

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

EDSE 557
Foundations of Language and Literacy for Diverse Learners (3:3:0)
Fall 2009
Thursday 4:30-6:40 pm
400R Truland Building, Arlington Campus

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By Appointment & Before/After Class
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Course Description

Examines complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures. Emphasizes first and second language acquisition.

Nature of Course Delivery

The class will have lecture, discussion, group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to::

1. Describe the developmental, social, cultural, affective, cognitive, and educational factors that play a role in typical and atypical language development, first and second language acquisition, and reading and writing development.
2. Describe the reading and writing acquisition processes and the interaction among phonological awareness, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing.
3. Demonstrate the ability to apply current research on typical and atypical language development, second language acquisition, home language, family communication, play, storytelling, and emergent literacy to various settings.
4. Describe the English language structure, including phonology, orthography, morphology, syntax, and semantics..
5. Describe vocabulary acquisition including variation in word meaning.
6. Demonstrate the ability to select children's literature and design meaningful literacy activities that reflect and appreciate cultural, linguistic, and ability diversity.
7. Describe text characteristics including student content preferences, discourse structure, and comprehension, vocabulary, phonemic and syntactic complexity.
8. Describe technology use for early language and literacy instruction and assessment.
9. Describe effective collaboration with school-based teams to identify, select, and evaluate children's literature and other materials that meet students' reading needs and interests whether being used in classrooms, libraries, or with parents and caregivers.

Professional Standards

This concentration is approved for licensure in the Commonwealth of Virginia and it complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC) and the National Association for the Education of Young Children (NAEYC) . The course content has been designed to address the following standards and competencies.

Council for Exceptional Children (CEC)

- Standard 6 Communication

National Association for the Education of Young Children (NAEYC)

- Standard 1 Promoting Child Development and Learning

Virginia Professional Endorsement Competencies

- Reading

Virginia Early Childhood Competencies

- 2 Knowledge and Skills: Reading/English

Required Texts and Chapters:

Ezell, H.K. & Justice, L.M. ((2005) *Shared storybook reading, building young children's language and emergent literacy skills*. Paul H. Brookes Publishing

Genishi, C. & Dyson, A.H. (2009) *Children , language, and literacy- Diverse learners in diverse times*. Washington, D.C.: National Association for the Education of Young Children.

Genesee, F., Paradis, J. & Crago , M.B. (2004) *Bilingual First Language Acquisition. Dual Language Development & Disorders*. Paul H. Brookes Publishing.

Recommended 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.
<http://www.nap.edu>.

Shulman, B.B. & Capone, N.C. (2010) *Language development, Foundations, processes, and clinical applications*. Sudbury, MA: Jones and Bartlett Publishers.

Course Requirements

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, 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/email 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/>.

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.

Grading Criteria

A = 95 – 100

A- = 90 – 94

B+ = 87 – 89

B = 83 – 86

B- = 80 – 82

C = 70 – 79

F = < 70

Grading Policy

Students in a graduate program must maintain a 3.000 GPA (B average). Endorsement coursework grades must be B or better for graduate courses. Grades of B minus or better are required for all graduate-level education coursework for licensure. Students with a C or lower in a licensure course must re-take the course and earn a B minus or better to be recommended for Virginia licensure. Only two grades of C will be allowed for completion of the master's degree.

Assignments

I. Attendance and Participation (10 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 complete readings and prepare for class activities prior to class as is 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 learning experiences 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.
- Students show evidence of crucial reflective thinking through in-class discussions, activities, and written reflections.

II. Diverse preschoolers' language development through conversations, stories, and play. (30 points)

Students will select 4 picture books that are culturally and linguistically appropriate for diverse preschoolers and their families. Each book should focus on one aspect of language development: pragmatics, semantics, morphology/syntax, and phonology.

1. With each book, students will write a paper in APA style with references cited that:
 - Specifies the aspect of language that is the focus for a child with atypical development in that area (pragmatics, semantics, morphology/syntax, or phonology). Summarize characteristics of the atypical development citing at least 3 references. Then, list specific skills within the area of development that are being targeted during the story reading or conversations with each book.
 - Clearly describes three related activities suitable for a preschool classroom or a home to provide more use of the specific language skill in an evidenced-based strategy. Strategies may be ones that can be embedded in:
 - An activity that parents use in daily routines in their home or community.
 - Play with recommended props or toys
 - A construction, food preparation, or craft activity with recommended materials.
2. Present to the class one of these books and the area of atypical language development (pragmatics, semantics, morphology/syntax, or phonology) being emphasized. Demonstrate how the book will be used and demonstrate activities selected to address the specific needs of a preschooler. Include a description of how the book and activities are sensitive to cultural and linguistic diversity. A written handout should cite references for the class.

