ECED 502.B01 Foundations of Language and Literacy for Diverse Young Learners (3:3:0)
Summer 2016 , 6/06 – 7/30
Tuesdays & Thursdays, 7:20 – 10:00 pm
Aquia 219

Instructor: Peg Griffin, Ph.D.
Telephone:
Email address: pgriffin@gmu.edu
Office hours: By appointment Tuesdays & Thursdays; other arrangements possible.

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
This course uses a distributed learning format to support student achievement of the learner outcomes. It requires timely and active participation of all students throughout the semester. Activities include instructor lectures, assigned readings, videos, collaborative student work in small groups in class and in on-line discussion groups, and projects leading to written products. Students engage in accountable talk and writing related to the learning activities as well as timely critical reflection. Much of the teaching and learning will rely on Blackboard, a web environment George Mason University uses so students can access class lecture materials, whole class and small peer group discussion boards as well as assignments and homework tasks.

Learner Outcomes
This course is designed to enable students to do the following:
- Explain the aspects of language development including children's acquisition of vocabulary, structures (phonology, morphology, syntax, and semantics), and functions (pragmatics and discourse/rhetoric/genres), as well as the acts of language (expressive, receptive, and meta-linguistic) while addressing diverse learners (including first and second languages and dialect diversity, and children with typical and atypical development patterns).
- Recognize the factors (social, cultural, affective, cognitive, and educational) that play a role in language acquisition and literacy learning (reading and writing).
- Describe details of reading and writing learning including interactions among morphological and phonological awareness (including phonemic awareness), printed word recognition (including phonics and decoding), reading fluency, reading

comprehension, and spelling (orthography and developmental), as well as writing mechanics, composition, and completion of writing tasks.

- Locate professional educator journals and analyze current research on instruction in language and literacy in early childhood education.
- Identify exemplars of assistance (from no technology to low-, mid- and high-technology) for students with special needs regarding early language and literacy instruction.

Professional Standards

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

Textbooks

McBride, C. (2015). *Children's literacy development: A cross-cultural perspective on learning to read and write.* (2nd ed.). New York, NY: Routledge.

Paley, V. G. (1997). *The girl with the brown crayon.* Cambridge MA: Harvard University Press.

Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language development & disorders.* (2nd ed.). Baltimore MD: Paul H. Brookes Publishing.

Shatz, M., & Wilkinson, L. C. (2013). *Understanding language in diverse classrooms: A primer for all teachers.* New York NY: Routledge.

Textbook Optional

Resnick, L. B., & Snow, C. E. (2009). *Speaking and listening for preschool through third grade.* Newark, DE: International Reading Association. [includes DVD].

Other required readings [available without fee electronically via GMU resources]

One chapter from a book [available to class members on our class Blackboard]:

Ratner, N. B. (2013). Atypical language development. Chapter 9. In J. B. Gleason & N. B. Ratner. *The development of language* (8th ed.). Boston: Allyn & Bacon.

Four professional journal articles [available via GMU virtual library of professional journals]:

Apel, K., & Diehm, E. (2013). Morphological awareness intervention with kindergarteners and first and second grade students from low SES homes: A small efficacy study. *Journal of Learning Disabilities 47(1),* 65–75.

Roberts, T. A. (2008). Home storybook reading in primary or second language with preschool children: Evidence of equal effectiveness for second-language vocabulary acquisition. *Reading Research Quarterly, 43*(2), 103–130.

Roth, K., & Guinee, K. (2011). Ten minutes a day: The impact of interactive writing instruction on first graders' independent writing. *Journal of Early Childhood Literacy, 11*(3), 331-361.

Stanton-Chapman, T. L., & Snell, M. E. (2011). Promoting turn-taking skills in preschool children with disabilities: The effects of peer-based social communication intervention. *Early Childhood Research Quarterly, 26*(3), 303-319.

Optional Readings

Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly, 29*(4) 699-714.

Buysse, V., Peisner-Feinberg, E., Páez, M., Hammer, C. S., & Knowles, M. (2014). Effects of early education programs and practices on the development and learning of dual language learners: A review of the literature. *Early Childhood Research Quarterly, 29*(4) 765-785.

