George Mason University
College of Education and Human Development
Early Childhood Education

ECED 502 (001) – Foundations of Language and Literacy for Diverse Young Learners
3 Credits, Fall 2016
Thursdays, 7:20 – 10:00 pm
Thompson Hall 1020, Fairfax Campus

Faculty
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Prerequisites/Corequisites
None

University Catalog 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.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1. 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).
2. Recognize the factors (social, cultural, affective, cognitive, and educational) that play a role in language acquisition and literacy learning (reading and writing).
3. 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.

4. Locate professional educator journals and analyze current research on instruction in language and literacy in early childhood education.
5. 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
(Council for Exceptional Children, National Association for the Education of Young Children**)**
Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
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.

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, MA: Allyn & Bacon.

Four professional journal articles [available via GMU virtual library of professional journals]:
Barber, A. B., Saffo, R. W., Gilpin, A. T., Craft, L. D., & Goldstein, H. (2016). Peers as clinicians: Examining the impact of Stay Play Talk on social communication in young preschoolers with autism. *Journal of Communication Disorders, 59*, 1–15.
McCloskey, E. (2011). Inclusion as an instructional approach: Fostering inclusive writing communities in preschool classrooms. *Journal of Early Childhood Literacy, 12*(1), 46–67.
Phillips, B. M. (2014). Promotion of syntactical development and oral comprehension: Development and initial evaluation of a small-group intervention. *Child Language Teaching and Therapy, 30*(1), 63-77.
Restrepo, M. A., Morgan, G. P., & Thompson, M. S. (2013). The efficacy of a vocabulary intervention for dual-language learners with language impairment. *Journal of Speech, Language, and Hearing Research, 56*(2), 748-765.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

Weekly Class Warm-Up Quizzes (20 points)
Goal:
- Maximize student engagement by bringing knowledge gained during class preparation to the forefront as each class session begins.
- Provide practice using new knowledge to increase its accessibility during future classes, assigned readings and examinations.
- Provide on-going evaluation and stimulate student self-monitoring.

Resources: Open book and other class materials including student's own notes.

Form: In-class hand-written responses to short (forced choice and open) and longer answer items. Thirty minutes per quiz.

Content: Samples student on-going control of course content.
- Draws on student study of topics from immediately prior class lecture and materials.
- Draws on student readings required for current class.

Each quiz will give two different scores: 50% reflecting successful study of material from prior class and 50% reflecting successful preparation of required readings. A key with successful answers for each quiz will be posted on Blackboard to aid student review and self-monitoring.

DUE: 7:20 PM each class session from September 8, 2016 through December 8, 2016.

Four Short Essays on Instructional Research Articles (20 points)
Goal:
- Maximize student academic reading of four required professional articles.
- Practice using APA (American Psychological Association) style.
- Prepare for Instructional Research Articles Analysis Project.
- Provide on-going evaluation and stimulate student self-monitoring.

Resources: Open book, article and other class materials as well as student's own notes.

Form: A short essay (two to four pages beyond title page) in APA style submitted in a word processor file, using the Blackboard assignment tool. Students are encouraged to draft the essays before the class due date for the reading, bring up questions, and them finalize and submit the essay on the weekend following that class.

Content: Each essay draws on student academic reading of one required professional article and focuses on one segment of the content required for the instructional research articles analysis project. Each essay calls for use of the APA style. Following are the specifics for each essay:
- Restrepo, Morgan, & Thompson (2013) on dual language learners' vocabulary:
  - An introduction of the topic about language or literacy growth and how it is addressed by the article;

