

College of Education and Human Development



Early Childhood Education Program
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EDUT 613
Language and Literacy Assessment and Instruction for Diverse Young Learners (3:3:0)
Spring 2011
Tuesdays, 5-9
Arlington Campus (Founders Hall 466)

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Course Description

Examines ways to assess and develop reading, writing, listening, and speaking in preschool through third-grade classrooms. Addresses instructional strategies and practices that promote language and literacy development in culturally, linguistically, and ability diverse children. *Field experience required.*

Prerequisite

Admission to the Early Childhood Education program or permission of instructor

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small group discussions, student presentations, guest speakers, videos, and whole class sharing to support course content. In addition, a Blackboard on-line component of coursework is required.

Learner Outcomes

This course is designed to enable students to do the following:

1. Describe research-based teaching and assessment strategies and approaches that (a) promote reading, writing, and oral language development using a balanced phonics and literacy approach; (b) include a focus on motivation, writing, spelling, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary and concept development, and comprehension; and (c) are appropriate to instructional purposes and prek-3 students' individual differences (abilities, interests, cultural and linguistic backgrounds, gender).

2. Apply knowledge of language and literacy development when planning and implementing language and literacy assessment and instruction that identifies and meets the specific needs of individual prek-3 students, including children with varying abilities, languages, and cultural backgrounds.
3. Describe ways to create a literacy-rich environment and develop instructional experiences that promote prek-3 students' interest and engagement in independent reading and writing and foster an appreciation of a variety of literature, including fiction and nonfiction children's literature and technology resources.
4. Describe ways to promote comprehension strategies, including predicting, retelling, summarizing, and making connections beyond the text, in all content areas and when reading fiction and nonfiction.
5. Model writing strategies prek-3 students can use throughout the writing process to plan, draft, revise, edit, and publish.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC).

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.

Recommended Texts

National Research Council. (1999). *Starting out right: A guide to promoting children's reading success*. Washington DC: National Academy Press

College of Education and Human Development Expectations and Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

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 the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. **All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor.** 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 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. 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 web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

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 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 current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate 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.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation (including online discussions)	Ongoing	15
Personal Experience Narrative and Reflection		15
Comprehension Instruction & Children's Literature Project		30
Language and Literacy Assessment and Instruction Project		40
TOTAL		100

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 and online discussions, activities, and written reflections.

Personal Experience Narrative and Reflection (15 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 narrative, 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:

1. A planning sheet that includes the audience, purpose, and topic
2. A 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
7. 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/peer conferences, and an oral sharing of the final story.

Comprehension Instruction & Children's Literature Project (30 points)

Students will write a paper that describes ways to promote comprehension instruction in a content area in a small group setting (e.g., guided reading). This description will also include ways to foster an appreciation of children's literature, including fiction and nonfiction, and technology-based resources. The paper should include descriptions of the following:

- Comprehension instruction in a small group setting, such as guided reading. This should include texts to be used, background on whole class instruction goals, guided reading goals for small group (e.g., strategy/strategies to be used, scaffolding, independent use), guided reading instruction (i.e., how it will evolve, time allotted, number and type of students in the group etc.)
- An approach or an activity to promote independent reading and writing for small group(s) when teacher is not available for guided reading. The description of independent writing should include the development of creative thinking and expression and imaginative writing
- An approach to promote comprehension strategies in the content areas, that includes predicting, retelling, summarizing, and making connections beyond the text

For each of the activities discussed (e.g., whole group instruction, guided reading and independent reading and writing), students will provide examples of children's literature, including fiction and nonfiction, and technology-based resources they could use in the activities described. Students will include reference citations for all resources used (e.g., all titles of children books used and all cites used to support their own writing) and a list of all references cited. The paper will follow APA style, 6th edition for cites and references.

Paper length will be between 5-7 pages, double-spaced, font Times New Roman, size 12.

Language and Literacy Assessment and Instruction Project (40 points)

In this paper, students will describe assessment results and assessment-driven literacy instruction for a focus child.

