ECED 422/EDSE 456
Developing Language, Literacy, and Communication in Young Children (3:3:0)
Fall 2011
Tuesdays 4:30-7:10pm
West Building, Room1001

Instructor: Samita Arora
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Course Description

Examines strategies to develop language, literacy, and communication in young children with varying abilities. Explores the importance of adult-child interaction and the effect of bilingualism, cultural diversity, cognitive ability, and language disorders.

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 do the following:
1. Summarize and reflect on current research on language delays and disorders and the ways children's exceptional learning needs interact with their use and development of language.
2. Describe typical and atypical language development.
3. Describe ways to support the early communication efforts of young children, including augmentative, assistive, and alternative technologies, in a culturally and developmentally responsive manner.
4. Select children's literature and design meaningful literacy activities that reflect and appreciate cultural, linguistic, and ability diversity.
5. Create and promote a print rich environment for diverse young children.

Professional Standards

This course is aligned with the standards established by the Council for Exceptional Children (CEC).

Required Text

Bardige, B. S., & Segal, M. M. (2005). *Building literacy with love: A guide for teachers and caregivers of children birth through age 5*. Washington, DC: ZERO TO THREE. *Selected chapters required; other chapters optional.*

Hulit, L. M., Howard, M. R., & Fahey, K. R. (2010). *Born to talk: An introduction to speech and language development* (5th ed.). Boston: Allyn and Bacon.

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.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

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. Subsequently they must negotiate how they will keep up with the class in spite of the absence.
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 inside or outside of the class unless part of the directed 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 do the following:
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	D = 60 – 69	F = < 60

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	Ongoing	15
Children's Literature Resource List and Book Talk	Sept. 27th and October 4th	15
Reflections of Language Delays and Disorders Presentations	November 1st	10
Family Literacy Project	Dec. 13th	20
Language Analysis Project	Step 1- Nov. 15th Step 2– Nov. 22nd Step 3– Nov. 29th	40
TOTAL		100

Assignments

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.

Children's Literature Resource List and Book Talk (15 points)

Students will create a family-friendly resource list of at least five children's books that are culturally, linguistically, and developmentally appropriate for diverse infants and toddlers and their families. The list will include the following information:

1. complete and accurate bibliographic information (title, author, illustrator, copyright date, city of publication, and publisher)
2. clear and concise descriptions of the books that include sufficient detail for readers to gain a clear understanding of the content of the book
3. culturally and developmentally appropriate examples of activities related to the book that families and teachers may do with children (at least two per book)
4. notes about the representation of diversity as appropriate
5. notes about why the book is appropriate for infants and toddlers

Students will bring at least 1 book to two classes to class to share with classmates. In small groups, students will share their book, emphasizing an overview of the book, ways the book can be shared and enjoyed with infants and toddlers, and ideas for follow-up activities related to the book.

The resource list and book talk will be evaluated using a scoring guide based on the criteria listed above.

Reflections of Language Delays and Disorders Pamphlet Presentation (10 points)

Students will work write a 2-3 page reflection on the language delays and disorders pamphlets presented in class. The reflection will include a summary of the medical condition or disability, background information and research, possible effects on language and literacy development, and approaches to promote language and literacy development.

Family Literacy Project (20 points)

Students will **make one book** to share with their focus child. This book will be developed based on observations and interviews with the family of the focus child. Students will create one of the following types of books.

- Book One will be based on an oral story shared in the home or school. This might be a folk tale passed down through the generations, a story about the child or another family member, or an event that recently happened.

OR

- Book Two will be about the child and family in their everyday, natural context. This might be a daily routine such as getting dressed, getting ready to go out, or going to visit somebody.

This book could be used in a classroom or at home to support the language and literacy development of the child.

Students will **write a three- to four- page, double-spaced paper about one book**, including reference citations as appropriate, that provides clear insights into how they used stories gathered from the child and family to develop the book and how they could implement meaningful language and literacy activities. They will address how the book could be used to promote cultural and linguistic continuity and how the child responded to the book and activities. They will include the following:

- Description of how the stories were gathered from the focus child and the family, how the story was used to create the book, and how the book was developed to promote cultural and linguistic continuity
- Discussion of the types of activities that took place related to the book, including how they were used to promote cultural and linguistic continuity and how they met the developmental needs of the child
- Explanation of how gathering family stories influenced the planning and implementation of language and literacy activities other than the book activities
- Discussion on how the child responded to the book and activities related to the book
- Reflections on what was learned from this assignment about literacy and very young children, including what would be done differently in the future

Students will explain why they created the book and how they used them to enhance language and literacy development as well as promote cultural and linguistic continuity. They will also note other activities they planned and implemented based on the family stories they gathered.

Understanding and Integrating Developmental Pathways Case Studies Analysis Part B (40 points)

This is the NCATE 2b Assessment of Content Knowledge that shows evidence of meeting CEC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Course Schedule, Readings, and Assignments

Date	Topics	Readings & Assignments Due
Aug 30	How social context support & shape language	Syllabus review
Sept 6	Communication & Culture	Bardige & Segal, Chapter 1-5 (Chapters 1 and 4 optional)
Sept 13	Language & Cognition	Hulit & Howard, Chapter 1 Bardige & Segal, Chapter 7 & 8 *Sign up for Book Talk Presentations*
Sept 20	Theories of Language Development	Hulit & Howard, Chapter 2 & 3