- For each article, write about the following:
  - the background scholarship the author relied on, using a summary of the theories and evidence,
  - the main question (or questions) being studied,
- Barber et al. (2016) on children with autism and their peers talking and playing:
  - An introduction of the topic about language or literacy growth and how it is addressed by the article;
    - the instructional procedures and materials used as well as the frequency and duration of the instruction,
    - the design of the study(or studies) (e.g., ethnographic, randomized control trial, quasi-experimental, or single case design)
    - the child subjects in the study, how comparisons were made (including information on comparison group instructional materials and procedures if any),
- Phillips (2014) on oral language syntax growth pre-Kindergarten through Grade 1
  - An introduction of the topic about language or literacy growth and how it is addressed by the article;
    - the data collected relevant to the research questions and how the data was analyzed,
    - the major findings, interpretations, and conclusions,
  - 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).
- McCloskey (2011) on writing and the diverse abilities of children
  - An introduction of the topic about language or literacy growth and how it is addressed by the article;
    - the major findings, interpretations, and conclusions,
  - A conclusion about the value the article has (or does not have) for research-based instructional practices in early childhood education.

Each essay will give three different scores: 50% reflecting successful academic reading of the article, 30% reflecting successful focus on the specified content for that article, and 20 % focusing on successful use of the APA style.

DUE: 7:00 PM September 25, October 9, November 6, November 13

Instructional Research Articles Analysis Project (23 points)
Goal:
Increase ability to work with (analyze, try out, write 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. The hands-on part is *not* a full replication of a study. It simply calls for using materials and instructional procedures (not testing 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:
  - o the background scholarship the author relied on, using a summary of the theories and evidence,
  - o the main question (or questions) being studied,
  - o the instructional procedures and materials used as well as the frequency and duration of the instruction,
  - o the design of the study(or studies) (e.g., ethnographic, randomized control trial, quasi-experimental, or single case design)
  - o the child subjects in the study, how comparisons were made (including information on comparison group instructional materials and procedures if any),
  - o the data collected relevant to the research questions and how the data was analyzed,
  - o the major findings, interpretations, and conclusions,
  - o 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
  - o what materials and procedures were planned for use,
  - o the implementation as it actually occurred,
  - o the results of the hands-on work with the child,
  - o 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.

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. 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: Articles agreed on by **November 3;** Written paper submitted by **December 1, 7:20 PM**

Language and Literacy Examination (22 points)
Goal:
Demonstrate expertise with the course topics about language and literacy, including knowledge of the course topics from lectures, assigned readings and activities.

Content:
The exam will sample the following topics about language and literacy:
- three language acts (expressive, receptive, meta-linguistic)
- three aspects of language
  - vocabulary with its three facets (1. breadth, 2. depth, 3. speed)
  - two types of functions (1. pragmatics, 2. rhetoric/discourse/genres)
  - four systems of structures (1. phonology, 2. morphology, 3. syntax, 4. semantics)
- children with diverse backgrounds related to language and culture
  - dual language development
  - dialect differences
- children with diverse experiences related to atypical development
  - Speech Impairment
  - Hearing Impairment
  - Intellectual Disorder
  - Autistic Spectrum Disorder
  - Specific Language Impairment
- integrated components for accomplished reading
  - 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
  - comprehending written language by using background knowledge (with vocabulary depth and breadth) and comprehension strategies for varied text forms and knowledge domains
  - printed word identification (alphabetic principle, strategies including phonics, syllabic and morphological chunking, and sight words) with accuracy and automaticity
  - fluency that coordinates comprehension and printed word identification
- integrated components for writing, drawing on literacy foundations common to reading but including components specific to writing:
  - 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)
  - producing written words using motor and transcription skills, the alphabetic principle, and spelling strategies & patterns, including morphological awareness and patterns
  - finishing with self-evaluation, editing, revising, publishing
- literacy development related to language and cultural diversity
- how reading difficulties can be prevented, identified, and addressed.

The exam 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 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.

DUE: Exam **December 15**

- **Other Requirements**

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 (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) 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.

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.

- **Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Weekly quizzes class warm-up, exam practice	Ongoing	20
Four essays on journal articles practicing for parts of Instructional Research Articles Analysis Project	*September 25* *October 9* *November 6* *November 13*	20
Instructional Research Articles Analysis Project: two articles agreed on written paper submitted	*November 3* *December 1*	23
Examination	*December 15*	22
TOTAL		100

- **Grading Policies**

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

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.

