

George Mason University
College of Education and Human Development

LANGUAGE AND LITERACY DEVELOPMENT IN DIVERSE LEARNERS (K – 3)
EDUT 613, SECTION 5U1 (3 CREDITS), FALL 2004

Early Childhood UTEEM Program

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COURSE DESCRIPTION

613 Language and Literacy Development for Diverse Learners, K3 (3:3:0). *Prerequisite: Admission to the UTEEM program or permission of the instructor.* Develops and applies knowledge of the stages of literacy in conjunction with appropriate instructional materials and techniques for the K3 grade learner. Analyzes, synthesizes, and applies knowledge of recent research to teaching practices in literacy development. Applies a variety of instructional approaches in response to the needs of diverse students in a culturally and developmentally sensitive manner.

RATIONALE

This course is one component strand for the Early Childhood UTEEM program, a triple-licensure, teacher preparation program. This program provides an integrated approach to preparing teachers who will work with children of diverse backgrounds and needs in a variety of settings from a community-based perspective. The participating students are enrolled in the program on a full-time basis. This course is taught in conjunction with three other courses offered the same semester along with a full-time field placement.

NATURE OF COURSE DELIVERY

This course utilizes a seminar format. Students attend each class for three to six hours. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Activities will include small group discussions and presentations, whole class sharing, and reflection through journaling and quick writes. Students are expected to utilize their course readings during class sessions to respond to thought questions and engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter.

REQUIRED TEXTS

May, F. B., & Rizzardi, L. (2002). *Reading as communication* (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Schulman, M. B., & Payne C. D. (2000). *Guided reading: Making it work (Grades K – 3)*. New York: Scholastic.

RELATIONSHIP TO PROGRAM AND PROFESSIONAL STANDARDS

This course is one of three language and literacy courses that are offered as part of the Early Childhood UTEEM master's degree and triple-licensure program. The program specifically addresses the licensure standards established by the Commonwealth of Virginia, as well as the standards established by related professional organizations. These standards include the following:

- Understanding of curriculum and instruction and the ability to implement instruction for diverse learners
- Understanding of children in the context of family, culture, and community and of the role of the family in developing literacy
- Understanding of the linguistic, sociological, cultural, cognitive, and psychological basis of the reading process
- Understanding of the complex nature of language acquisition and reading including a knowledge of and proficiency in teaching (a) phonological awareness, (b) phonics, (c) how phonics, syntax, and semantics interact as the reader constructs meaning, (d) a wide variety of comprehension strategies, and (e) strategies to increase vocabulary
- Understanding of and proficiency in teaching reading in the content areas, including a repertoire of questioning strategies in literal, interpretive, critical, and evaluative comprehension
- Understanding of the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate reading levels
- Understanding of and proficiency in teaching the knowledge, skills, and processes necessary for developing children's writing, including grammar, punctuation, spelling, and syntax
- Understanding of and proficiency in teaching systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," the connection between the stages of language acquisition and spelling, orthographic patterns, and strategies for promoting generalizations of spelling study to writing
- Understanding of and the ability to promote creative thinking and expression, as through imaginative writing
- Understanding of speech and language development and intervention methods, including the effects of disabling and at-risk conditions on young children
- Understanding of and ability to guide students in their use of technology for both process and product as they work with reading, writing, and research
- Understanding of the knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning in English
- Understanding of and proficiency in the use of assessment and screening measures (formal and informal) for language proficiency, concepts of print, phoneme awareness, letter recognition, sound-symbol knowledge, single word recognition, decoding, word attack skills, word recognition in context, reading fluency, and oral and silent reading comprehension
- Understanding of and proficiency in the knowledge, skills, and processes necessary for teaching oral language (including listening and speaking)

COURSE OUTCOMES

1. Students will write a narrative using a variety of strategies throughout the writing process. They will describe how they plan to develop kindergarten through third-grade (K-3) children's writing and explain how they plan to support and enrich, home, community, and school interactions throughout the process.

Performance-Based Assessment: Writing Project

2. Students will develop and apply knowledge of the stages of literacy in conjunction with appropriate instructional materials and techniques for the K-3 learner.

