ECED 512
Language and Literacy Assessment and Instruction for Diverse Young Learners (3:3:0)
Spring 2012
Wednesdays, 5:00 - 9:00 pm
Arlington Campus

Location: Founders Hall
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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.

Prerequisite

Admission to the Early Childhood Education program or approval of course 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, videos, and whole class sharing to support course content. In addition, a Blackboard online 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

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. (2010). *All children read: Teaching for literacy in today's diverse classroom* (3rd ed.). New York: Allyn & Bacon.

**Additional readings (articles, chapters, websites, etc.) may be provided as relevant.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – 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/].
- Office of Disability Services – 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 http://ods.gmu.edu/].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.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/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

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. 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. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. 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 prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else' s work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

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	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.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Personal Experience Narrative and Reflection	February 15	15
Comprehension Instruction & Children's Literature	March 28	30
Language and Literacy Assessment Paper	April 18	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 and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

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

- Comprehension instruction in a whole group setting. This should include texts to be used, description of intended learning standard/outcome, and a description of comprehension activities for all three reading phases (before, during, and after reading). List and include ways to promote vocabulary development (associated with trade book/leveled text) and technology use/integration to support learning.

- Comprehension instruction in a small group guided reading setting. This should include trade books/leveled texts to be used, guided reading goal(s) for small group (e.g., strategy/strategies to be used, scaffolding, independent use), guided reading instruction process (i.e., briefly describe how learning is facilitated within the group, time allotted, number and type of students in the group etc.) Again, address strategies for all three reading phases (before, during, and after reading), including vocabulary development and technology supports.

- Strategies/activities to promote independent reading and writing for small group(s)-strategies/activities that can be implemented while teacher is working with a small group (e.g. center activities). These activities should further support comprehension strategies.

- An approach to promote comprehension strategies in the content areas, that includes predicting, retelling, summarizing, and making connections beyond the text.

- Include a reflection as how this process can influence teaching and learning

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 (final slide). The PowerPoint will follow APA style, 6th edition for cites and references.

PowerPoint length will be between 15 to 20 slides.

Language and Literacy Assessment Paper (40 points)

In this paper, students will describe the ways in which they will use assessment to make informed instructional decisions. They will develop an assessment plan for an identified group of children. They will describe the class, discuss how they will evaluate the children's language and literacy development, explain how the results of the assessments will be used to inform instruction, and explain how ongoing assessment will help them determine the effectiveness of the instruction and guide their ongoing instructional decisions.

Description of Class

Provide a description of the class to include the age/grade level; number of children; the racial or ethnic, cultural, language, and socio-economic backgrounds of the children; varying abilities of the children; and any other information that provides an understanding of the children in the classroom.

Assessments

Students will discuss how they will evaluate the children's <u>oral language, reading, and writing development</u>. 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.

Assessment to Inform Instruction

Students will explain how the results of the assessments discussed above 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.

Ongoing Assessment

Students will explain how they will use ongoing assessment to determine the effectiveness of the planned instruction and to guide their ongoing instructional decisions.

Integrated Course Schedule and Topics
For ECED 511 and 512

Date	Topic	Readings	Assignment Due
January 25	Course Overview 511 & 512 • Introduction of a Comprehensive Assessment System for Young learners • Building Family Partnership in Assessment	Mindes, Chapter 1, 2 & 3	
February 1	• NCLB and Federal Legal Mandates • Standardized Assessments	Mindes, Chapters 4 & 5	Virtual Post-Blackboard (511)
February 8	• K-3 Language and Literacy Overview	Temple et al Chapters 1 & 2	Virtual Post-Blackboard (512)
February 15	• Teaching Children How to Write	Temple et al, Chapters 3 & 10	**Personal Narrative-Due (ECED 512)**
February 22	• Using Assessment to Identify and Monitor Children with Disabilities and LEP Students Academic Performance • Building a child study • Record keeping and collaborating with families and others	Mindes, Chapter 7 & 8	Launch & Learn Group 1 and 2 (ECED 511)
February 29	• Using Alternative Assessment Strategies	Mindes, Chapter 3 & 4	Launch & Learn Group 3 (ECED 511)
February 27 – March 2	GMU Spring Break		
March 7	• Emergent Literacy	Temple et al, Chapter 4	**Referral Process Due (ECED 511)**
March 14	• Phonics & Word Knowledge	Temple et al, Chapter 5	Virtual Post-Blackboard (512)
March 21	• Reading comprehension • Narrative & informational texts	Temple et al, Chapter 7 & 8	Virtual Post- (512)
March 28	• Fluency & Vocabulary	Temple et al, Chapters 6	**Comprehension Instruction and Children's Literature Project Due (ECED 512)**
April 4	No Class		Virtual Post-Blackboard (511)
April 11	• Planning for assessment and using assessment to	Mindes, Chapter 5	Launch & Learn Group 4 (ECED 511)

	make informed decisions • Linking standards to assessments • Assessment cycle		
April 18	• Using alternative assessment strategies • Assessing literacy	Mindes, Chapter 6 Temple et al, Chapter 11	Launch and Learn Group 5 (ECED 511) **Language and Literacy Assessment and Instruction Project Due**
April 25	• Critical Literacy	Temple et al, Chapter 9	
May 2	• Guided Reading- organizing for instruction and assessment	Schulman & Payne, Chapters All Temple et al, 12 & 13	
May 9	Pulling it all together		**Portfolio Due (ECED 511) Upload to Taskstream**