

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 2005

Early Childhood UTEEM Program

INSTRUCTOR: Dr. Julie Kidd	E-Mail: jkidd@gmu.edu
MSN 4B3	Phone Number: 703-993-8325
Graduate School of Education	Fax Number: 703-993-2013
George Mason University	Website: http://blackboard.gmu.edu
Fairfax, VA 22030	Office: Robinson A 326

Office Hours: Mondays, 3:30 – 5:30 p.m. and by appointment

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.

CEHD SYLLABUS STATEMENTS OF EXPECTATIONS

The College of Education and Human Development (CEHD) 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: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

RELATIONSHIP TO PROGRAM AND PROFESSIONAL STANDARDS

Council for Exceptional Children (CEC) Standards

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

For descriptions of each of the above standards, go to

http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards.

National Association for the Education of Young Children (NAEYC) Standards

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Teaching and Learning
5. Becoming a Professional

For descriptions of the above standards, go to <http://www.naeyc.org/faculty/> and click on NAEYC Standards for Professional Preparation.

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

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

Burns, M. S., Griffin, P., & Snow, C. E. (2000). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

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

Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2005). *All children read: Teaching for literacy in today's diverse classroom*. NY: Allyn & Bacon.

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 students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they 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, students should 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 are 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

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 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.

Students will consult scoring guide for evaluation criteria.

LANGUAGE AND LITERACY ASSESSMENT AND INSTRUCTION PROJECT

Students will use informal assessment tools to assess and evaluate a K-3 student's language and literacy development. They will share the results of their assessments in a written report that will be e-mailed to the instructor. They will use this information to plan and implement reading instruction. A three-day plan for instruction will be e-mailed to the instructor prior to implementation. After instruction, students will reflect on the instruction and the effect it had on the K-3 student's language and literacy development. This reflection will be e-mailed to the instructor. This assignment will become part of the portfolio compiled for the assessment and development course.

Assessment

Students will use informal assessments to assess and evaluate the language, reading, and writing development of a K-3 student. The specific assessments will depend upon the individual K-3 student assessed. The students will write a report that clearly and accurately conveys background information about the K-3 student as well as the results of the assessments. The results should include information about the K-3 student's strengths and needs in each area assessed. The completed report will be e-mailed to the instructor prior to beginning instruction.

Instruction

Students will use the results of the informal assessments as well as any other information they have about the K-3 student to develop a three-day plan of instruction. This plan will be e-mailed to the instructor prior to instruction and will include the following:

- ✚ a description of how the student's strengths will be built upon across the three-day period
- ✚ a description of how identified areas of need in language, reading, and writing will be addressed throughout the instructional day and within the instructional routines across the three-day period
- ✚ a three-day plan for small-group reading instruction, including expected outcomes, materials, specific instructional strategies, plans for ongoing assessment, and thoughts about adaptations that might need to be made throughout the course of instruction
- ✚ a three-day plan for writing instruction, including expected outcomes, materials, specific instructional strategies, plans for ongoing assessment, and thoughts about adaptations that might need to be made throughout the course of instruction
- ✚ a description of how families will be engaged in the instructional process and how information gained from families affected the plans developed

Reflection

Students will write a two- to three-page reflection that provides critical thoughts and insights about the impact the instruction had on the K-3 student. In addition, this reflection will include thoughts about what went well, what they would change in future contexts, and what the next steps are in terms of assessment and instruction for the K-3 student. Students will also include reflections on how this assignment contributed to their professional growth.

Students will consult scoring guide for evaluation criteria.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM ACTIVITIES

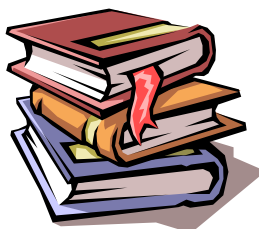
Students will plan and implement instruction that provides integrated experiences that develop language and literacy across the curriculum. They will write a four- to six-page report that describes two ways they incorporated language and literacy across the curriculum during their internship experience. References will be cited to support the activities implemented. The following guidelines will be followed:

- ✚ One description will include a mathematics or science connection.
- ✚ One will include a social studies connection.
- ✚ At least one of the descriptions will include technology-based materials or approaches.
- ✚ Students will provide an explanation of how the selected activities provide evidence of their ability to integrate language and literacy across the curriculum.
- ✚ Students use provide appropriate reference citations.

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

Students will e-mail the report to the instructor. A hard copy submission will not be necessary.

Students will consult scoring guide for evaluation criteria.



OVERVIEW OF COURSE REQUIREMENTS

Assignments	Due Dates	Points
Writing Project	October 26	30
Language and Literacy Assessment and Instruction Project	No Later Than November 21	35
Literacy Across the Curriculum Project	December 14	25
Participation	Ongoing	10
TOTAL		100

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

CLASS SCHEDULE

DATE	CLASS TOPICS	READINGS* & ASSIGNMENTS DUE
August 30 & 31 Tuesday & Wednesday	Issues of Culture, Race, and Poverty	
September 1 Thursday 1:00 – 4:00 Robinson A 412	Foundations of Language and Literacy Assessment and Instruction	
September 14 Wednesday 9:00 – 4:00 Robinson A 349	Reading, Writing, and Language Processes Spelling and Writing Development	Temple et al.: Chapters 1 – 3 & 8 <i>Bring in a K-3 children's book</i>
September 28 Wednesday 9:00 – 2:30 Robinson A 349 The Melanie Bush talk will begin at 3:00 in the JC Cinema.	Emergent Literacy <ul style="list-style-type: none"> ✚ Phonological Awareness ✚ Concepts of Print ✚ Alphabetic Principle Word Knowledge <ul style="list-style-type: none"> ✚ Phonics ✚ Sight Word Recognition 	Temple et al.: Chapters 4 & 5 Choice of one set of readings (to be selected during class on September 14)
October 12 Wednesday 9:00 – 4:00 Robinson A 349	Vocabulary Development Reading Comprehension	Temple et al.: Chapter 6 Schulman & Payne: All <i>Draft of Personal Narrative</i>
October 26 9:00 – 4:00 Robinson A 349	Fluency Literacy Across the Curriculum Authors' Celebration	Temple et al.: Chapter 7 Writing Project
October 31 – November 21	<i>Full-Time Internship</i>	E-Mail Assessment and Instruction Project to jkidd@gmu.edu
December 5 Monday 9:00 – 4:00 Location TBA	Organizing and Managing the Literacy Program Language Development and Instruction for English-Language Learners <i>Presenter: Kim Amenabar</i>	Temple et al.: Chapters 9 – 12 <i>Bring in a K-3 children's book that represents diversity in an appropriate manner</i>
December 14 Wednesday 1:00 – 4:00 Robinson A 349	Share Language and Literacy Across the Curriculum Activities	Language and Literacy Across the Curriculum Activities

*Additional readings may be provided as relevant.