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

ECED 502.DL2 Foundations of Language and Literacy for Diverse Prekindergarten and Kindergarten Learners
3 Credits, Fall 2017
In-class (face-to-face) sessions Tuesdays 5:30 – 8:10 pm
October 24 – December 5, 2017
Founders' Hall Room 322, Arlington Campus

Faculty
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Prerequisites/Co-requisites
None

University Catalog Course Description
Examines complexity of language acquisition and literacy development of diverse young learners. Emphasizes language acquisition, reading, and writing in prekindergarten and kindergarten contexts. Focuses on evidence-based assessment and instructional practices that promote prekindergarten and kindergarten children's language and literacy development. Explores social, cultural, affective, cognitive, and educational factors that play a role in language acquisition and literacy learning.

Note: Field Experience Required.

Course Delivery Method
This course will be delivered within a hybrid-semester; using lectures, small group activities and discussion during in-class meetings and on-line postings to 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* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Casbergue, R. M., & Strickland, D. S. (2016). *Reading and writing in preschool: Teaching the essentials*. New York, NY: The Guilford Press. ISBN: 9781462523474

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. ISBN: 9781462524006

Richardson, J. (2016). *The next step forward in guided reading*. New York, NY: Scholastic. Select chapters: Chapter 1, Chapter 2, Chapter 3, and select modules from Chapter 7: #3, #4, #13, #16, and #20. ISBN: 9781338161113

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	Due Dates	Points
Attendance and Participation	Ongoing	9
Field Experience • Field Experience Placement Approval Form • Field Experience Documentation Form (after completion of Field Experience hours)	Approval Form: 10/31 Documentation Form: 12/5	4
Blackboard Postings: Language and Early Literacy Modules	Ongoing	12
Family Communication Resource on Developing Linguistic Competence/Group Project & Presentation	12/5	25

Interactive Reading and Writing Experiences Plans
  Part 1. Plan a Reading Experience
  Part 2. Plan a Writing Experience
  Part 3. Field Experience Reflection
		25
		15
		5

Dyslexia Module/Training	12/5	5
TOTAL		**100**

- **Assignments and/or Examinations**

Field Experience Documentation (4 points)
This course requires a minimum of 15 hours field experience in an early childhood education classroom (PreK or Kindergarten). To initiate this assignment, students will visit https://cehd.gmu.edu/endorse/ferf and complete the online "Field Experience Request Form." On the form they will be asked to indicate how their placement will be arranged.

- *Field Experience Placement Approval Form*
  - Students will provide the *Field Experience Placement Approval Form* to the instructor (either hard copy or email). In this form they will provide a statement confirming that they have completed the online "Field Experience Request Form" and they will provide information to the instructor about where and how they will complete the field experience.

- *Field Experience Documentation Form (4 points)*
  - Upon completion of their field experience hours, students will provide documention of their experience.
    - If they completed the field experience within their own setting (requires instructor approval), they will provide the **On-the-Job Placement Documentation Form** to the instructor (either hard copy or email). This form requires verification from the assistant principal or principal on site.
    - If they attended a field placement other than where they work, they will provide the **Field Experience Documentation Form** to the instructor (either hard copy or email). This form requires verification from the mentoring teacher on site.

Family Communication Resource on Developing Linguistic Competence/Group Project & Presentation (25 points)
Students will develop a communication (e.g., newsletter, brochure, webpage, blog, etc.) focused on developing prekindergarten and kindergarten children's linguistic competence and will highlight one of the following the areas: phonetics, semantics, syntax, morphology, phonology, or pragmatics. Students will include the following:
- Background information, including family-friendly definitions and examples, supported by class readings, handouts, resources, and discussions;
- Three family-friendly, culturally responsive activities families can do at home or in the community that develop linguistic competence in the selected area;
- A description of one resource families can access to support their child's language development; and
- A reference list of the sources formatted in APA style.

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

Students will plan and present small group presentations on topics approved by the instructor during the final class.

Interactive Reading and Writing Experiences Plans (45 points)
Students will plan and conduct an interactive reading experience and an interactive writing experience for prekindergarten or kindergarten children in their field experience placement. They will include the following parts in the lesson plan:
- *Part 1: Plan a Reading Experience (25 points).* Plan a read aloud experience and extension activities.
  - Evaluate three potential books to read aloud using the evaluation form described 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. The rationale will be included in the lesson plan template.
  - Write a read aloud lesson plan using the lesson plan template provided by the instructor.
  - 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 formatted in APA style.
  - Implement the lesson with the selected field experience children.
  - Describe at least two extension activities that extend the read aloud, including at least one play-based learning activity and one other experience. Describe each extension activity in one to two well-developed paragraphs after the lesson plan template.
  - Provide a two- to three-paragraph reflection on the implementation of the above lesson plan. Note how the lesson was implemented, changes made during the lesson and why, achievement of stated objectives by the students, and suggested revisions to improve the lesson for future implementation.
- *Part 2: Plan a Writing Experience (15 points).* Based upon the book selected for the read aloud in the Reading Experience above, plan a complimentary writing experience and extension activities.
  - Write a lesson plan using the lesson plan template provided by the instructor.
  - 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 formatted in APA style.
  - Describe at least two extension activities that extend the writing experience, including at least one that involves a play-based learning activity. Describe each extension activity in one to two well-developed paragraphs after the lesson plan template.
- *Part 3: Field Experience Reflection (5 points).* Students will write a two-page reflection based on their field experience. Students will discuss the following:
  - Process for selecting developmentally appropriate materials and instructional experiences;
  - Accommodations and modifications made to the lesson plans based upon the individual and unique needs of the students in the field placement (e.g., ability, special needs, culture, linguistic, etc.); and

       o   Suggestions for improving literacy development in the classroom.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide for each Part of the Interactive Reading and Writing Experiences. They will use in-text citations and include a reference list per APA style guidelines.

