George Mason University
College of Education & Human Development
Early Childhood Education Program
Teach for America

EDUT 613 (3:3:0)
Language and Literacy Assessment and Instruction for Diverse Young Learners
Fall 2010
Thursdays, 5:00 – 9:00 pm
Arlington Campus

Debra Fulcher   **Sonia Martin, Ed.D**
(H) 703 787 9479   **(H) 571 261 1994**
(C) 703 314 2390   **(C) 703 987 8835**
dfulche1@gmu.edu   **smarti11@gmu.edu**

Course Description

EDUT 613 Language and Literacy Assessment and Instruction for Diverse Young Learners
Admission to the Early Childhood Education program or permission of the instructor
Examines ways to assess and develop reading, writing, listening, and speaking in preschool – third-grade classrooms. Addresses instructional strategies and practices that promote language and literacy development in culturally, linguistically, and ability diverse children. *Field Experience Required.*

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 research-based strategies and approaches to facilitate language and literacy development across the curriculum using a variety of primary and secondary instructional approaches that (a) promote reading, writing, and language development; (b) include a focus on motivation, writing, spelling, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension; and (c) are appropriate to instructional purposes and students' individual differences (abilities, interests, cultural and linguistic backgrounds, gender).

2. Explain how to select, organize, evaluate, and use various core and supplementary print materials, technology-based resources, and core reading programs that are appropriate to instructional purposes and students' individual differences (abilities, interests, cultural and linguistic backgrounds, gender).

3. Plan a literacy-rich environment that includes a variety of materials and resources organized in ways that support language and literacy instruction, promote students' interest and engagement in reading, and enhance language and literacy development.

4. Apply knowledge of language and literacy development when planning and implementing language and literacy assessment and instruction that is culturally appropriate and identifies and meets the specific needs of individual students.

Professional Standards

This concentration is approved for licensure in Virginia and it complies with the standards for teacher licensure established by the National Association for the Education of Young Children.

National Association for Early Childhood Education (NAEYC)

- Observing, Documenting, and Assessing to Support Young Children and Families

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 Requirements

Required Texts

Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2011). *All children read: Teaching for literacy in today's diverse classroom*. (3rd ed.). New York: Allyn & Bacon.
Readings as Assigned

Recommended Texts

National Research Council (1999). *Starting Out Right: A guide to Promoting Children's Reading Success*. Washington DC: National Academy Press

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 the instructor and leave a message.

3. The university requires that all pagers and cell phones be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
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.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

> Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. 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 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	

A+ is possible if work is of exceptional high quality and includes work above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the catalog: http://catalog.gmu.edu/. Those students enrolled in a CEHD licensure 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.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that MUST be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

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Assignments

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Attendance and Participation (15 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 critical reflective thinking through in-class discussions, activities, and written reflections.

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Technology Connections (10 points total or 2 points each)

Students will explore resources and materials offered on line in connection with topics of discussion and reading assignments. At the end of each chapter in *All Children Read* there is a section called "Technology Connections" and alternative related sites will be given out in class. Students will choose and review five sites.

Student should post on Blackboard a one-page review for each site. The paper should include:

- Detailed description of the site(s)
- Reflection on how the site(s) could be used educationally

Students' comments on the posted review are encouraged.

Personal Narrative and Reflection (10 points)

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. After completing the memoir, they will write a reflection about the experience. Students will keep all papers related to this project in the pockets of a *two-pocket folder*. The folder will include the following:

- a planning sheet that includes the audience, purpose, topic, and form
- a lengthy brainstormed list of possible topics or ideas for writing
- a detailed brainstormed list of ideas related to the selected topic
- a mapping (or web) including the topic, appropriate main ideas, and sufficient details
- a double-spaced draft written on one side of the paper with evidence of revising and editing
- 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
- a written reflection that includes thoughts about themselves as writers as well as teachers of writing

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.

Language and Literacy Assessment and Instruction Project (40 points)

Students will select a focus child from their classroom. They will use existing data, informal assessments, and information gathered from families and other professionals to assess and evaluate the child's language and literacy development. They will use this information to plan and implement a week of language and literacy instruction that helps the child acquire and use listening, speaking, reading, and writing for social and academic purposes. They will support their instructional decisions with references to theories and research on language acquisition and literacy development. Students will conclude with a written reflection that discusses what they learned from this experience and explains how they addressed the standards. The report will include the following:

- *Background Information* Any pertinent existing information about the child related to language and literacy development, including information about the child's cultural identities and home language and literacy use and practices

- *Assessments and Summary of Result* A summary of the results of the assessments used to assess reading, writing, and language development, including (a) a description of the assessment or a copy of the assessment and (b) the results of the assessment

- *Assessment Partnerships* A description of the ways families and other professionals were involved in the assessment process

- *Evaluation* A summary of the child's strengths and needs based on the data collected

- *Instructional Experiences* A description of a week of differentiated instructional experiences and materials to be provided throughout the school day and at home with (a) an explanation of the ways in which assessment was used to inform the instructional decisions and (b) reference citations that support the instructional decisions made

- *Effect on Student Learning* A summary of what the child learned as a result of the instruction based on ongoing assessment and evaluation of student learning

- **Reflection** Students will write a one- to two-page reflection that provides critical thoughts and insights on what they learned about assessment and instruction of language, reading, and writing.

Language and Literacy Across the Curriculum (25 points)

Students will create a one-week theme-based project (1 to 2 hours daily for 5 days) designed to promote language and literacy development across the curriculum. The students will
- Write an introduction that describes a classroom environment that supports language and literacy development
- Use the "LEARN" model to create developmentally appropriate lesson plans with meaningful, relevant, research-based opportunities for developing language, reading, and writing instruction
- Include an explanation of appropriate language and literacy scaffolding, support, and enrichment for all children, including English language learners and children with exceptional learning needs (included in the 'A' part of the "LEARN" model)
- Include a bibliography of appropriate, engaging, and relevant print and non-print materials, including a variety of quality children's literature (both those used in lessons and additional resources)

Course Topics

Date	Topic	Readings & Assignments Due
Oct 21	Course overview Reading, writing, and language processes in a socio-cultural context	Temple et al.: Chapters 1 & 2
Nov 4	Using assessment to make informed decisions about language and literacy instruction Assessment of and strategies to promote language in monolingual and multi-lingual children and in English learners	Temple et al.: Chapters 3, 10 & 14 Technology Connections Guest Speaker: Curt Emmel
Nov 11	Assessment of and strategies to promote spelling and writing	Temple et al.: Chapter 9 **Narrative Draft** Technology Connections
Nov 18	Assessment of and strategies to promote emergent literacy, including concepts about print, alphabetic knowledge, and phonological awareness	Temple et al.: Chapter 4 **Personal Narrative & Reflection** Technology Connections Guest Speaker: Rebecca Gibson
Dec 2	Assessment of and strategies to promote word knowledge, including phonics and sight word recognition	Temple et al.: Chapter 5 Technology Connections
Dec 9	Assessment of and strategies to promote fluency and vocabulary Assessment of and strategies to promote reading comprehension, including narrative and informational text	Temple et al.: Chapter 6 **Language and Literacy Assessment & Instruction Project** Technology Connections (last day to post) Guest Speaker: Patti Shaw
Dec 16	Putting effective strategies into place Integration of Literacy Instruction into Content Areas Course Wrap Up	Temple et al.: Chapter 11 **Language & Literacy Across the Curriculum Project**