Carlisle, J. F. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly, 45*(4) 464-487.

Connor, C. M., Phillips, B. M., Kaschak, M., Apel, K., Kim, Y-S., Al Otaiba, S., Crowe, E. C., Thomas-Tate, S., Johnson, L. C., & Lonigan, C. J. (2014). Comprehension tools for teachers: Reading for understanding from pre-kindergarten through fourth grade. *Educational Psychology Review, 26*(3) 379-401.

Conn-Powers, M., Cross, A., Traub, E., & Hutter-Pishgahi, L. (2006). The universal design of early education: Moving forward for all children. *Beyond the Journal: Young Children on the Web.* http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf

Craig, H. K., Kolenic, G. E., & Hensel, S. L. (2014). African American English–speaking students: A longitudinal examination of style shifting from kindergarten through second grade. *Journal of Speech, Language, and Hearing Research, 57*, 143-157.

Deacon, S. H., Kieffer, M. J., & Laroche, A. (2014). The relation between morphological awareness and reading comprehension: Evidence from mediation and longitudinal models. *Scientific Studies of Reading, 18*(6) 432-451.

Gardner-Neblett, N., & Iruka, I. U. (2015). Oral narrative skills: Explaining the language-emergent literacy link by race/ethnicity and SES. *Developmental Psychology, 51*(7), 889-904. doi: 10.1037/a0039274.

Hadley, P. A. (2014). Approaching early grammatical intervention from a sentence-focused framework. *Language, Speech, and Hearing Services in Schools, 45*, 110-116.

Kirby, J. R., Georgiou, G. K., Martinussen, R., & Parrila, R. (2010). Naming speed and reading: From prediction to instruction. *Reading Research Quarterly*, 45(3), 341-362.

Language and Reading Research Consortium (LARRC, consisting of Kate Cain, Hugh Catts, Tiffany Hogan, & Richard Lomax). (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly, 50*(2), 151-169. doi: 10.1002/rrq.992015

National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Washington, DC: National Institute for Literacy. http://lincs.ed.gov/publications/pdf/NELPReport09.pdf

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office. http://www.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf

Pearson, B. Z., Conner, T., & Jackson, J. E. (2013). Removing obstacles for African American English–speaking children through greater understanding of language difference. *Developmental Psychology, 49*(1) 31-44.

Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly, 47*(3), 307-327.

Simon-Cereijido, G., & Gutiérrez-Clellen, V. F. (2014). Bilingual education for all: Latino dual language learners with language disabilities. *International Journal of Bilingual Education and Bilingualism, 17*(2), 235-254.

Spencer, E. J., & Schuele, C. M. (2012). An examination of fast mapping skills in preschool children from families with low socioeconomic status. *Clinical Linguistics & Phonetics, 26*(10) 845–862.

Veenendaal, N. J., Groen, M. A., & Verhoeven, L. (2015). What oral text reading fluency can reveal about reading comprehension. *Journal of Research in Reading*, 38(3) 213-225.

Wolter, J. A., & Pike, K. (2015). Dynamic assessment of morphological awareness and third-grade literacy success. *Language, Speech, and Hearing Services in Schools, 46*(2) 112-26.

GMU Policies and Resources for Students
   a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
   b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
   c. 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.

d. 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/].

e. 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/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/].

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [http://cehd.gmu.edu/values/].

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

Course Requirements
Note: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, students will be notified of them in class or by their Mason e-mail address.

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 and online.

2. Participation in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe 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 and live online meetings, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments. Engaging in activities not related to the course (e.g., gaming, emailing, texting) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.