Dyslexia Model (5 points)
Students will complete the Dyslexia Module/Training required by the VDOE (see link below) and **will submit the certificate of completion to the instructor (either a hard copy or email).**

For the Dyslexia Module/Training: <u>Effective July 1, 2017</u>, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia.
http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html.

- **Other Requirements**

Attendance and Participation
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) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> 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.

Class Schedule: Fall, 2017

Class	Topics	Assignments & Readings Due
10/24	Course overview Where reading and writing begin Preschool contexts for language, early literacy and learning Connecting oral language to print knowledge	Casbergue & Strickland, Ch. 1, 2 & 3
10/31	The importance of speaking and listening in early literacy Planning for talking, reading and writing a lot Literacy centers and activities Dual language learners	Morrow et al., Ch. 1, 2 & 3 **Due: Field Experience Approval Form**
11/7	Designing and implementing a comprehensive literacy program: literacy centers and learning experiences Developing listening comprehension through interactive read alouds Dual language learners 2.0	Morrow et al., Ch. 5 Richardson, Introduction, Ch. 1
11/14	Planning and implementing guided reading and writing with emergent readers and writers Developing literacy through shared reading and interactive writing	Richardson, Ch. 2 & 3
11/21	Promoting language and literacy through conversation and play Phonological awareness: What is a "phoneme" and why should teachers be aware?	Morrow et al., Ch. 4 Casbergue & Strickland, Ch. 4 **Due Part 1: Interactive Reading Experience Plan**
11/28	Assessing print knowledge for reading and writing	Casbergue & Strickland, Ch. 6, 7 **Due – Part 2: Interactive Writing Experience Plan** **Due – Dyslexia Training Module**
12/5	Putting it all together in the ECE classroom **Engaging Families Group Presentations** Course wrap up and evaluation	Morrow et al., Ch. 7 Casbergue & Strickland, Ch. 7 **Due Part 3: Field Experience Reflection** **Due – Field Experience Documentation Form**

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

Blackboard On-line Modules

The Blackboard on-line modules are a required element of the class. For each module, write a substantive statement based upon the assigned reading.

Module #	Assignment	Reading
1	Discuss ONE of the following topics: 1) conversational strategies; 2) planning for play; 3) LEA.	Morrow et al., Ch. 4
2	Discuss ONE of the following activities: 1) DLTA; 2) shared reading; 3) repeated reading; 4) small group/1-on-1 reading; storytelling and retelling.	Morrow et al., Ch. 5
3	Write a substantive discussion of one or more topics presented in the Richardson chapters.	Richardson Ch. 1, 2, or 3
4	Write a substantive discussion of one or more topics presented in the Richardson **Pre-A videos**.	Richardson videos: Pre-A video links 1 - 7
5	Write a substantive discussion of one or more topics presented in the Richardson **Emergent Literacy videos.**	Emergent literacy video links 1 - 9
6	Read one of the supplemental research articles posted to Blackboard. Write a summary of the main findings/conclusions of the article and one or more personal reflections on the information.	Article selected by student

ALL assignments and Blackboard postings must be completed by December 12, 2017.

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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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

/25 Family Communication Resource 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 one of the

following areas: phonetics, semantics, syntax, morphology, phonology, and pragmatics. Student included the following:

/5 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

/2 A description of one resource families can access to support their child's language development

/2 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

/10 Small group presentations on topics of students' choice, as approved by the instructor.

Interactive Reading and Writing Experiences Scoring Guide

/25 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

/2 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

/8 A read aloud lesson plan using the lesson plan format provided by the instructor

/5 Reflection on the implementation of the lesson plan

/5 Description of at least two extension activities that extend the read aloud, 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 (Avoided wordiness and redundancy)
- Developed points coherently, definitively, and thoroughly
- Used correct capitalization, punctuation, spelling, and grammar

/15 Part 2: Plan a Writing Experience. Plan a writing experience and extension activities.

/7 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 (Avoided wordiness and redundancy)
- Developed points coherently, definitively, and thoroughly
- Used correct capitalization, punctuation, spelling, and grammar

/5 Part 3: Field Experience Reflection. Reflect upon the field experience in relation to literacy development. Students should include:

/2 Description of the processes for selecting developmentally appropriate materials and instructional experiences

/1 Description of accommodations and modifications made to address the individual needs of the students in the field placement

/1 Suggestions to improve literacy development in the classroom

/1 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