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

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).

- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376).

Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule

Date	Topics	Assignments
9/1	Introduction to course: Syllabus, Blackboard Factors impact language & literacy development Research types in Foundations of Language and literacy	Before class: Study syllabus log onto class Blackboard browse Course Content sub folders After class: Optional readings on research types Browse APA manual
9/8	Overview Language: Acts & Aspects Overview Literacy: Reading & Writing Introduction: Ability Diversity Introduction: Language & Culture Diversity Language Acts Language and Culture Diversity	Before Class: Study previous class and read: Paradis et al., Chapter 1, 2, 3 Ratner, pp. 266 – 267 McBride, Chapter 1
9/15	Language Aspect Structures: Phonology Literacy Reading Foundations including Phonemic Awareness Ability Diversity (Hearing and Speech)	Study previous class and read: McBride, Chapter 2 & 9 Ratner, mid 267-top 276; lower 303-305
9/22	Language Aspect: Vocabulary Literacy Reading Comprehension Language and Culture Diversity	Study previous class and read: McBride, Chapters 3 & 7 Restrepo, Morgan, & Thompson (2013) Essay due: September 25
9/29	Language Aspect Structures: Morphology Literacy, Reading: Decoding & Sight Words Language and Culture Diversity	Study previous class and read: McBride, Chapter 4 Paradis et al., Chapters 4 & 5
10/6	Language Aspect Functions 1: Pragmatics Ability Diversity (ASD)	Study previous class and read: Ratner, pp. mid 282-291 Paradis et al., Chapter 6 Barber et al. (2016) Essay due: October 9
10/13	Language Aspect Functions 2: Rhetoric/discourse/genres (R/D/G)	Study previous class
10/20	Literacy Families, Diverse Ability & Language/Culture Literacy Reading comprehension Catch-up for first half of course	Study previous class and read: Paley (complete book)

Date	Topics	Assignments
10/27	Literacy, Reading: Fluency Language Aspect Structures: Syntax & Semantics 1 Ability Diversity (ID)	Study previous class and read: Ratner, pp. mid 276 – mid 282 Paradis et al., Chapter 8
11/3	Language Aspect Structures: Syntax & Semantics 2 Ability Diversity (SLI)	Study previous class and read: Ratner, pp. 292-303 Phillips (2014) Essay due: November 6 IRAA: two articles agreed on
11/10	Literacy Writing 1	Read: McBride, Chapter 5 McCloskey (2011) Essay due: November 13
11/17	Literacy Writing 2	Read: McBride, Chapters 8 & 10
11/23-27	**Thanksgiving Recess**	
12/1	Influences on child language and literacy development beyond the walls of a classroom, involving teachers with families, non-teaching professionals, and newer technologies	IRAA Project written paper due Materials in course content on Blackboard
12/8	About early childhood language & literacy assessments; language and literacy needs & assists	Read: Ratner, Summary pp. 307-310 Paradis et al., Chapters 9-10 McBride, Chapter 6 Materials in course content on Blackboard
12/15	Final Exam: (adjust time: 7:30-10:15)	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)
 Not Applicable

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.

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.

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

LaRusso, M., Kim, H. Y., Selman, R., Uccelli, P., Dawson, T., Jones, S., Donovan, S., & Snow, C. (2016) Contributions of academic language, perspective taking, and complex reasoning to deep reading comprehension. *Journal of Research on Educational Effectiveness, 9*(2), 201-222

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.

Snow, C. E., Griffin, P., & Burns, M. S. (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world.* San Francisco, CA: Jossey-Bass.

Treiman, R., Stothard, S. E., & Snowling, M. J. (2013). Instruction matters: Spelling of vowels by children in England and the US. *Reading and Writing, 26*(3), 473-487.

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.