5. It is expected that assignments will be turned in on time. 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 prior to the due date, a late penalty of about 5% 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 formal written assignments 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 at http://infoguides.gmu.edu/content.php?pid=39979. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Grading Criteria
A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = < 70

Grading Policy
All CEHD undergraduate and graduate students are held to the university grading policies as described in the Policies and Non-Academic Content-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
On-line groups (tasks, self-quizzes, & discussions)	Ongoing	15
Examination 1 Part 1 in class; Part 2 take home	*June 30; July 7*	20
Instructional Research Articles Analysis Project: two articles chosen, one as basis for hands-on work: written paper submitted; short oral presentation:	*July 7* *July 21; July 28*	28 & 7
Examination Part 2 Part 1 in class; Part 2 take home	*July 26; July 28*	15
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 face-to-face class meetings, arrive on time, and stay for the entire class period. In addition to e-mail or voice-mail about unavoidable problems, students arrange with instructor to remedy missed learning opportunities. If there are lapses, final grade loss will be less than half the grade possible for attendance and participation.

- Before each class session, students complete readings, review prior class work, and otherwise prepare for new course activities as is evidenced by their ability to work with the concepts presented and examined.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, assignments, and quizzes, (2) engaging in small and large group discussions, face-to-face and on-line, (3) not using laptops and other electronic devices during class time except as approved to support learning within the current class activity, and (4) supporting the participation and learning of fellow classmates.
- Students show evidence of critical reflective thinking and accountable language in class discussions and activities as well as in written work.

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

On-line groups (15 points)
Active participation and engagement in discussion forums on Blackboard are imperative for optimal learning in this class. Each student will be assigned to an on-line study group at random by the Blackboard tool for that purpose.
- These groups are the everyday working mode for learning, session by session. At the start, the structure will be prescribed in detail and the instructor will be pro-active, but groups are expected to assume more initiative as the term goes on. For the first part of the course, a self-study quiz is the "post first" protocol in the small group forum to encourage full and fruitful participation by each small group member.
- Each week calls for individual study as well as collaborative work in the small groups. Groups will discuss assigned readings and class lectures. There is also occasional special group work (some completely on-line and some adjunct to face-to-face work during class time) with the following:
  - o videos of children's language use in educational settings,
  - o charts on language diversity,
  - o language and literacy barriers some children encounter and assistance available,
  - o influences from outside the classroom on language and literacy development that involve teachers with families, non-teaching professionals, and newer technologies.

These activities will be evaluated for the following characteristics:
- Student full participation in small group forums that show academic reading and engagement with class material and tasks;
- Student communication about substantive course-relevant topics, using accountable language acts, posting and responding to posts at least six times a week in the small group on-line forum they belong to, from the opening date of the activity and for its entire period.
- Student cooperation with the study group to prepare for other course work, including examinations and the instructional research articles projects.

Language and literacy examinations: Exam 1 (20 points) Exam 2 (15 points)
Goal: Demonstrate expertise with the course information about language and literacy, including knowledge of the course topics from lectures, assigned readings and other group activities.

Content: The exams will address the following topics about language:
1. three language acts (expressive, receptive, meta-linguistic)
2.   three aspects of language
    o   vocabulary with its three facets (1. breadth, 2. depth, 3. speed)
    o   two types of functions (1. pragmatics, 2. rhetoric/discourse/genres)
    o   four systems of structures (1. phonology, 2. morphology, 3. syntax, 4. semantics)
3. children with diverse backgrounds related to language and culture
    o   dual language development
    o   dialect differences
4. children with diverse experiences related to atypical development
    o   Speech Impairment
    o   Hearing Impairment
    o   Intellectual Disorder
    o   Autistic Spectrum Disorder
    o   Specific Language Impairment
5. integrated components for accomplished reading
    o   foundations: language development (including phonemic, phonological and morphological awareness), supportive activities (conversations, play, read-alouds, exploring varied literacy purposes and forms, trying to write), print concepts, letter knowledge, and motivation to read
    o   comprehending written language by using background knowledge (with vocabulary depth and breadth) and comprehension strategies for varied text forms and knowledge domains
    o   printed word identification (alphabetic principle, strategies including phonics, syllabic and morphological chunking, and sight words) with accuracy and automaticity
    o   fluency that coordinates comprehension and printed word identification
6. integrated components for writing, drawing on literacy foundations common to reading but including components specific to writing:
    o   composing meaningfully in diverse genres using topic knowledge and vocabulary, varied and complex syntax, semantics, rhetoric, showing audience awareness, using planning, organizing, monitoring, self-regulation (attention, persistence)
    o   producing written words using motor and transcription skills, the alphabetic principle, and spelling strategies & patterns, including morphological awareness and patterns
    o   finishing with self-evaluation, editing, revising, publishing
7. literacy development related to language and cultural diversity
8. how reading difficulties can be prevented, identified, and addressed.

