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

ECED 502.001 Foundations of Language and Literacy
for Diverse Prekindergarten and Kindergarten Learners
3 Credits, Spring 2019
Wednesdays/ 4:30 – 7:10 pm
Thompson Hall L028, 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. Notes: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

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. Use strength-based language to discuss factors (e.g., social, cultural, linguistic, family, socioeconomic, affective, cognitive, and educational) that play a role in monolingual and multilingual language acquisition and literacy learning (reading and writing) in children with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
2. Describe the nature of language acquisition and its relationship to speech and language and literacy (reading and writing) development for children who speak English and dual or multilingual learners, including typical developmental stages of language acquisition and communication and the development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics (i.e., use of language to get needs and wants met and use of functional communication for social interaction).

3. Identify and discuss (a) specific language-based conditions, such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders; (b) at-risk learning-related issues due to attention deficit disorders; (c) the effects of disabling and at-risk conditions on young children; and (d) intervention methods to promote speech and language development and literacy (reading and writing) development in children with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
4. Identify the special education identification process of students at risk of learning disabilities, including pre-referral, referral, evaluation, and eligibility in federal and state regulations, as specified in the Individuals with Disabilities Education Act (IDEA) and Regulations Governing Programs for Children with Disabilities in Virginia, as it relates to disability categories such as specific learning disabilities and speech and language impairment.
5. Identify and discuss formal and informal assessment as screening, diagnostic, and progress monitoring measures for (a) oral language; (b) reading, including phonemic awareness and other phonological awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and (c) writing.
6. Discuss ways to use assessment data, including diagnostic and progress monitoring data, to inform instruction for acceleration, intervention, remediation, and differentiation.
7. Design, evaluate, and modify language- and literacy-rich environments and classroom management and behavior guidance strategies that maintain a positive learning environment; respond to each child's individual strengths and needs, and promote diverse young children's interest and engagement in language acquisition, reading, and writing.
8. Explain the importance of play-based learning in prekindergarten and kindergarten children's language and literacy development and describe ways to promote language and literacv development during conversation and play.
9. Identify and describe effective, evidence-based, culturally responsive assessment and instructional strategies and materials, including differentiated instruction and the use of technologies, to promote diverse young children's development in the following areas:
   o Oral Language (speaking and listening)
      ▪ phonological awareness skills
      ▪ learning of standard English by speakers of other languages and dialects
   o Reading
      ▪ phonemic and other phonological awareness (e.g., phonemes, syllables, and rhyming)
      ▪ concepts of print
      ▪ phonics (e.g., sound and symbol relationships, syllables, phonemes morphemes, word analysis, and decoding skills)
      ▪ structure of the English language (e.g., syntax)
      ▪ fluency
      ▪ vocabulary and concept development
      ▪ listening and reading comprehension across content areas (e.g., fiction and nonfiction text predicting, retelling, summarizing, and making connections with and beyond the text)
   o Writing
      ▪ writing cohesively for a variety of purposes and in a variety of modes (e.g., narrative, descriptive, persuasive, and explanative)
      ▪ composing

- written expression
- usage and mechanics
  spelling (e.g., stages of development, generalization of spelling study to writing, systematic spelling instruction, and purposes and limitations of invented spelling)
- handwriting
- writing processes (e.g., planning, drafting, revising, editing, and publishing)
  - o Creative Thinking and Expression
    - storytelling, drama, choral and oral reading, and imaginative writing
  - o Appreciation of Text
    - fiction and nonfiction
  - o Independent Reading
    - selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels
  - o Visual Literacy
    - viewing, interpreting, analyzing, and representing information and concepts in visual form with or without the spoken or written word
  - o Use of Technology
    - using technology for process and product work with reading and writing, to communicate, and to learn
10. Plan, implement, and reflect on evidence-based, culturally responsive assessment and instruction that (a) recognizes the reciprocal nature of reading and writing; (b) promotes oral language (speaking and listening), reading, and writing; and (c) uses knowledge of how standards provide the core for teaching English in prekindergarten and kindergarten to support children's achievement of the Virginia Standards of Learning in English and Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.

Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Exceptional Children (CEC), and National Association for the Education of Young Children (NAEYC)
Upon completion of this course, students will have met the following professional standards:
N/A - Students will work toward meeting InTASC, CEC, and NAEYC standards.

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 (Bb), Tk20, hard copy).

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	15
Field Experience • Field Experience Placement Approval Form • Field Experience Documentation Form (after completion of Field Experience hours)	Jan. 30 May 8	1 4
Family Communication Resource on Developing Linguistic Competence	Apr. 17	20

Interactive Reading and Writing Experiences Plans
    Part 1. Plan a Reading Experience
    Part 2. Plan a Writing Experience
    Part 3. Field Experience Reflection
	Apr. 3
	May 1
	May 8
		25
		15
		15

Dyslexia Module/Training	May 1	5
TOTAL		**100**

- **Assignments and/or Examinations**

Field Experience Documentation (5 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 (1 point)*
  - o Students will upload the *Field Experience Placement Approval Form* to Blackboard. 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)*
  - o 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 upload the **On-the-Job Placement Documentation Form** to Blackboard. 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 upload the **Field Experience Documentation Form** to Blackboard. This form requires verification from the mentoring teacher on site.