Performance-Based Assessment: Reading Instruction Analyses

3. Students will apply a variety of instructional approaches in response to the needs of diverse students in a culturally and developmentally sensitive manner.

Performance-Based Assessment: Reading Instruction Analyses and Curriculum Project

4. Students will integrate the four areas of language arts (reading, writing, speaking, and listening) across the curriculum for authentic purposes combined with a holistic view of learning.

Performance-Based Assessment: Language and Literacy Across the Curriculum Project

GSE SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Note: This syllabus and schedule are subject to change based on the needs of the class.

COURSE REQUIREMENTS

Assignments	Due Dates	Points
Writing Project	October 13	30
Reading Analyses	November 15	30
Literacy Across the Curriculum Project	December 8	30
Participation	Ongoing	10
TOTAL		100

GRADING SCALE	
A	93 - 100
A-	90 - 92
B+	88 - 89
B	80 - 87
C	75 - 79

GENERAL REQUIREMENTS

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy from kindergarten through third grade, it is imperative that you keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, you will not be in class, you must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

WRITTEN ASSIGNMENTS

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth 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 GMU library web guide at <http://library.gmu.edu/resources/edu/>.

Expectations

Students will

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.

PARTICIPATION

Because active participation and engagement is imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Readings and outside preparation for in-class activities are completed prior to class as is evidenced by the ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Active involvement in in-class learning experiences is apparent 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.
- Critical reflective thinking is apparent through in-class written reflections and activities.

WRITING PROJECT

Assignment

Using planning, drafting, revising, editing, and publishing strategies, students will write a narrative about a personal experience they would like to share with their classmates. They will describe how they plan to develop children's writing in their own K-3 classroom.

Personal Narrative

Students will keep all papers related to this project in the pockets of a *blue, two-pocket folder*. When the narrative is submitted, the folder will contain the written work associated with at least one published story. The folder will include the following:

1. a planning sheet that includes the audience, purpose, topic, and form
2. a lengthy brainstormed list of possible topics or ideas for writing
3. a detailed brainstormed list of ideas related to the selected topic
4. a mapping (or web) including the topic, appropriate main ideas, and sufficient details
5. a double-spaced draft written on one side of the paper with evidence of revising and editing
6. a final copy that is word processed (single or double spaced), written in a clear and professional manner, shows evidence of careful editing, and is ready to be shared

In addition to the submitting the written products, students will participate in several in-class activities, including whole class modeling, small-group conferences, and an oral sharing of the final story.

Writing in a K – 3 Classroom

The folder will also contain a six- to eight-page, double-spaced description of how students will develop children's writing in their own K-3 classroom as well as how they will engage families. This description should reflect students' critical thought, appropriate practices, and relevant citations.

READING INSTRUCTION ANALYSES

Assignment

Students will (a) observe a guided reading instruction and (b) provide small-group instruction for a group of students. For each lesson, they will provide a description of the students and an analysis of the lesson. For the guided reading lesson observation, they will write a summary of the lesson. For the small-group reading instruction, they will write a detailed lesson plan prior to implementing the lesson. They will link observations and analyses to course readings by citing sources as appropriate.

Observation of the Guided Reading Lesson

1. Before the observation, students will talk with the teacher about what she/he plans to do and why.
2. During the observation, they will note their observations and any questions that arise.
3. After the observation, they will discuss with the teacher what she/he did, what modifications were made to the original plan and why, and what future instruction would entail.
4. Students will write a summary and analysis that include the following:
 - a description of the group of students engaged in the guided reading instruction
 - a detailed and clearly conveyed summary of the guided reading lesson, including information gathered from observation as well as the pre- and post-observation discussions
 - a carefully developed and comprehensive analysis of the guided reading instruction, including (a) how the lesson met the students' strengths, interests, and needs; (b) what questions arose; (c) what learning appeared to occur; and (d) citations to support their conclusions

Small-Group Reading Instruction

1. Before the lesson, students will determine their students' interests, strengths, and needs and will use this information to write a fully developed and clearly stated lesson plan for a small group of students, using the lesson plan format provided by the instructor. They will include a description of the group of students who will be engaged in the small-group reading instruction.
2. After the lesson, students will write a carefully developed and comprehensive analysis of the reading instruction, including (a) how the lesson met the students' strengths, interests, and needs; (b) how the lesson was modified to meet the needs of the students; (c) what questions arose; (d) what learning appeared to occur; (e) what follow-up instruction is needed; and (f) citations to support the analysis and conclusions.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM PROJECT

