

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

ECED 522.600 Developing Language, Literacy, and Communication
of Diverse Infants and Toddlers
3 Credits, Spring 2019
NET 3/18-5/12
Thursdays/ 5:00 pm – 7:40 pm
Class Meetings: 3/21, 3/28, 4/4, 4/11, 4/25, 5/2, 5/9
Fairfax High School Room D116

Faculty

Name: Christan Coogle, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1252, Fairfax Campus
Office Phone: 703-993-2377
Email Address: ccoogle@gmu.edu

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.

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. Describe the speech and language development of all young children including those children experiencing disabling and at-risk conditions.
2. Identify effective intervention methods for young children experiencing disabling and at-risk conditions.
3. Identify the developmental stages of language acquisition and communication, including the typical development of linguistic development of linguistic competence in the area of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

4. Describe cultural and linguistic diversity and English Learning Language acquisition and the effect of these characteristics on speech and language development.
5. Identify the use of language to get needs and wants met and use of functional communication for social interaction.
6. Select, develop, and use appropriate curricula, methodologies, and materials, including media and contemporary technologies, that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

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:
Not Applicable

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

McCauley, R., Fey, M., & Gillam, R. (2017). *Treatment of language disorders in children* (2nd ed.). Baltimore, MD: Brookes ISBN: 9781598571118

Shanahan, T., & Lonigan, C. (2013). *Early childhood literacy: The national early literacy panel and beyond*. Baltimore, MD: Brookes ISBN: 9781598571158

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
Language Delays and Suggested Interventions Pamphlet and Presentation	3/28	10
Children’s Literature Resource List and Book Talk	5/2	20
Language Analysis Project		
• Part 1: Description of the Child	4/4	15
• Part 2: Educational Interventions/Apps	4/25	20
• Part 3: Progress Monitoring System	5/9	10
• Part 4: Presentation	5/9	10
TOTAL		100

• **Assignments and Examinations**

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 post the pamphlet on Blackboard.

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.

Children's Literature Resource List and Book Talk (20 points)

Students will identify at least five 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 assignment will include the following information:

- Complete an accurate bibliographic information to include title, author, illustrator, copyright date, 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 these 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 Analysis Project (55 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 interventions and educational apps to support the child's language, literacy, and communication development.

Part 1: Description of the Child (15 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:

- 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.)?
- 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 textbooks, 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 2: Educational Interventions (20 points)

Based on the language, literacy, and communication analysis, students will identify and describe three educational interventions and two 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 textbooks, 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: Progress Monitoring System (10 points)

Students will identify and provide at least two different progress monitoring systems 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 textbooks, 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: Class Presentation (10 points)

Students will present a brief overview of what they learned about their focus child and will share their recommendations from Parts 2 and 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 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 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

Class Schedule

Note: Textbook reading initials reference last names of authors

Class	Topics	Readings Due	Assignments Due
Week 1 3/21	Syllabus Families Language Rich Environments Typical Atypical Development (obj 1, 3, 5, 6)	<ul style="list-style-type: none"> • Syllabus • Zauche, Thul, Mahoney, & Stapel-Wax, 2016 • MFG-1 • SL-1, 4, 10 	<ul style="list-style-type: none"> • Week One Response
Week 2 3/28	Assessment within an RTI Framework ELO Framework (obj 1, 3, 6)	<ul style="list-style-type: none"> • A Guide to Assessment in Early Childhood by Washington State • Technical Assistance Paper 4: Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curricula in Early Head Start • Greenwood, Bradfield, Kaminski, Linas, Carta, Nylander, 2011 • SL-3 	<ul style="list-style-type: none"> • Week Two Response • Language Delays and Pamphlet and Presentation
Week 3 4/4	Early Language Interventions (obj 2, 5, 6)	<ul style="list-style-type: none"> • Coogle et al., 2014 • Kaiser & Roberts, 2011 • MFG-2, 3, 4, 5 	<ul style="list-style-type: none"> • Week Three Response • Language Analysis Project: Part 1 Description of the Child
Week 4 4/11	Early Literacy Interventions (obj 2, 6)	<ul style="list-style-type: none"> • Flynn, 2011 • MFG-7, 8 • SL-5, 6, 8, 11 	<ul style="list-style-type: none"> • Week Four Response
Spring Break: April 18th			

Class	Topics	Readings Due	Assignments Due
Week 5 4/25	Assistive Technology (obj 2, 6)	<ul style="list-style-type: none"> Judge, Floyd, Woods-Fields, 2010 MFG-6 	<ul style="list-style-type: none"> Week Five Response Language Analysis Project: Part 2 Education Interventions
Week 6 5/2	Dual Language Learners (obj 4, 6)	<ul style="list-style-type: none"> Chen, Shire, 2011 Gillanders, Castro, 2011 	<ul style="list-style-type: none"> Week Six Response Children's Literature Resource List and Book Talk
Week 7 5/9	Project Presentations (obj 1, 2, 3, 4, 5, 6)		Language Analysis Project: <ul style="list-style-type: none"> Part 3: Progress Monitoring System Part 4: Class Presentation

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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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://coursesupport.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/>.