Sept 27	Language as the Foundation for Literacy **Book Talk Presentations (Group 1)**	Hulit & Howard, Chapter 4 **DUE: Children's Literature Resource List and Book Talk**
Oct 4	Typical Language Development **Book Talk Presentations (Group 2)**	Hulit & Howard, Chapter 5 **DUE: Children's Literature Resource List and Book Talk**
Oct 11	*Holiday: No Class* (Monday classes meet on Tuesday)	
Oct 18	Developing Language & Literacy through children's literature	Hulit & Howard, Chapter 6 Bardige & Segal, Chapter 6
Oct 25	Developmental Disorders and Language Delays **Language Delays and Disorder Presentation**	Hulit & Howard, Chapter 9 Bardige & Segal, Chapter 11 (Chapter 11 optional)
Nov 1	Typical Speech Development	Hulit & Howard, Chapter 7 **DUE: Language Delays and Disorders Pamphlet and Presentation Reflections**
Nov 8	Dual Language Development	Hulit & Howard, Chapter 8
Nov 15	Adult-Child Interactions & Language Development	Bardige & Segal, Chapter 9, 10 & 12 (Chapter 10 optional) **DUE: Case Studies Analysis Project, Part 1**
Nov 22	Supporting Language Development	**DUE: Case Studies Analysis Project, Part 2**
Nov 29	Supporting Literacy Development	Bardige & Segal, Chapter 13 **DUE: Case Studies Analysis Project, Part 3**
Dec 6	Learning From Family Stories	
Dec 13	**Final Presentations**	**DUE: Family Literacy Project**

Early Childhood Special Education NCATE Assessment 2 Content Knowledge Part B
Understanding and Integrating Developmental Pathways Case Studies Analysis

Early Childhood Special Education NCATE Assessment 2 Part B Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is implemented in ECED 422/522 and EDSE 456/556 Developing Language, Literacy, and Communication in Diverse Young Learners. This assessment shows evidence of meeting CEC Standard Elements 6a, 6c, and 9d.

CEC Standard Elements Assessed

CEC 6a Understanding of typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language

CEC 6c Familiarity with augmentative, alternative, and assistive technologies to support and enhance communication

CEC 9d *Understanding of impact and interaction of culture and language*

NCATE Assessment 2 Part B Overview

In this assignment, students will use their knowledge of typical and atypical language development to describe and analyze a focus child's language development and communication. They will also describe ways to use augmentative, alternative, and assistive technologies to support and enhance communication. Students will do the following:

- Select a focus child, birth through age five, with an exceptional learning need

- Assess the child's language development and communication

- Use course readings, class materials, and other appropriate sources to describe and analyze the child's language development and communication

- Discuss ways to use augmentative, alternative, and assistive technologies to support and enhance the child's communication

Students will respond to each of the following steps and questions for the Understanding and Integrating Developmental Pathways Case Studies Analysis Part B.

Step One: Describe a focus child's language development and communication (*CEC 6a*). Students will do the following:

- Select a focus child, birth through age five, with an exceptional learning need

- Write a description of the focus child that includes pertinent background information (e.g., age, gender, family members, linguistic and cultural background, nature of the exceptional learning need, etc.)

- Explain how they assessed the child's language development and communication

    a. What approaches to assessment were used (e.g., observations, play-based assessment, assessment during instructional interactions, etc.)?

    b. What information was gathered from others and from whom was it gathered (e.g., parent, caregiver, teacher, etc.)?

Step Two: Write an analysis of the child's language development and communication, including the impact of the interaction of culture and home language (*CEC 6a, 9d*). Students will do the following:

- Describe and analyze the child's language development and communication using course readings, class materials, and other appropriate sources to support assertions and conclusions
- Describe the impact of the interaction of culture and home language on the child's language development and communication
- Discuss the ways in which exceptional conditions interact with the child's use of language and communication

Step Three: Describe the augmentative, alternative, and assistive technologies to support and enhance communication (*CEC 6c*). Students will do the following:

- Describe the low- and/or high-tech augmentative, alternative, and assistive technologies that could support and enhance the child's communication

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Special Education NCATE ASSESSMENT 2 Part B Content Knowledge **Understanding and Integrating Developmental Pathways Case Studies Analysis** **ECED 422/522 and EDSE 456/556** **Developing Language, Literacy, and Communication in Diverse Young Learners**				
CEC 6a Understanding of typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language	Provides a clear delineation of stages/milestones and theoretical perspectives of typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language and indicates exceptional understanding of typical and atypical language development	Provides a clear delineation of stages/milestones and theoretical perspectives of typical and atypical language development	Provides overall delineation of stages/milestones and theoretical perspectives of typical and atypical language development	Does not address stages/milestones and theoretical perspectives of typical and atypical language development
CEC 6c Familiarity with augmentative, alternative, and assistive technologies to support and enhance communication	Provides a thorough discussion of the ways in which augmentative, alternative, and assistive technologies can be used to support and enhance the focus child's communication	Provides a clear discussion of the ways in which augmentative, alternative, and assistive technologies can be used to support and enhance the focus child's communication	Provides overall discussion of the ways in which augmentative, alternative, and assistive technologies can be used to support and enhance the focus child's communication	Does not provide a discussion of the ways in which augmentative, alternative, and assistive technologies can be used to support and enhance the focus child's communication
CEC 9d Understanding of impact and interaction of culture and language	Provides a clear delineation of stages/milestones and theoretical perspectives on the interaction of ELN and language development and the specificity of the interactions and indicates exceptional understand of both ELN and development	Provides a clear delineation of stages/milestones and theoretical perspectives on the interaction of ELN and language development	Provides an overall delineation of stages/milestones and theoretical perspective on the interaction of ELN and language development with some specificity missing	Does not address the interaction of ELN and language development and/or shows a lack of clarity and thoroughness