Assignment

Students will plan and implement instruction that provides integrated experiences that develop language and literacy in culturally, linguistically, and ability diverse young children. They will develop a database of print and non-print materials, including children's literature, informational text, electronic text, and software that can be incorporated into the learning experiences. They will share selected materials and practices in small groups. This project will take place during the internship and will be completed in conjunction with the curriculum project assigned in the curriculum strand.

Instruction

Students will submit a copy of the project developed for the curriculum strand. They will select three activities or lessons that included language- and literacy-based practices. For each activity or lesson, they will write a one-page, double-spaced explanation of how the selected activity or lesson provides evidence of their ability to integrate language and literacy across the curriculum. They will use citations as appropriate.

Database

Students will develop a user-friendly database of at least 20 entries that includes a variety of quality print and non-print materials related to the project developed for the internship. The database should include children's literature, informational text, electronic text, and software that represent varying levels of difficulty. Each entry should include the following information:

1. bibliographic information (title, author, illustrator, copyright date, city of publication, and publisher or information on how to access the resource electronically)
2. an indication of the type of print or non-print material (e.g., children's literature, informational text, electronic text, music, video, or software, etc.)
3. identifiers that will help database users access lists of print materials (e.g., related themes, topics, concepts, book levels, etc.)
4. pertinent notes about the materials' representation of diversity as appropriate
5. clear and concise descriptions of the materials and how they were incorporated into the project

Presentation

Students will prepare a 15-minute, informal presentation to share with a small group of peers. They will highlight some of the materials and literacy-related practices and approaches implemented during the project that enabled them to integrate language and literacy across the curriculum.

CLASS SCHEDULE

DATE	CLASS TOPICS	READINGS* & ASSIGNMENTS DUE
August 31 & September 1 Tuesday & Wednesday	Reflecting on Teaching Culturally and Linguistically Diverse K – 3 Children	<i>White Teacher</i> by Vivian Gussin Paley
September 3 Friday 9:00 – 12:00 Robinson A 412	Foundations of Language and Literacy Assessment and Instruction	May & Rizzardi: Chapters 1 & 2
September 15 Wednesday 9:00 – 4:00 Robinson A 412	Reading Process and Development Writing Process and Development	May & Rizzardi: Chapters 3 & 4 Schulman & Payne: Chapters 1 – 3
September 29 Wednesday 9:00 – 4:00 Robinson A 412	Phonological Awareness Alphabetic Principle and Print Concepts Word Identification and Recognition Phonics Spelling Development Writing Instruction	May & Rizzardi: Chapters 6 & 7 Schulman & Payne: Chapter 6 <i>Draft of Narrative</i>
October 13 Wednesday 9:00 – 4:00 Robinson A 412	Organizing and Implementing Reading Assessment and Instruction Reading Comprehension Writing: An Authors' Celebration	May & Rizzardi: Chapter 9 Schulman & Payne: Chapters 4 & 5 Writing Project
October 26 Tuesday 9:00 – 4:00 Robinson A 350	Selecting and Using Print and Non-Print Materials, Including Technology-Based Resources Selecting and Implementing Appropriate Assessment and Instructional Practices and Approaches, Including Technology-Based Approaches	May & Rizzardi: Chapters 10 – 12 Schulman & Payne: Chapter 7
Nov. 1 – Nov. 24	<i>Full-Time Internship</i>	E-Mail Reading Analyses to jkidd@gmu.edu by November 15
November 29 Monday 9:00 – 4:00 Robinson A 412	Concept and Vocabulary Development Language Development and Instruction for English-Language Learners <i>Presenter: Kim Amenabar</i>	May & Rizzardi: Chapter 8 Articles: TBA
December 8 Wednesday 9:00 – 4:00 Robinson A 412	Reading Fluency Language and Literacy Across the Curriculum	May & Rizzardi: Chapter 5 Language and Literacy Across the Curriculum Project

*Additional readings may be provided as relevant.