Students will select a focus child from their field experience or internship classroom. They will use existing data, informal assessments, and information gathered from families and other professionals to assess and evaluate the child's oral language, reading, and writing development.

Assessments may include oral language proficiency, concepts of print, phonological awareness (including phonemic awareness), letter recognition, sound-symbol knowledge, single word recognition, spelling, decoding, word attack skills, word recognition in context, reading fluency, vocabulary and concept development, and oral and silent reading comprehension. (See the assessment packets distributed in class for details about assessments.)

Assessment information will be used to plan for oral language, reading, and writing instruction that helps the child acquire and use listening, speaking, reading, and writing for social and academic purposes. The amount of instruction should not exceed three to four lessons.

Students will implement at least three literacy lessons and will evaluate the effectiveness of the instruction. They will support their instructional decisions with references to theories and research on language acquisition and literacy development. The final report will include the following:

Background Information Any pertinent existing information about the child related to oral language, reading, and writing 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 oral language, reading, and writing 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 may have been involved in the assessment process

Evaluation A summary of the child's strengths, abilities, and needs based on the data collected from assessments.

Instructional Experiences A description of the activities or experience planned to match the needs and strengths identified in the assessments of language, reading, and writing. Instructional experiences or activities should include (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.

Next Steps A list of recommendations for future instruction.

You should use the templates provided to write up three reports (one each for the three target areas: language, reading, & writing). Each report should be approximately 8 or more pages (references and appendices excluded), double-spaced, font Times New Roman, size 12.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
January 25	Course Overview K-3 Language and Literacy Overview Balanced approach to teaching and assessing reading, writing, and oral language processes for children with diverse language and cultural backgrounds Social Contexts for Teaching Reading	Temple et al, Chapters 1 & 2

February 1	<p>Reading, Writing, and Language Processes</p> <p>Language Basis for Literacy</p> <p>Teaching Children How to Write</p> <p>Analyzing Students' Writing</p>	Temple et al, Chapter 10
February 8	Blackboard Discussion Post	
February 15	<p>Emergent Literacy</p> <p>Phonics & Word Knowledge</p> <p>Fluency & Vocabulary</p> <p>Including strategies to promote teaching, learning and assessment</p>	Temple et al, Chapter 4 , 5, & 6
February 22	Blackboard Discussion Post	
March 1	<p>Developing Reading Comprehension Through Shared Reading/Guided Reading Activities</p> <p>Text Selection</p> <ul style="list-style-type: none"> • Narrative Texts <p>Including strategies to promote teaching, learning and assessment</p>	Temple et al, Chapter 7
March 8	Blackboard Discussion Post	
March 14-18	GMU Spring Break Week	
March 22	<p>Developing Reading Comprehension Through Shared Reading/Guided Reading Activities</p> <p>Text Selection</p> <ul style="list-style-type: none"> • Informational Texts <p>Including strategies to promote teaching, learning and assessment</p>	<p>Temple et al, Chapter 8</p> <p>DUE: Personal Narrative & Reflection</p>
March 29	Blackboard Discussion Post	

April 5	<p>What are the other students doing?</p> <p>Planning for Instruction and Organizing Literacy Stations</p> <p>“Make and Take”</p> <p>Including strategies to promote teaching, learning and assessment</p>	Temple et al, Chapter 12
April 12	Blackboard Discussion Post	
April 18-22	Spring Break- County Schools	
April 26	<p>Critical Literacy</p> <p>Assessing Literacy</p> <p>Instruction for ELLs and students with disabilities</p> <p>Including strategies to promote teaching, learning and assessment</p>	<p>Temple et al, Chapter 9 11, & 15</p> <p>DUE: Comprehension Instruction & Children’s Literature Project</p>
May 3	Blackboard Discussion Post	
May 10 5p.m. - 7p.m.	<p>Small Group Presentations (final project)</p> <p>Class Evaluation</p>	<p>DUE: Language and Literacy Assessment and Instruction Project (PBA #5 for EPK3 students – upload to TaskStream)</p>