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

ECED 402.001 Foundations of Language and Literacy for Diverse Young Learners
3 Credits, Spring 2018
Tuesdays/ 7:20 – 10:00 pm
Thompson Hall L013, Fairfax Campus

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Examines complexity of language acquisition and literacy development of diverse young learners. Emphasizes language acquisition, reading, and writing in prekindergarten and kindergarten contexts. Focuses on evidence-based assessment and instructional practices that promote prekindergarten and kindergarten children's language and literacy development. Explores social, cultural, affective, cognitive, and educational factors that play a role in language acquisition and literacy learning. Notes: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

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 reciprocal nature of reading and writing.
2. Discuss factors (social, cultural, affective, cognitive, and educational) that play a role in language acquisition and literacy learning (reading and writing).
3. Describe development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.
4. Explain the importance of play-based learning in prekindergarten and kindergarten children's language and literacy development.
5. Select and enact strategies that develop prekindergarten and kindergarten children's phonemic and other phonological awareness, concepts of print, phonics, fluency, vocabulary development, comprehension, composition, conventions of print, spelling

development, handwriting, and writing processes.

6. Recommend ways to foster prekindergarten and kindergarten children's appreciation of a variety of fiction and non-fiction text.
7. Design a literacy-rich environment that promotes prekindergarten and kindergarten children's interest and engagement in language acquisition, reading, and writing.
8. Evaluate prekindergarten and kindergarten classroom language and literacy environments and resources (e.g., centers, circle time, toys, books, digital technologies, etc.).
9. Identify and discuss specific language-based (SLD) conditions, such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders.
10. Identify students at risk of learning related issues due to attention deficit disorders.
11. Identify the special education identification process of students at risk of learning disabilities, including pre-referral, referral, evaluation, and eligibility in federal and state regulations, as specified in the Individuals with Disabilities Education Act (IDEA) and Regulations Governing Programs for Children with Disabilities in Virginia, as it relates to disability categories such as specific learning disabilities (SLD) and speech and language impairment.

Professional Standards (Council of 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.
Casbergue, R. M., & Strickland, D. S. (2016). *Reading and writing in preschool: Teaching the essentials*. New York, NY. The Guilford Press.
Morrow, L. M., Roskos, K. A., & Gambrell, L. B. (2016). *Oral language and comprehension in preschool: Teaching the essentials*. New York: NY. The Guilford Press.
Richardson, J. (2016). *The next step forward in guided reading*. New York, NY: Scholastic.

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	Due Dates	Points
Attendance and Participation	Ongoing	15
Field Experience • Field Experience Documentation Form (after completion of Field Experience hours) • Field Experience Reflection	May 9 May 9	5 25
Interactive Reading and Writing Experiences Plan • Phase 1: Evaluate 3 potential books for read aloud • Phase 2: Read aloud lesson plan • Phase 3: Extension activities	February 13 February 27 March 6	5 10 10

• Phase 4: Support of instructional decisions	March 27	10
• Phase 5: Assessment plan	April 10	5
• Phase 6: Lesson plan implementation	April - TBD	5
• Phase 7: Reflection of lesson plan implementation	Due 1 week after implementation	5
Dyslexia Module/Training	March 6	5

- **Assignments and/or Examinations**

Field Experience (30 points)
This course requires a minimum of 15 hours field experience in an early childhood education classroom (PreK or Kindergarten). Unless otherwise arranged with the course instructor, field experiences (including observations and interactive experiences) will be completed at the George Mason University Child Development Center. Hours will be selected and assigned during the first class session.

- *Field Experience Documentation Form (5 points)*
  - o Upon completion of their field experience hours, students will provide documention of their experience.
    - · If they completed the field experience within their own setting (requires instructor approval), they will upload the **On-the-Job Placement Documentation Form** to Blackboard. This form requires verification from the assistant principal or principal on site.
    - · If they attended a field placement other than where they work, they will upload the **Field Experience Documentation Form** to Blackboard. This form requires verification from the mentoring teacher on site.

- *Field Experience Reflection (25 points).* Students will write a four- to five-page reflection based on their field experience. Students will discuss the following:
  - o Process for selecting developmentally appropriate materials and instructional experiences;
  - o Accommodations and modifications made to the lesson plans based upon the individual and unique needs of the students in the field placement (e.g., ability, special needs, culture, linguistic, etc.);
  - o What they learned about developing literacy in young children through their (a) observations and interactions in the classroom and (b) development and implementation of the reading and writing experience lesson plan; and
  - o Suggestions to improve literacy development in the classroom.

Interactive Reading and Writing Experiences Plan (50 points)
Students will plan and conduct an interactive reading and writing experience for prekindergarten or kindergarten children in their field experience placement. They will include the following parts in the lesson plan:
  - o **Phase 1 (5pts):** Plan a read aloud experience by evaluating three potential books to read aloud using the evaluation form described in class. Use the evaluation checklist in Morrow, et al (2016, p.42) to describe each book. Select one book to read to a

group of prekindergarten or kindergarten children and write a rationale for the selection of this book.

