the instructor.
  - Describe at least two extension activities that extend the read aloud, including at least one that involves a play-based learning activity.
  - Support instructional decisions (i.e., rationale for the book selection, the lesson plan activities, and the extension activities) by citing class readings, handouts, resources, and discussions and including a reference list of the sources cited in APA style.
- **Part 2: Plan a Writing Experience.** Plan a writing experience and extension activities.
  - Write a lesson plan using the lesson plan format provided by the instructor.
  - Describe at least two extension activities that extend the writing experience, including at least one that involves a play-based learning activity.
  - Support instructional decisions (i.e., rationale for the book selection, the lesson plan activities, and the extension activities) by citing class readings, handouts, resources, and discussions and including a reference list of the sources cited in APA style.

- **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 (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- **Students will complete all on-line modules on Blackboard as assigned.**

### **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.

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

- **Grading**

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.

### Face-2-Face Class Schedule

Class	Topics	Assignments & Readings Due
March 22	Course overview Where reading and writing begin The importance of speaking and listening in early literacy	Casbergue & Strickland: Chapter 1 Morrow et al.: Chapter 1
March 29	Preschool contexts for literacy development and learning Planning for talking, reading and writing a lot Literacy centers and activities Dual language learners Designing literacy centers and activities	Casbergue & Strickland: Chapter 2 Morrow et al.: Chapters 2 & 3
April 5	Connecting oral language to print knowledge Reading with children at home	Casbergue & Strickland: Chapter 3 Morrow et al.: Chapter 6 <b>Due – Designing a Literacy-Rich Classroom Environment</b>
April 12	Implementing guided reading and writing with emergent readers and writers	Richardson: Chapter 3 & View Emergent Video Links
April 19	Developing phonemic and other phonological awareness Connecting oral language to print	Richardson: Chapter 4 & View Early Video Links Richardson: View comprehension module <b>Due – Developing Linguistic Competence Family Communication</b>
April 26	Developing print and alphabetic knowledge for reading and writing Developing literacy through shared reading and interactive writing	<b>Due – Interactive Reading Experience Plan</b> <b>Due – Interactive Writing Experience Plan</b>
May 5	Putting it all together in the ECE classroom Integrating language and literacy throughout the day Identifying principles to guide language and literacy instruction for prekindergarten and kindergarten children	Morrow et al.: Chapter 7 Casbergue & Strickland: Chapter 7

	Course wrap up and evaluation	
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*Note: The instructor reserves the right to alter the schedule as necessary, with notification to students.*

### **Blackboard On-line Module Schedule**

*Write a substantive statement and post on Blackboard for each assigned module. You may summarize the chapter; address a key topic or issue; or comment on a strategy presented in the assigned reading.*

<b>Post by</b>	<b>Assignment</b>	<b>Readings</b>
#1  March 29	<p>Discuss ONE of the following: 1) conversational strategies; 2) planning for play; 3) LEA.</p> <p>Your discussion could identify any of the following: strengths of the strategy or the authors' presentation of the strategy; limitations of the strategy or the authors' presentation of the strategy; challenges and/or opportunities for implementing the strategy; possible modifications of the strategy (to meet the needs of individual children, such as children with disabilities, gifted children or children who are dual language learners (DLLs); your own personal experiences with the strategy; other topics or issues of your choosing.</p>	<p>Morrow et al.: Chapter 4</p> <p>Nurturing young children's language and conversational skills</p>
#2	<p>Discuss any one of the following activities: 1) DLTA; 2) shared reading; 3) repeated reading; 4) small group/1-on-1 reading; 5) storytelling and retelling.</p> <p>Your discussion could identify any of the following: strengths of one or both of the strategies; limitations of one or both of the strategies; challenges and/or opportunities for implementing either of the strategies; possible modifications of either strategy (to meet the needs of individual children, such as children with disabilities, gifted children or children who are dual language learners (DLLs); your own personal experiences with either strategy; other topics or issues of your choosing.</p>	<p>Morrow et al.: Chapter 5</p> <p>Developing children's listening comprehension</p>
#3	<p>Select ONE of the following strategies: 1. Shared Reading or 2. The Name Game</p> <p>Discuss any of the following: strengths, weaknesses, possible accommodations, ways of sharing the strategy with parents and/or your own personal experience(s) with the strategy.</p>	<p>Casbergue &amp; Strickland: Chapter 4, 7</p> <p>Developing print and alphabet knowledge for</p>

