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

ECED 502.B01 Foundations of Language and Literacy for Diverse Prekindergarten and
Kindergarten Learners
3 Credits, Summer 2017
Mondays & Wednesdays/ 4:30 – 7:10 pm
Session B, 6/5 – 7/29
Hanover L002, Fairfax Campus

Faculty

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Prerequisites/Corequisites
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.

Course Overview
Not Applicable

Course Delivery Method
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.
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).

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	15
Literacy-Rich Classroom Environmental Design	June 17	15
Family Communication on Developing Linguistic Competence	July 17	20
Interactive Reading and Writing Experiences Plans		
Part 1. Plan a Reading Experience	July 5	25
Part 2. Plan a Writing Experience	July 26	20
Dyslexia Module/Training	July 24	5
TOTAL		**100**

- **Assignments and/or Examinations**

Literacy-Rich Classroom Environmental Design (15 points)
Students will design a literacy-rich environment for a prekindergarten or kindergarten classroom. Students will do the following:
- Make a sketch of a literacy-rich classroom.
- Describe how the classroom environmental design promotes language and literacy in young children.
- Cite class readings, handouts, resources, and discussions to support assertions 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 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 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 (45 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 extension activities.
  - Evaluate three potential books to 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 three 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 formatted 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 formatted in APA style.

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 Blackboard.

For the Dyslexia Module/Training: Effective July 1, 2017, 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 (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 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.

Class Schedule

Class	Topics	Assignments & Readings Due
June 5	Course overview Exploring relationships among listening, speaking, reading, and writing	
June 7	Understanding factors affecting language and literacy development (social, cultural, affective, cognitive, and educational) Developing linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics	Casbergue & Strickland: Chapter 1 Morrow et al.: Chapter 1
June 12	Designing and providing literacy-rich environments in the classroom Promoting and building upon home language and literacy practices	Casbergue & Strickland: Chapter 2 Morrow et al.: Chapter 6
June 14	Planning and implementing instructional experiences that promote talking, reading, and writing	Morrow et al.: Chapter 2 **Due – Designing a Literacy-Rich Classroom Environment (June 17)**
June 19	Designing literacy centers and activities Promoting language and literacy through conversation and play	Morrow et al.: Chapters 3 & 4
June 21	Designing and implementing a comprehensive literacy program Developing listening comprehension through interactive read alouds	Morrow et al.: Chapter 5 Richardson: Introduction and Chapter 1
June 26	Developing phonemic and other phonological awareness Connecting oral language to print	Casbergue & Strickland: Chapter 3 Richardson: View Pre-A Video Links 1, 2, & 3
June 28	Developing print and alphabetic knowledge for reading Developing literacy through shared reading and interactive writing	Casbergue & Strickland: Chapter 4 Richardson: Chapter 2 & View Pre-A Video Links 4, 5, & 6
July 5	Assessing print knowledge for reading and writing	Casbergue & Strickland: Chapters 6 & 7

		Richardson: View Pre-A Video Link 7 **Due – Interactive Reading Experience Plan**
July 10	Implementing guided reading and writing with emergent readers and writers	Richardson: Chapter 3 & View Emergent Video Links
July 12	Developing print and alphabetic knowledge for writing Implementing guided writing and writing with early readers and writers	Casbergue & Strickland: Chapter 5 Richardson: Chapter 4 & View Early Video Links
July 17	Developing reading comprehension Promoting independent reading and writing	Richardson: View assigned comprehension module **Due – Developing Linguistic Competence Family Communication**
July 19	Integrating language and literacy throughout the day	Morrow et al.: Chapter 7
July 24	Identifying principles to guide language and literacy instruction for prekindergarten and kindergarten children Course wrap up and evaluation	**Due – Dyslexia Module/Training**
July 26		**Due – Interactive Writing Experience Plan**

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/.

Assessment Rubrics

/15 Literacy-Rich Classroom Environmental Design

Student designed a literacy-rich environment for a prekindergarten 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

/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

/11 A read aloud lesson plan using the lesson plan format provided by the instructor

/6 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 (Avoided wordiness and redundancy)
- Developed points coherently, definitively, and thoroughly
- Used correct capitalization, punctuation, spelling, and grammar