- **Phase 2 (10pts):** Write a read aloud lesson plan using the lesson plan template provided by the instructor (see BB).**Phase 3 (10pts):** Plan and describe at least two extension activities that extend the read aloud, including at least one play-based learning activity and one writing experience. Describe each extension activity in two to three well-developed paragraphs.
- **Phase 4 (10pts):** Support instructional decisions (i.e., rationale for the book selection, the lesson plan activities, and the extension activities) by citing class readings, handouts, resources, and discussions and including a reference list of the sources formatted in APA style. This should be a three to five page well-developed rationale.
- **Phase 5 (5pts):** Design and describe how learning will be assessed. Include any templates that are designed and describe how they will be utilized during and after the lesson in two to three-well developed paragraphs.
- **Phase 6 (5pts):** Implement the lesson with the selected field experience children.
- **Phase 7 (5pts):** Provide a two- to three-paragraph reflection on the implementation of the above lesson plan. Note how the lesson was implemented, changes made during the lesson and why, achievement of stated objectives by the students, and suggested revisions to improve the lesson for future implementation.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide for each Part of the Interactive Reading and Writing Experiences. They will use in-text citations and include a reference list per APA style guidelines.

Dyslexia Module (5 points)
Students will complete the Dyslexia Module/Training required by the VDOE (see link below) and will submit the certificate of completion to Blackboard.

For the Dyslexia Module/Training: Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia.
http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html.

- **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)

completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> 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.

- **Grading**

A = 95 – 100   A- = 90 – 94   B+ = 87 – 89   B = 80 – 86   C = 70 – 79   D = 60 – 69   F = < 60
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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. See
https://cehd.gmu.edu/students/policies-procedures/.

Class Schedule

Class	Topics	Assignments & Readings Due
January 23	Course overview Exploring relationships among listening, speaking, reading, and writing	
January 30	Understanding factors affecting language and literacy development (social, cultural, affective, cognitive, and educational) Developing linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics	Casbergue & Strickland, Ch. 1 Morrow et al., Ch. 1
February 6	Designing and providing literacy-rich environments in the classroom Promoting and building upon home language and literacy practices	Casbergue & Strickland, Ch. 2, pp. 16-35 Morrow et al., Ch. 6, pp. 107-113
February 13	Planning and implementing instructional experiences that promote talking, reading, and writing	Morrow et al., Ch. 2, pp. 20-32 **DUE: Phase 1 Reading and Writing Plan**
February 20	Designing literacy centers and activities Promoting language and literacy through conversation and play	Morrow et al., Ch. 3, 4

Class	Topics	Assignments & Readings Due
February 27	Designing and implementing a comprehensive literacy program Developing listening comprehension through interactive read alouds Comprehension Modules 3 and 4	Morrow et al., Ch. 5 Richardson, Introduction, Ch. 1 **DUE: Phase 2 Reading and Writing Plan**
March 6	Developing phonemic and other phonological awareness Connecting oral language to print	Casbergue & Strickland, Ch. 3, pp. 38-50 Richardson, View Pre-A Video Links 1, 2, 3 **DUE: Phase 3 Reading and Writing Plan** **Due to Bb – Dyslexia Module/Training**
March 13	*No Class – Spring Break*	
March 20	Developing print and alphabetic knowledge for reading Developing literacy through shared reading and interactive writing	Casbergue & Strickland, Ch. 4 Richardson, Ch. 2; View Pre-A Video Links 4, 5, 6
March 27	Assessing print knowledge for reading	Casbergue & Strickland, Ch. 6, pp. 122-134 Richardson, View Pre-A Video Link 7 **DUE: Phase 4 Reading and Writing Plan**
April 3	Developing print and alphabetic knowledge for writing Assessing print knowledge for writing	Casbergue & Strickland, Ch. 5, 7

Class	Topics	Assignments & Readings Due
April 10	Implementing guided reading and writing with early and emergent readers and writers Comprehension Modules 13 and 16	Richardson, Ch. 3; View Emergent Video Links 1-9 **DUE: Phase 5 Reading and Writing Plan**
April 17	Developing reading comprehension Promoting independent reading and writing Developing resources for families to support linguistic competence Comprehension Module 20	
April 24	Integrating language and literacy throughout the day Identifying principles to guide language and literacy instruction for prekindergarten and kindergarten children	Morrow et al., Ch. 7
May 1	Identifying and meeting the needs of young students with specific language-based conditions and attention deficit disorders Understanding the Response to Intervention and special education process and components Course wrap up and evaluation	
May 8	*No Class – Finals Week*	**Due to Bb –Field Experience Reflection (May 9)** **Due to Bb – Field Experience Documentation Form (May 9)**

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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://coursessupport.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/students/.