		reading
#4	Write a substantive discussion of one or more key topics presented in either chapter.  You may discuss any of the following: strengths, weaknesses, possible accommodations, ways of sharing information with parents and/or your own personal experience(s) with the strategy.	Casbergue & Strickland: Chapter 5, 7 Developing alphabetic knowledge for writing
#5	Write a substantive discussion of one or more key topics presented in the chapter or videos.	Richardson: Introduction and Chapter 1 Richardson: View Pre-A Video Links 1, 2, & 3
#6	Write a substantive discussion of one or more key topics presented in the chapter or videos.	Richardson Chapters 2, 3 View Pre-A video links 4, 5 & 6

### 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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



## **Assessment Rubrics**

### **/15 Literacy-Rich Classroom Environmental Design**

Student designed a literacy-rich environment for a pre-kindergarten or kindergarten classroom. Student included the following:

/5 A sketch of a literacy-rich classroom

/8 A description of how the classroom environmental design promotes language and literacy in young children, supported by class readings, handouts, resources, and discussions

/2 Written expression and format

- Included a reference list of the sources cited
- Presented ideas in a clear, concise, and organized manner (Avoided wordiness and redundancy)
- Developed points coherently, definitively, and thoroughly
- Used correct capitalization, punctuation, spelling, and grammar

### **/20 Family Communication on Developing Linguistic Competence**

Student developed a communication (e.g., newsletter, brochure, webpage, blog, etc.) focused on developing prekindergarten and kindergarten children's linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics. Student included the following:

/8 Background information, including family-friendly definitions and examples, supported by class readings, handouts, and resources

/6 Three family-friendly, culturally responsive activities families can do at home or in the community that develop linguistic competence

/3 A description of one resource families can access to support their child's language development

/3 Written expression and format

- Created an engaging and family-friendly format no longer than two single-spaced pages
- Included a reference list of the sources cited
- Presented ideas in a clear, concise, and organized manner (Avoided wordiness and redundancy)
- Developed points coherently, definitively, and thoroughly
- Used correct capitalization, punctuation, spelling, and grammar

## Interactive Reading and Writing Experiences Scoring Guide

***/30 Part 1: Plan a Reading Experience.*** Planned a read aloud experience and extension activities. Student included the following:

/3 An evaluation of three potential books to read aloud using the evaluation form provided in class

/3 The selection of one book to read to a group of prekindergarten or kindergarten children and a rationale for selecting this book supported by class readings, handouts, and discussions

/12 A read aloud lesson plan using the lesson plan format provided by the instructor

/9 Description of at least three extension activities that extend the read aloud, including at least one that involves a play-based learning activity

/3 Written expression and format

- Included a reference list of the sources cited
- Presented ideas in a clear, concise, and organized manner (Avoided wordiness and redundancy)
- Developed points coherently, definitively, and thoroughly
- Used correct capitalization, punctuation, spelling, and grammar

***/20 Part 2: Plan a Writing Experience.*** Plan a writing experience and extension activities.

/12 A lesson plan using the lesson plan format provided by the instructor

/6 Description of at least two extension activities that extend the writing experience, including at least one that involves a play-based learning activity

/2 Written expression and format

- Included a reference list of the sources cited
- Presented ideas in a clear, concise, and organized manner
- Developed points coherently, and thoroughly
- Used correct capitalization, punctuation, spelling, and grammar