III Language Analysis Project (30 points)

Students will transcribe a language sample of at least 50 utterances or communication attempts by a child between ages 3-5 years when the child is speaking in a natural setting with another child or a parent. Analysis may be used for a monolingual or bilingual speaker. Students will include cultural or linguistic considerations as they analyze the language sample four ways:

1. Pragmatics: turn-taking, initiations, and relevant responses to a topic. Describe the situation, gestures, and other non-verbal communications specifically so that another person understands the circumstances and meaning. Note any aspect that is atypical.
2. Semantics: use of different words compared to the total number of words in the sample and categorize types of atypical use of vocabulary words for the child's age or language level. Describe use of words in different languages, as applicable. Note any aspect that is atypical.
3. Morphology/syntax: average length of utterances and use of word endings to indicate plurals, possessives, and tenses. Note any aspect that is atypical.
4. Phonology: count of intelligible words. Note atypical sound use.

IV. Family language and emergent literacy handbook (30 points)

Students will compile a language and emergent literacy handbook that can be used by families as a resource for: (1) understanding typical language development in English and bilingual language acquisition between 3-5 years of age; (2) indicators of atypical language development in preschoolers, (3) emergent literacy development as a foundation for reading and writing, and (4) evidence-based practices that enhance language and literacy development, including in preschools, in homes, and in the community.

The handbook will be a synthesis of students' understanding of the topics explored during the semester. It will include:

- (1) A description for parents of the development of language, including pragmatics, semantics, morphology, syntax, and phonology that typically develop between 3-5 years of age, including bilingual language acquisition. Cite at least 3 references in APA style.
- (2) A description for parents of indicators of atypical development of pragmatics, semantics, morphology/syntax, or phonology that may indicate need for assessment. Include an example of one strategy for each area of language that has been shown by evidence-based research to facilitate language development in pragmatics, semantics, syntax, and phonology. Cite at least 3 references in APA style .
- (3) A description for parents of emergent literacy skills typically developing during 3-5 years of age with 3 references in APA style.

(4) Students will compile a resource for parents that includes:

- Four books that are culturally sensitive, that support home language use, and that highlight an area of emergent literacy (print awareness or phonological awareness).
- At least four activities related to each book that embed the emergent literacy skill into daily routines at home or in the community or during play.
- At least four technology-based resources related to each book (e.g. videos, songs, websites) that would be culturally sensitive to a variety of families and child interests.

CEHD Syllabus Statements of Expectations

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy 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 <http://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.

COURSE TOPICS

Date	Topics	Readings & Assignments Due
Sept 3	Overview of course Promoting oral language development through conversations, stories and play. Considering the influence of culture.	Review Syllabus Genishi & Dyson: Chap 1 & 4 Ezell & Justice Chap 9 + 10 Shulman & Capone, pp 349-361
Sept. 10	Preschoolers' pragmatic language development .Considerations of the influence of Culture.	Shulman & Capone, Ch 5 Ezell & Justice Ch 1 & 2
Sept. 17	PS Semantic language development. Influence of culture and bilingual language acquisition. Vocabulary language sampling	Shulman & Capone, Chap 7 Ezell & Justice 3 & 4 Leonard (provided)
Sept 24	PS development of morphology & syntax & influence of bilingualism. Language sampling.	Shulman & Capone, Chap 10 Genishi & Dyson Chap 2 & 3
Oct. 1	PS development of phonology and influence of bilingualism. Intelligibility ratings.	Shulman & Capone Chap 8 Provided articles
Oct 8	Atypical language development in pragmatics and semantics. Evidence-based intervention & strategies with conversations, stories, and play.	Assignment III. Language samples due. Provided articles:
Oct 15	Atypical development of morphology and syntax. Evidence-based strategies to use in conversations, stories, & play.	Shulman & Capone, Chap 14.
Oct. 22	Atypical development of phonology. Evidence-based strategies in conversations, stories, and play.	Provided handbook by Buffardi et. al., articles. .
Oct 29	Bilingual language acquisition-typical, delayed, or atypical? Guest speaker: Rosie Johnson , recently retired FCPS ESOL and Dual Language Assessment administrator and teacher.	Genesee et al, Chap 4, Other provided articles/ chapters. Shulman & Capone, Chap 13
Nov 5	Development of emergent literacy: phonological awareness and strategies in a variety of settings.	Burns et. al. pp. 1-58; Ezell & Justice, Chap. 5
Sat Nov 7, 9-4	Use of shared book reading to support language development.. Community and website resources.	Assignment II due presentations & paper
Nov 12	Development of emergent literacy: Print awareness and letter knowledge and strategies with books and preschool activities and home, preschool, and community. . .	Ezell & Justice Chap 6

Nov 12	Development of emergent literacy : Prewriting and writing with strategies during activities at home, preschool, and community.	Genishi & Dyson, Chap 5
Dec 3	Emergent literacy as a foundation for reading and writing. Pat Johnson, guest speaker. Author of One Child at a Time, strategies for struggling readers.	Ezell & Justice, Chap 7 & 8
Dec. 10	Language development and communication—taking a closer look at the individual child in different settings.	Genishi & Dyson, Chap 6 & 7 Shulman & Capone, Chap 15.
Dec 17		Assignment IV. Handbook due.