ECED 522.001 Developing Language, Literacy, and Communication
of Diverse Young Learners
3 Credits, Spring 2017
Thursday/ 7:20 – 10:00pm
Thompson Hall 1020, Fairfax Campus

Faculty
Name: Samita B. Arora, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1200
Office Phone: 703-993-3844
Email Address: sarora6@gmu.edu

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 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.
Vukelich, C., Christie, J., Enx, B., & Roskos, K. A. (2016). *Helping young children learn language and literacy: Birth through kindergarten. Loose-leaf version.* Boston, MA: Pearson.

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 & Participation	Ongoing	15
Children's Literature Resource List and Book Talk	March 9	20
Language Delays and Suggested Inventions Pamphlet and Presentation	March 30	15
Augmentative, Assistive, and Alternative Technology Exploration/Investigation	April 20	10
Language Analysis Project		
• Part 1: Description of the Child	April 13	10
• Part 2: Language, Literacy, and Communication Analysis	April 27	15
• Part 3: Educational Apps	April 27	10
• Part 4: Class Presentation	May 4	5
TOTAL		100

- **Assignments and/or Examinations**

Children's Literature Resource List and Book Talk (20 points)
Students will create an in-depth, annotated narrative of at least 10 children's books that are culturally, linguistically, and developmentally appropriate for diverse infants and toddlers **and** five 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 and toddlers, and ideas for follow-up activities related to the books.

Language Delays and Suggested Interventions Pamphlet and Presentation (15 points)
Students will work with a partner to create a pamphlet about what is known about the language development of children with a specific delay, disorder, or medical condition. The pamphlet will include a brief description of the medical condition or disability, background information and research, possible effects on language and literacy development, suggested interventions promoting language and literacy development, issues and controversies, and professional and support organizations. Students will present the pamphlet in class and will make copies for everyone.

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.

Augmentative, Assistive, and Alternative Technology Investigation/Exploration (10 points)
Students will explore a variety of assistive, augmentative, and alternative technology in the Kellar Library located in the Finley Building on the George Mason 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 trials) 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 (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.

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

Class	Topics	Assignments & Readings Due
January 26	How social context support & shape language	Syllabus review
February 2	Communication & Culture	Chapter 2

		Sign up for Book Talk Presentations
February 9	Language & Cognition	Chapter 1
February 16	Language as the Foundation for Literacy	Chapter 3
February 23	Developing Language & Literacy through children's literature	Chapter 6 Spotlight, "Snow on My Eyelashes" Language Awareness Through Age-Appropriate Poetry Experiences
March 2	Early Language & Literacy Instruction	Chapters 4 and 5 Spotlight, *Storybook Reading for Young Dual Language Learners*
March 9	Sharing Children's Literature **Book Talk Presentations**	Spotlight, *The Daily Dozen: Strategies for Enhancing Social Communication of Infants with Language Delays* **DUE to Bb – Children's Literature Narrative and Book Talk**
March 16	*No Class: Spring Break*	
March 23	Language Assessments	Chapter 9 **Visit to Kellar Library – Finley Building**
March 30	**Language Delays and Disorder Presentation**	**Language Delays and Disorder Presentation**
April 6	Dual Language Development	Spotlight, *Every Language is Special: Promoting Dual Language Learning in Multicultural Primary Schools*
April 13	Augmentative/Assistive/Alternative Technology Investigation/Exploration	Spotlight, *Using Photo-Narration to Support the Language Development of All Learners* **DUE to Bb – Part 1: Language Analysis Project**
April 20	Supporting Language Development	Chapter 7 Spotlight: *Vivian Paley's Storytelling/Story Acting Comes to the Boston Public Schools* Guest Speaker **DUE to Bb – Augmentative/Assistive/Alternative Technology Investigation/Exploration Paper**
April 27	Supporting Literacy Development	Chapter 8 **DUE to Bb – Parts 2 & 3: Language Analysis Project**
May 4	Language Analysis Project	**DUE to Bb – Language Analysis Class Presentation**

May 11	*No Class: Finals Week*	**DUE to Bb – Language Analysis Project**

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

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/.