Family Communication Resource on Developing Linguistic Competence (20 points)
Students will develop a communication (e.g., newsletter, brochure, webpage, blog) focused on developing prekindergarten and kindergarten children's linguistic competence and will highlight one of the following 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.

Interactive Reading and Writing Experiences Plans (55 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., 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.

- o 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 (15 points).* Students will write a two- to three-page reflection based on their field experience. Students will discuss the following:
  - o Process for selecting developmentally appropriate materials and instructional experiences;
  - o 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);
  - o What they learned about developing literacy in young children through their (a) observations and interactions in the classroom and (b) development and implementation of the reading experience lesson plan; and
  - o Suggestions to improve 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 Module (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 (15 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 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.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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 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**

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

Date	Topics	Assignments & Readings Due
Week 1 Jan. 23	Course overview Exploring relationships among listening, speaking, reading, and writing in culturally and linguistically diverse children	
Week 2 Jan. 30	Understanding factors affecting language and literacy development (social, cultural, affective, cognitive, and educational) in culturally and linguistically diverse children Developing linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics in relationship to language acquisition, reading, and writing in culturally and linguistically diverse children	Casbergue & Strickland, Ch. 1 Morrow et al., Ch. 1 **Due to Bb – Field Experience Approval Form**
Week 3 Feb. 6	Designing and providing literacy-rich environments in the classroom that promote interest and engagement in language acquisition, reading, and writing in culturally and linguistically diverse children Promoting and building upon home language and literacy practices	Casbergue & Strickland, Ch. 2 Morrow et al., Ch. 6
Week 4 Feb. 13	Planning and implementing instructional experiences that promote language acquisition, reading, and writing in culturally and linguistically diverse children Examining the Virginia Standards of Learning for English for Kindergarten and Virginia's Foundation Blocks for Early Learning Promoting oral language development in dual language and English language learners	Morrow et al., Ch. 2 Virginia Standards of Learning for English for Kindergarten Virginia's Early Learning Foundation Building Blocks

Date	Topics	Assignments & Readings Due
Week 5 **Feb. 20**	Designing literacy centers and activities that promote language, literacy, and creative thinking and expression (e.g., storytelling, drama, choral/oral reading) in culturally and linguistically diverse children Evaluating and selecting children's literature Promoting language, literacy, and creative thinking and expression through conversation and play in culturally and linguistically diverse children	Morrow et al., Ch. 3, 4
Week 6 **Feb. 27**	Designing and implementing a comprehensive literacy program that includes formal and informal assessments to inform instructional decisions for culturally and linguistically diverse children Developing and assessing listening comprehension (e.g., predicting, retelling, summarizing, and making connections beyond the text) through interactive read alouds in culturally and linguistically diverse children Comprehension Modules 3 and 4	Morrow et al., Ch. 5 Richardson, Introduction, Ch. 1
Week 7 **Mar. 6**	Developing and assessing phonemic awareness and other phonological awareness (e.g., syllables, rhyming) in culturally and linguistically diverse children Using fiction and nonfiction texts with culturally and linguistically diverse children Connecting oral language to print	Casbergue & Strickland, Ch. 3, Richardson, View Pre-A Video Links 1, 2, 3
Mar. 13	**Spring Break-No Class**	
Week 8 **Mar. 20**	Developing and assessing concepts of print and alphabetic knowledge, including letter recognition and sound-symbol knowledge, for reading in culturally and linguistically diverse children Developing literacy through shared reading, including fiction and nonfiction texts, and interactive writing in culturally and linguistically diverse children	Casbergue & Strickland, Ch. 4 Richardson, Ch. 2; View Pre-A Video Links 4, 5, 6

Date	Topics	Assignments & Readings Due
Week 9 Mar. 27	Assessing print knowledge for reading in culturally and linguistically diverse children	Casbergue & Strickland, Ch. 6 Richardson, View Pre-A Video Link 7
Week 10 Apr. 3	Developing and assessing print and alphabetic knowledge for writing in culturally and linguistically diverse children	Casbergue & Strickland, Ch. 5, 7 **Due to Bb – Part 1: Interactive Reading Experience Plan**
Week 11 Apr. 10	Implementing guided reading and writing with early and emergent readers and writers with culturally and linguistically diverse children Developing resources for families to support linguistic competence Comprehension Modules 13 and 16	Richardson, Ch. 3; View Emergent Video Links 1-9
Week 12 Apr. 17 (Online)	Developing reading comprehension (e.g., predicting, retelling, summarizing, and making connections beyond the text) in culturally and linguistically diverse children Promoting independent reading and writing in culturally and linguistically diverse children Comprehension Module 20	**Due to Bb – Family Communication Resource on Developing Linguistic Competence**
Week 13 Apr. 24	Integrating language and literacy throughout the day and across the content areas with culturally and linguistically diverse children Identifying principles to guide language and literacy instruction for culturally and linguistically diverse prekindergarten and kindergarten children	Morrow et al., Ch. 7
Week 14 May 1	Identifying and meeting the needs of young students with specific language-based conditions and attention deficit disorders Understanding the Response to Intervention and special education process and components Course wrap up and evaluation	**Due to Bb – Dyslexia Module/Training** **Due to Bb – Part 2: Interactive Writing Experience Plan**

Date	Topics	Assignments & Readings Due
Week 15 May 8	**Finals week – no class**	**Due to Bb – Part 3: Field Experience Reflection** **Due to Bb – Field Experience Documentation Form**

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/.