

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

ECED 422.001 Developing Language, Literacy, and Communication
of Diverse Infants and Toddlers
3 Credits, Fall 2017
Thursdays/ 4:30 – 7:10 pm
Music & Theater Building 1007, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines instructional strategies, resources, and technologies, including assistive technologies, to develop language, literacy, and communication of diverse infants and toddlers. Explores monolingual and multilingual language acquisition, cultural and linguistic diversity, and language delays and disorders. Focuses on the importance of adult-child interaction and the role of the family in children's language, literacy, and communication development.

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 importance of adult-child interaction and the role of the family in children's language, literacy, and communication development.
2. Describe typical and atypical language development and use this knowledge to analyze the language development of infants and toddlers.
3. 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.
4. Describe ways to support the early communication efforts of infants and toddlers, including augmentative, assistive, and alternative technologies, in a culturally and developmentally responsive manner.
5. Select children's literature and design meaningful literacy activities for infants and toddlers that reflect and appreciate cultural, linguistic, and ability diversity.

6. Create and promote a literacy-rich environment for diverse young children.

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

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615
- Shillady, A. (2014). *Spotlight on young children: Exploring language and literacy*. Washington, DC: National Association for the Education of Young Children. [Selected articles] ISBN: 9781938113055
- Vukelich, C., Christie, J., Enx, B., & Roskos, K. A. (2016). *Helping young children learn language and literacy: Birth through kindergarten* (4th ed.), Enhanced Pearson eText with Loose-Leaf Version, Access Card Package. Boston, MA: Pearson. ISBN: 9780134166063

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 7 award winning children’s books that are culturally, linguistically, and developmentally appropriate for diverse infants birth to two years **and** 7 books for young children ages 3-4 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 2006), city of publication, and publisher.
- Clear and concise descriptions of high-quality, award winning books that include sufficient detail for readers to gain a clear understanding of (a) the content of the book (such as genre, repetitive phrases, rhyme, etc.), (b) evidence of diversity, (c) evidence of promoting social emotional relationships, and (d) current issues relevant to infants and toddlers.
- Culturally and developmentally appropriate example of a literacy, language or communication activity related to the book that families and teachers may do with children (at least one activity per book) and the rationale for choosing the activity.
- Discussion about the representation of diversity as appropriate.

Students will bring at least three books and the accompanying activities to class to share with classmates. In small or large 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 (10 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, and suggested interventions promoting language and literacy development. Students will present the pamphlet in class and will make copies for everyone.

Technology Exploration Paper (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, double-spaced 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 using APA format.

Language Analysis Project (40 points)

Students will select a child with exceptional language learning needs and/or is a dual or multi language learner. 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 using APA format.

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 using APA format.

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.

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 website 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 |
| Children’s Literature Resource List and Book Talk | October 12 | 25 |
| Language Delays and Suggested Interventions Pamphlet | November 2 | 10 |
| Technology Exploration Paper | November 16 | 10 |
| Language Analysis Project | | |
| • Part 1: Description of the Child | November 9 | 10 |
| • Part 2: Language, Literacy, and Communication Analysis | November 30 | 15 |
| • Part 3: Educational Apps | November 30 | 10 |
| • Part 4: Class Presentation | December 7 | 5 |
| TOTAL | | 100 |

• **Grading Policies**

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82 C = 70 – 79
 D = 60 – 69 F = < 60

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.

Class Schedule

| Date | Topics | Readings & Assignments Due |
|-------------|---|---|
| Aug 31 | How Social Context Support & Shape Language | Syllabus review |
| Sept 7 | Communication and Culture | Chapter 2 |
| Sept 14 | Language & Cognition | Chapter 1 <i>Sign up for Book Talk Presentations</i> |
| Sept 21 | Language as the Foundation for Literacy | Chapter 3 |
| Sept 28 | Developing Language & Literacy Through Children's Literature | Chapter 6 Spotlight, <i>Show on My Eyelashes</i> <i>Language Awareness Through Age-Appropriate Poetry Experiences</i> |
| Oct 5 | Early Language & Literacy Instruction | Chapter 4 and 5 Spotlight, <i>Storybook Reading for Young Dual Language Learners</i> |
| Oct 12 | Sharing Children's Literature Book Talk Presentations | DUE to Bb – Children's Literature Narrative and Book Talk |
| Oct 19 | Language Assessments | Chapter 9 Spotlight, <i>The Daily Dozen: Strategies for Enhancing Social Communication of Infants with Language Delays</i> |
| Oct 26 | Developmental Disorders and Language Delays | Language Delays and Disorders Presentations |
| Nov 2 | Dual Language Development | Spotlight, <i>Using Photo-Narration to Support the Language Development of All Learners</i> Spotlight, <i>Every Language is Special: Promoting Dual Language Learning in Multicultural Primary Schools</i> DUE to Bb: Language Delays and Suggested Interventions Pamphlet |
| Nov 9 | Augmentative/Assistive/Alternative Technology Investigation/Exploration | Visit to Kellar Library – Finley Building on Fairfax Campus DUE to Bb –Language Analysis Project Part 1: Description of the Child |
| Nov 16 | Supporting Language Development | Chapter 7 |

| | | |
|--------|---|---|
| | | Spotlight: <i>Vivian Paley's Storytelling/Story Acting Comes to the Boston Public Schools</i> DUE to Bb –Technology Exploration Paper |
| Nov 23 | <i>No Class – Thanksgiving Holiday</i> | |
| Nov 30 | Supporting Literacy Development | Chapter 8 DUE to Bb –Language Analysis Project Part 2: Language, Literacy, and Communication Analysis Part 3 Educational Apps |
| Dec 7 | Language Analysis Project Presentation | DUE to Bb – Language Analysis Project Part 4: Class Presentation |
| Dec 14 | <i>No Class – Finals Week</i> | |

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

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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