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

ECED 812 (001) - Early Writing: Cognition, Language, and Literacy  
3 Credits, Fall 2016  
Thursdays, 4:30 – 7:10 pm  
Robinson A 205, Fairfax Campus

Faculty  
Name: Julie Kidd, EdD  
Office hours: By Appointment  
Office location: Thompson Hall 1202, Fairfax Campus  
Office phone: 703-993-8325  
Email address: jkidd@gmu.edu

Prerequisites/Corequisites  
Admission to the PhD in Education program or advanced-master’s status with approval of course instructor.

University Catalog Course Description  
Examines early writing research and practice related to cognition, language, and literacy in the early education of diverse learners, including special education and multicultural/multilingual education.

Course Overview  
Not Applicable

Course Delivery Method  
This course will be delivered using a seminar format.

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

1. Describe developmental, social, cultural, affective, and cognitive factors that play a role in early language and literacy development.
2. Analyze, synthesize, and share current research on environments and approaches that promote language and literacy for children, including children with disabilities and those from multicultural and multilingual backgrounds.
3. Design a research proposal based on current research on cognition, language, and literacy.
4. Engage in activities that promote the development of others’ as well as their own professional writing.
**Professional Standards** (Council for Exceptional Children and 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**

**Required Readings**
Buell, M. J., Burns, M. S., Casbergue, R., & Love, A. Que Mas le Va a Decir? Preschoolers who are dual language learners write a letter with a parent. *Literacy and Social Responsibility, 4*, 8-37.


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

Annotated Bibliography (30 points)
Students will develop an annotated bibliography that includes at least 10 research articles on an approved topic of their choice related to young children’s writing. Each entry will be approximately one single-spaced pages in length and will include the following:
  - accurate bibliographic information presented in APA style
  - a summary of
    - the purpose of the study,
    - the argument or thesis,
    - key points made in the review of the literature,
    - the methods (i.e., participants and setting, data sources and collection, data analyses),
    - the results/findings, and
    - the implications and conclusions
  - a statement of the potential relevance of the article to your study

Research Article Presentation (15 points)
Students will select an article from their annotated bibliography to present to their classmates. They will present a 20-minute conference-style talk using a slide presentation that includes the following:
  - Bibliographic information presented in APA style
  - Purpose of the study
  - The argument or thesis
  - Theoretical perspectives and key research studies that support the study
  - Research questions
  - The methods, including participants and setting, data sources and collection, and data analyses
  - The results/findings
  - Discussion
  - Implications and conclusions

Early Writing Research Proposal (40 points)
Students will write a research proposal focused on a topic of interest related to young children’s writing. The proposal will include the following:
  - an introduction that provides the background and argument for the study,
  - a review of the literature,
  - research questions,
  - an overview of the proposed methods (potential participants and setting, data sources and collection, data analyses),
  - anticipated results or findings, and
  - potential limitations of the study.
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 redundance.)
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

<table>
<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>Annotated Bibliography</td>
<td>October 20</td>
<td>30</td>
</tr>
<tr>
<td>Research Article Presentations</td>
<td>November 10, 17</td>
<td>15</td>
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<tr>
<td>Research Proposal</td>
<td>December 15, 7:15pm</td>
<td>40</td>
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<td>TOTAL</td>
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<td>100</td>
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• Grading Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>F</td>
<td>&lt;70</td>
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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/](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/](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/](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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 1</td>
<td>Course overview&lt;br&gt;Teachers’ voices and perspectives on young children’s writing</td>
<td>Cutler &amp; Graham (2008)&lt;br&gt;Harward et al. (2014)&lt;br&gt;Kidd et al. (2014)</td>
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<tr>
<td>Sept 8</td>
<td>Overview of writing development and instruction&lt;br&gt;Theories and models of writing: Sociocultural, Cognitive, &amp; New Literacies</td>
<td>Gerde et al. (2012)&lt;br&gt;Graham et al. (2013)&lt;br&gt;MacArthur et al. (2016): Chapters 1, 2, 3</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Brown Lecture in person at the Reagan Building in DC or online</td>
<td>Annotated Bibliography - submit to Blackboard by 4:30 pm</td>
</tr>
<tr>
<td>Nov 3</td>
<td>Self-regulation and writing in the primary grades</td>
<td>MacArthur et al. (2016): Chapter 12&lt;br&gt;Select one article on self-regulation and writing (to be decided in an earlier class)</td>
</tr>
<tr>
<td>Date</td>
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<td>Readings and Assignments</td>
</tr>
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<td>-------</td>
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<td>---------------------------------------------------------------</td>
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</tbody>
</table>
| Nov 10| Evidence-based writing instruction  
*Research article presentations*                      | Jones (2015)  
Submit Research Article Slide  
Presentation to Blackboard by 4:30 pm |
| Nov 17| Writing across the curriculum  
*Research article presentations*                      | Wollman-Bonilla (2000)                                      |
| Nov 24| No class meeting – Thanksgiving Holiday                              |                                                               |
| Dec 1 | No class meeting – partner feedback                                  | Meet with feedback partner face-to-face or online           |
| Dec 8 | Future directions for early writing  
research and instruction  
Course wrap up                                      | Graham, Bollinger, et al. (2012)  
Bring draft of writing research proposal  
and be prepared to share insights gained |
| Dec 15| No class meeting – Early Writing  
Research Proposal due                                        | Submit Early Writing Research Proposal to Blackboard by 7:15 pm |

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

**Assessment Rubric(s)**
Not Applicable