The exams will be open book and open note. Students may use class resources including material in Power Points and notes posted on the class Blackboard, students' own notes, required text books and articles assigned for the classes.

The questions will be of two types: (1) short answer questions (true/false, yes/no, multiple choices, single word, or short phrase); (2) short essays no more than three paragraphs long. The "post first" self-quizzes in the class sessions will give students a chance to practice these question types. As in the quizzes, for short answer questions, the student may write an explanation if the student believes that more than one answer could be correct or that none of the provided choices is correct.

Each exam will have two parts. Part 1 will be in-class, handwritten, and timed. Part 2 will be out of class, downloaded from the class Blackboard, worked on off-line, and uploaded to the class Blackboard at the required day and time.

DUE: Exam 1 Part 1 **June 30**; Part 2 due **July 7 by 7:20 PM**
        Exam 2 Part 1 **July 26**; Part 2 due **July 28 by 11:00 PM**

Instructional Research Articles Analysis Project (28 points written, 7 points oral hands-on)
Goal: Increase ability to work with (analyze, try out, write and speak about) the professional research literature that informs good practices by early childhood educators who promote children's language and literacy.

Content: Analyze two refereed (also called peer reviewed) articles, each of which reports a study of an attempt to improve child language or literacy learning or development. There is a hands-on part of the project that will enable and demonstrate deep understanding of the instruction implemented in one of the articles. It is *not* a full replication of a study. It simply calls for using materials and instructional procedures like those used in one of the studies being analyzed. The student will work with at least one child confederate. The child confederate can be a family member or a member of another family with whom the student is familiar enough to spend a few hours doing some pleasant learning tasks with the child.
The written paper should include the following:

- An introduction of the topic about language or literacy growth and how it is addressed by the two articles;
- For each article, write about the following:
    1. the background scholarship the author relied on, using a summary of the theories and evidence,
    2. the main question (or questions) being studied,
    3. the instructional procedures and materials used as well as the frequency and duration of the instruction,
    4. the design of the study(or studies) (e.g., ethnographic, randomized control trial, quasi-experimental, or single case design)
        4.1. the child subjects in the study,
        4.2. how comparisons were made (including information on comparison group instructional materials and procedures if any),

     4.3. the data collected relevant to the research questions and how the data was analyzed,
5.   the major findings, interpretations, and conclusions,
6.   if/how the study or studies meet the standards of research (either quantitative or qualitative research depending on the type of research used in each article).
- A description of the hands-on part of the project including
    1. what materials and procedures were planned for use,
    2. the implementation as it actually occurred,
    3. the results of the hands-on work with the child,
    4. a discussion about what the hands-on experience revealed to the student about the article.
- A conclusion about the relations between the two articles and the value they do (or do not) have for research-based instructional practices in early childhood education.

The short oral presentation should include the following:
- A brief synopsis in your own words of the article used for the hands-on part of the project
- A detailed account of the hands-on part of the project and your conclusions.

Resources: Two articles from professional journals are to be chosen by the student in consultation with the instructor. The pair of articles will be from journals that report on studies of instructional research on the language or literacy growth of young children. They should deal with a topic of interest to the student and should be enough alike and enough different so they will make for good thinking and good presentation in the paper. One article should be chosen from the journal articles listed above as required readings for all students this term. The other article should be from a list of articles published in peer-reviewed professional journals that will be provided by the instructor. The list has recent articles reporting on language and literacy instruction for young children. If necessary, the instructor will negotiate with the student about the use of articles not on the lists.

Form: Use Mason email to negotiate with the instructor about the topic and articles to use. Identify the articles with the complete APA reference for them. (Do not send attached copies of the article). Submit the completed paper in electronic form using the Blackboard assignment tool or Mason email. Good written products generally have about 12-18 APA style pages. Students will use the complete APA style expected for papers submitted for publication, including page conventions, an abstract, references and in-text citations. (See also "Written Assignments" section above).

