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, Fall 2019
8/26 – 12/18, Monday/ 4:30 – 7:10 pm
Aquia Building 213, 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.

Course Delivery Method
This course will be delivered in a lecture and discussion format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1. Describe the complex nature of language and communication acquisition (e.g., developmental stages) as a precursor to literacy and the typical and atypical 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).
2. Describe the effects of disabling and at-risk conditions on the speech and language development of infants and toddlers, including dual language learners.
3. Describe the effects of cultural and linguistic diversity and English language acquisition for dual language learners on speech and language development in infants and toddlers.
4. Identify effective speech and language intervention methods for infants and toddlers, including dual language learners, experiencing disabling and at-risk conditions and their families.
5. Select, develop, and use appropriate curricula, methodologies, and materials, including media and contemporary technologies, that support and enhance learning for infants and toddlers

and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

6. 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.

7. Identify and discuss formal and informal assessment as screening, diagnostic, and progress monitoring measures of speech and language development.

8. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, and others.

9. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Competencies
Language and Literacy

Virginia Early Childhood Special Education Endorsement Competencies
Speech and Language Development and Intervention Methods

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: 9781598579796

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

Vukelich, C., Enz, B., & Roskos, K. A., & Christie, J. (2020). *Helping young children learn language and literacy: Birth through kindergarten* (5th ed.), Boston, MA: Pearson. ISBN: 9780134866598

Recommended Texts
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 & Participation	Ongoing	**25**
Language Delays and Effective Methods of Intervention Presentations	Nov 4	**10**
Children's Literature Resource List and Book Talk	Nov 18	**10**
Language Analysis Project		**55**
• Part 1: Description of the Child	Sept 23	15
• Part 2: Educational Interventions	Oct 15	20
• Part 3: Progress Monitoring System	Oct 28	10
• Part 4: Class Presentation	Nov 25, Dec 2	10
TOTAL		**100**

- **Assignments and Examinations**

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 four- to five-page 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 at least five 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/App (20 points)
Based on the language, literacy, and communication analysis, students will identify and describe three to four educational interventions and two 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 textbooks, class discussions and handouts, and at least two 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 a description of at least two progress monitoring systems and fidelity of implementation 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 fidelity of implementation system as well as the rationale for using them.

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.

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 to the class.

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 (10 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.

Students will present the books and the accompanying activities to the class. 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.

- **Other Requirements**

Attendance and Participation (25 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 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 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

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	Readings & Assignments Due
Week 1 Aug 26	Syllabus and Course Overview Language Development in the Context of Families and Culture	Vukelich et al., Chapter 1, Chapter 2 (pp. 29-38; 41-44)
Sep 2	Holiday – No class meeting	
Week 2 Sep 9	Language Acquisition in the Infant and Toddler Years • Stages of typical development • Atypical development in young children	Vukelich et al., Chapters 3, 4
Week 3 Sep 16	Connection Between Language Acquisition and Other Developmental Domains • Cognitive development • Social and emotional development	Zauche, Thul, Mahoney, & Stapel-Wax, 2016 Shanahan & Lonigan, Chapter 4
Week 4 Sep 23	Language as the Foundation for Literacy • Phonetics • Semantics • Syntax • Morphology • Phonology • Pragmatics of Language o Use of language to get needs and wants met	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

	o Use of functional communication for social interaction	Review Frameworks for Response to Intervention in Early Childhood: Description and Implications Greenwood, Bradfield, Kaminski, Linas, Carta, Nylander, 2011 Vukelich et al., Chapter 2 (pages 24-29) **Due to Bb – Language Analysis Project Part 1: Description of the Child**
Week 5 Sep 30	Language Rich Environments	Vukelich et al., Chapter 3
Week 6 Oct 7	Curricula, Methodologies, and Materials • Evidence-based • Age-appropriate • Culturally relevant pedagogy Multitiered Levels of Support	McCauley et al, Chapters 2, 11, 16 Greenwood, Bradfield, Kaminski, Linas, Carta, Nylander, 2011 Shanahan & Lonigan, Chapters 1, 4, 10
Week 7 Oct 15 (Monday classes meet on Tuesday) (ONLINE)	Speech and Language Development Assessments • Screening • Diagnostic • Progress monitoring	A Guide to Assessment in Early Childhood by Washington State Technical Assistance Paper 4: Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curriculum in Early Head Start Vukelich et al., Chapter 9 **Due to Bb – Language Analysis Project Part 2: Educational Interventions**
Week 8 Oct 21	Early Language Interventions cont. • Routines-based intervention • Evidence-based practices • Responding to cultural and linguistic diversity • Interventions when working with families	McCauley et al., Chapters 3, 4, 5 Coogle, Floyd, Hanline, & Kellner-Hiczewski, 2014 Kaiser & Roberts, 2011 Recommended Readings Vukelich et al., Chapter 4
Week 9	Early Language Interventions	McCauley et al., Chapters 9, 10

Oct 28	• Routines-based intervention • Evidence-based practices • Responding to cultural and linguistic diversity • Interventions when working with families	Vukelich et al., Chapter 5 **Due to Bb – Language Analysis Project Part 3: Progress Monitoring System**
Week 10 Nov 4	Early Language Interventions cont. • Routines-based intervention • Evidence-based practices • Responding to cultural and linguistic diversity • Interventions when working with families	McCauley et al., Chapters 17, 19 **Due to Bb– Language Delays and Effective Methods of Intervention Presentations**
Week 11 Nov 11	Developing Language & Literacy Through Children's Literature • Supporting and enhancing speech and language development • Representing cultural and linguistic diversity in literature • Using appropriate methodologies materials to enhance student learning	McCauley et al., Chapters 7, 8 Vukelich et al., Chapter 6 Flynn, 2011 Recommended Readings Shanahan & Lonigan, Chapters 5, 6, 8, 11
Week 12 Nov 18	Augmentative/Assistive/Alternative Technology Investigation/Exploration • Media and contemporary technologies • Using technology to support language acquisition Children's Literature Resource List and Book Talk Presentations	McCauley et al., Chapter 6 Judge, Floyd, Woods-Fields, 2010 **Due to Bb –Children's Literature Resource List and Book Talk**
Week 13 Nov 25	Dual and Multi-Language Development • Effects of cultural and linguistic diversity on language acquisition • Using strengths-based language to describe and discuss language development in young children • Reviewing language and literacy development and interventions Language Analysis Project Presentations	Required Readings Chen, Shire, 2011 Gillanders, Castro, 2011 **Due to Bb –Language Analysis Project Part 4: Class Presentation**
Week 14 Dec 2	Language Analysis Project Presentations	**Due to Bb –Language Analysis Project Part 4: Class Presentation**
Dec 9-10	Reading Days – No class meeting	

Week 15	Exam Period – No class meeting	

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/.