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

ECED 522.001 Developing Language, Literacy, and Communication
of Diverse Infants and Toddlers
3 Credits, Spring 2018
Thursdays/ 4:30 - 7:10 pm
East Building 134, Fairfax Campus

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Examines instructional strategies, resources, and technologies, including assistive technologies, to develop language, literacy, and communication of diverse infants and toddlers. Explores monolingual and multilingual language acquisition, cultural and linguistic diversity, and language delays and disorders. Focuses on the importance of adult-child interaction and the role of the family in children's language, literacy, and communication development. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDSE 556.

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. Explain the importance of adult-child interaction and the role of the family in children's language, literacy, and communication development.
2. Describe typical and atypical language development and use this knowledge to analyze the language development of infants and toddlers.
3. 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.
4. Describe ways to support the early communication efforts of infants and toddlers, including augmentative, assistive, and alternative technologies, in a culturally and developmentally responsive manner.

5. Select children's literature and design meaningful literacy activities for infants and toddlers that reflect and appreciate cultural, linguistic, and ability diversity.
6. Create and promote a literacy-rich environment for diverse young children.

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. ISBN: 9781433805615
Shillady, A. (2014). *Spotlight on young children: Exploring language and literacy.* Washington, DC: National Association for the Education of Young Children. ISBN: 9781938113055
Vukelich, C., Christie, J., Enx, B., & Roskos, K. A. (2016). *Helping young children learn language and literacy: Birth through kindergarten (4th ed.)*, Enhanced Pearson eText with Loose-Leaf Version, Access Card Package. Boston, MA: Pearson. ISBN: 9780134166063

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 8*	20
Language Delays and Suggested Interventions Pamphlet and Presentation	*March 29*	10
Technology Exploration Paper	*April 19*	10
Language Analysis Project		
• Part 1: Description of the Child	*April 12*	10
• Part 2: Language, Literacy, and Communication Analysis	*April 26*	15
• Part 3: Educational Interventions/Apps	*April 26*	10
• Part 4: Progress Monitoring System	*April 26*	5
• Part 5: Class Presentation	*May 3*	5
TOTAL		100

• **Assignments and Examinations**

Children's Literature Resource List and Book Talk (20 points)
Students will create an in-depth, annotated narrative of at least 10 award winning children's books that are culturally, linguistically, and developmentally appropriate for diverse infants and toddlers 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 2006), 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 (a) the content of the book (such as genre, repetitive phrases, rhyme, etc.), (b) evidence of diversity, (c) evidence of promoting social emotional relationships, and (d) current issues relevant to infants and toddlers.
- 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 of these books and the accompanying activities to class, for each of the five books, to share with classmates. In small or large 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 (10 points)
Students will work with a partner to create a pamphlet 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 using APA format.

Technology Exploration Paper (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, double-spaced 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 using APA format.

Language Analysis Project (45 points)
Students will select an infant or toddler with exceptional language learning needs and/or is a dual or multi language learner. 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, including:
- o What approaches to assessment were used (e.g., observations, play-based assessment, assessment during instructional interactions, etc.)?
- o 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)
Students will 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 using APA format.

Part 3: Educational Interventions (10 points)
Based on the language, literacy, and communication analysis, students will identify and describe in a one- to two-page paper two educational interventions and one appropriate educational app (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 using APA format.

Part 4: Progress Monitoring System (5 points)
In a two-page, double-space paper, students will identify at least one progress monitoring system that can be used to monitor the child's language development. Students will include a description of the progress monitoring system(s) and the rationale for using it with the child and family.

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 using APA format.

Part 5: Class Presentation (5 points)
Students will present a 5-minute, 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 (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.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

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 website 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.

- **Grading Policies**

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

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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. See https://cehd.gmu.edu/students/policies-procedures/

Class Schedule and Topics

Date	Topics	Readings & Assignments Due
Jan 25	How Social Context Support & Shape Language	Syllabus review
Feb 1	Family, Language, and Culture (Obj 1, 6)	V: Chapter 3 *Sign up for Book Talk Presentations*
Feb 8	Typical and Atypical Language Development (Obj 2, 3)	V : Chapter 2
Feb 15	Language as the Foundation for Literacy (Obj 1, 3)	V : Chapter 1
Feb 22	Developing Language & Literacy Through Children's Literature (Obj 4, 5, 6)	V: Chapter 6 Spotlight, "Snow on My Eyelashes" Language Awareness Through Age-Appropriate Poetry Experiences
March 1	Early Language & Literacy Instruction (Obj 4, 5, 6)	V: Chapter 4 Spotlight, *Storybook Reading for Young Dual Language Learners*
March 8	Sharing Children's Literature **Book Talk Presentations**	V: Chapter 6 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 15	***No Class - Spring Break***	
March22	Language Assessments (Obj 2)	V: Chapter 9 **Visit to Kellar Library – Finley Building**
March 29	Language Delays and Disorder Presentation (Obj 2, 3)	**DUE to Bb – Language Delays and Disorder Pamphlet**

Date	Topics	Readings & Assignments Due
		DUE in Class – Language Delays and Disorder Presentation
April 5	Dual Language Development (Obj 1, 4)	V: Chapter 6 Spotlight, *Every Language is Special: Promoting Dual Language Learning in Multicultural Primary Schools*
April 12	Augmentative/Assistive/Alternative Technology Investigation/Exploration (Obj 4)	Spotlight, *Using Photo-Narration to Support the Language Development of All Learners* **DUE to Bb – Language Analysis Project Part 1: Child Description**
April 19	Supporting Language Development (Obj 4, 5, 6)	V: Chapters 5, 7 Spotlight: *Vivian Paley's Storytelling/Story Acting Comes to the Boston Public Schools* **DUE to Bb – Technology Exploration Paper**
April 26	Supporting Literacy Development (Obj 4, 5, 6)	V: Chapter 8 **DUE to Bb – Language Analysis Project Part 2: Language, Literacy, and Communication Analysis** **DUE to Bb – Language Analysis Project Part 3: Educational Interventions/Apps** **DUE to Bb – Language Analysis Project Part 4: Progress Monitoring System**
May 3	Language Analysis Presentation (Obj 1, 2, 3, 4, 5, 6)	**DUE in class – Language Analysis Project Part 5: Language Analysis Class Presentation**
May 10	***No Class – Finals Week***	

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

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