DUE: Two articles agreed on and one article identified for the hands-on part by **July 7**
           Written paper submitted **July 21 by 7:20 PM**; oral presentation on **July 28**

Draft Course Schedule ECED 502 Summer 2016

#	Date	Topics	Assignments
1	6/07	Introduction to course: Syllabus, Blackboard (BB) Overview Language: Acts and Aspects Overview Literacy: Reading and Writing Introduction: Ability Diversity Introduction: Language and Culture Diversity	Study syllabus & log onto class Blackboard Readings: Paradis et al., Chapter 1 Ratner, pp. 266 – 267 Shatz & Wilkinson, Chapters 1 & 2 McBride, Chapter 1
2	6/09	Language Acts Language and Culture Diversity	Readings: Paradis et al., Chapter 2 & 3 Shatz & Wilkinson, Chapter 4
3	6/14	Language Aspect Structures: Phonology Literacy Reading Foundations including Phonemic Awareness Ability Diversity (Hearing and Speech)	Readings: McBride, Chapter 2 & 9 Ratner, pp. mid 267-top 276; lower 303-305
4	6/16	Language Aspect: Vocabulary Literacy Reading Comprehension Language and Culture Diversity	Readings: Shatz & Wilkinson, 6 (57-72, skim charts) McBride, Chapters 3 & 7 Roberts (2008) Work starts on child videos and S&W comparisons
5	6/21	Language Aspect Structures: Morphology Literacy Reading Decoding and Sight Words Language and Culture Diversity	Readings: Apel & Diehm (2013) McBride, Chapter 4 Paradis et al., Chapters 4 & 5 Shatz & Wilkinson, Chapter 3
6	6/23	Language Aspect Functions 1: Pragmatics Ability Diversity (ASD)	Readings: Ratner, pp. mid 282-291 Paradis et al., Chapter 6
7	6/28	Language Aspect Functions 2: Rhetoric/discourse/genres (R/D/G)	Reading: Stanton-Chapman & Snell (2011).
8	6/30	Exam 1 Part 1 (75 minutes) Research types; Factors impact language & literacy development Exam 1 Part 2 available at 10 PM (due 7/7 by 7:20 PM)	Use study group to prepare for exam 1 (but each student does both exam parts independently) Optional readings on research types
		Summer Recess Tuesday, July 5 – (Classes do not meet)	
9	7/7	Literacy: Fluency Language Aspect Structures: Syntax & Semantics 1 Ability Diversity (ID)	Readings: Ratner, pp. mid 276 – mid 282 Paradis et al., Chapter 8 Exam 1 Part 2 due by 7:20 PM IRAA: two articles agreed on & hands-on one picked

10	7/12	Language Aspect Structures: Syntax & Semantics 2 Ability Diversity (SLI) & Language and Culture Diversity Literacy Reading comprehension Literacy Families, Diverse Ability & Language/Culture	Readings: Paley (complete book) Ratner, pp. 292-303
11	7/14	Literacy Writing 1	Readings: Roth & Guinee (2011) McBride, Chapter 5
12	7/19	Literacy Writing 2	Readings: McBride, Chapters 8 & 10

13	7/21	Influences on child language and literacy development beyond the walls of a classroom, involving teachers with families, non-teaching professionals, and newer technologies
		About early childhood language & literacy assessments; language and literacy needs & assists
			IRAA Project written paper due
			Readings: Shatz & Wilkinson, Chapters 8
			    Ratner, Summary pp. 307-310
			    Paradis et al., Chapters 9-10
			    McBride, Chapter 6

14	7/26	Exam 2 in-class part Plan oral presentation Exam 2 take home available at 10 PM (due 7/28)	Use study group to prepare for exam 2 (but each student does both exam parts independently)
F	7/28	Rest of the final: Oral presentations of IRAA (adjust time: 7:30-10:15)	IRAA Project oral presentation Exam 2 Part 2 due by 11:00 PM

Schedule is subject to change based on needs of class and discretion of the instructor.