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

ECED 522 (001) - Developing Language, Literacy, and Communication of Diverse Young Learners  
3 Credits, Fall 2016  
Thursdays, 4:30 – 7:10 pm  
West 1007, Fairfax Campus

Faculty  
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Prerequisites/Corequisites  
None

University Catalog 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.

Course Overview  
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.

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. 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
(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

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

Children’s Literature Resource List and Book Talk (25 points)
Students will create an in-depth, annotated narrative of at least 10 children’s books that are culturally, linguistically, and developmentally appropriate for diverse infants and toddlers and five books for children ages 3-5 years and their families, with at least one book in a language other than English. The narrative will include the following information:
- Complete an accurate bibliographic information to include title, author, illustrator, copyright date (no earlier than 2005), city of publication, and publisher.
- Clear and concise descriptions of high quality books that include sufficient detail for readers to gain a clear understanding of the content of the book (such as genre, repetitive phrases, rhyme, etc.) including diversity, evidence of promoting social emotional relationships, and current issues relevant to the age group.
- Culturally and developmentally appropriate examples of activities related to the book that families and teachers may do with children (at least two activities per book) and the rationale for choosing the activities.
- Discussion about the representation of diversity as appropriate.

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

Language Delays and Suggested Interventions Pamphlet and Presentation (20 points)
Students will work with a partner to create a pamphlet about what is known about the language development of children with a specific delay, disorder, or medical condition. The pamphlet will include a brief description of the medical condition or disability, background information and research, possible effects on language and literacy development, suggested interventions promoting language and literacy development, issues and controversies, and professional and
support organizations. Students will present the pamphlet in class and will make copies for everyone.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list.

**Augmentative, Assistive, and Alternative Technology Investigation/Exploration (10 points)**

Students will explore a variety of assistive, augmentative, and alternative technology in the Kellar Library located in the Finley Building on the George Mason Fairfax campus. They will describe in a two- to three-page paper at least three pieces of assistive, augmentative, or alternative technology and explain how the technology could be incorporated into a literacy or language activity with culturally, linguistically, and ability diverse children.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list.

**Language Analysis Project (40 points)**

Students will select a focus child, birth through age five, with exceptional language learning and/or dual language needs. They will collect and analyze information about the child’s background and language, literacy, and communication development. They will use this information to recommend appropriate educational apps to support the child’s language, literacy, and communication development.

**Part 1: Description of the Child (10 points)**

- Students will 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 language learning and/or dual language needs, etc.).
- Students will write a description of the child’s language, literacy, and communication development and explain how they assessed the child.
  - What approaches to assessment were used (e.g., observations, play-based assessment, assessment during instructional interactions, etc.)?
  - What information was gathered from others and from whom was it gathered (e.g., parent, caregiver, teacher, etc.)?

**Part 2: Language, Literacy, and Communication Analysis (15 points)**

Write an analysis of the child’s language and communication development, including the impact of the interaction of culture and home language. Based on the information gathered in Part 1, students will do the following:

- Describe and analyze the child’s language, literacy, and communication development.
- 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 and/or dual language needs interact with the child’s use of language, literacy, and communication.
Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list.

**Part 3: Educational Apps (10 points)**

Based on the language, literacy, and communication analysis, students will identify and describe three appropriate educational apps (free or limited free trials) that support the child’s language, literacy, and communication development.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list.

**Part 4: Class Presentation (5 points)**

Students will present a brief overview of what they learned about their focus child and will share one app they recommended in Part 3.

- **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](http://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](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

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<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>Children’s Literature Resource List and Book Talk</td>
<td>Oct 6</td>
<td>20</td>
</tr>
<tr>
<td>Language Delays and Suggested Inventions Pamphlet and Presentation</td>
<td>Nov 3</td>
<td>15</td>
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<tr>
<td>Augmentative, Assistive, and Alternative Technology Exploration/Investigation</td>
<td>Nov 17</td>
<td>10</td>
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<tr>
<td>Language Analysis Project</td>
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<tr>
<td>• Part 1: Description of the Child</td>
<td>November 10</td>
<td>10</td>
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<tr>
<td>• Part 2: Language, Literacy, and Communication Analysis</td>
<td>December 1</td>
<td>15</td>
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<tr>
<td>• Part 3: Educational Apps</td>
<td>December 1</td>
<td>10</td>
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<tr>
<td>• Part 4: Class Presentation</td>
<td>December 8</td>
<td>5</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
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• 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](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/](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/](https://cehd.gmu.edu/).

### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Sept 1</td>
<td>How social context support &amp; shape language</td>
<td>Syllabus review</td>
</tr>
<tr>
<td>Sept 8</td>
<td>Communication &amp; Culture</td>
<td>Chapter 2&lt;br&gt;<code>Sign up for Book Talk Presentations</code></td>
</tr>
<tr>
<td>Sept 15</td>
<td>Language &amp; Cognition</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept 22</td>
<td>Language as the Foundation for Literacy</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Sept 29</td>
<td>Developing Language &amp; Literacy through children’s literature</td>
<td>Chapter 6&lt;br&gt;“Snow on My Eyelashes”&lt;br&gt;Language Awareness Through Age-Appropriate Poetry Experiences</td>
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<tr>
<td>Oct 6</td>
<td>Early Language &amp; Literacy Instruction</td>
<td>Chapters 4 and 5&lt;br&gt;Spotlight, <em>Storybook Reading for Young Dual Language Learners</em></td>
</tr>
<tr>
<td>Oct 20</td>
<td>Language Assessments</td>
<td>Chapter 9&lt;br&gt;<em>Visit to Kellar Library – Finley Building</em></td>
</tr>
<tr>
<td>Oct 27</td>
<td><strong>Language Delays and Disorder Presentation</strong></td>
<td><strong>Language Delays and Disorder Presentation</strong></td>
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<tr>
<td>Nov 3</td>
<td>Dual Language Development</td>
<td>Spotlight, <em>Every Language is Special: Promoting Dual Language Learning in Multicultural Primary Schools</em></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Topic</td>
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| Nov 10 | Augmentative/Assistive/Alternative Technology Investigation/Exploration  | Spotlight, *Using Photo-Narration to Support the Language Development of All Learners*  
DUE: Part 1: Language Analysis Project |
| Nov 17 | Supporting Language Development                                          | Chapter 7  
Spotlight: *Vivian Paley’s Storytelling/Story Acting Comes to the Boston Public Schools*  
Guest Speaker  
DUE:  
Augmentative/Assistive/Alternative Technology Investigation/Exploration Paper |
| Nov 24 | **Thanksgiving Holiday**                                                 | No class tonight                                                      |
| Dec 1  | Supporting Literacy Development                                          | Chapter 8  
DUE: Parts 2 & 3: Language Analysis Project                             |
| Dec 8  | Language Analysis Project                                                | DUE: Language Analysis Project and Class Presentation                |

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

**Assessment Rubric(s)**
Not Applicable