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

ECED 812.001 Early Writing: Cognition, Language, and Literacy
3 Credits, Spring 2023, In-person
1/23/2023-5/17/2023, Thursday/ 4:30-7:10 pm
East Building 134, Fairfax Campus

Faculty
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Prerequisite(s): 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 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
This seminar is for students in a number of disciplinary concentrations such as early childhood education, early childhood special education, educational psychology, literacy, multicultural/ multilingual education, and special education. Study includes the age range of birth through 8 years old. Research is examined across areas of early childhood education, early childhood special education, bilingual/ESL education, multicultural education, and international perspectives on early childhood education.

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178

McCarthy, C. A., Graham, S., & Fitzgerald, J. (2016). *Handbook of Writing Research* (2nd ed.). The Guilford Press. ISBN: 9781462529315

Required Readings

Aram, D., Korat, O., Saiegh-Haddad, E., Arafat, S. H., Khoury, R., & Elhija, J. A. (2013). Early Literacy among Arabic-speaking kindergartners: The role of socioeconomic status, home literacy environment and maternal mediation of writing. *Cognitive Development, 28,* 193-208. doi: 10.1016/j.cogdev.2012.10.003

Boyle, B., & Charles, M. (2010). Using socio-dramtic play to support a beginning writer: 'Daniel, the doctor, and the bleeding ball.' *International Journal of Early Years Education, 18,* 213-225.

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.

Burns, M. S., & Kidd, J. K. (2016). Play and early writing. In D. Couchenour and J. K. Chrisman (Eds.), *Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: SAGE.

Burns, M. S., Kidd, J. K., & Genarro, T. (2010). Writing: Underutilized for young children with disabilities? *Advances in Learning and Behavioral Disabilities, 23,* 175-204. doi: 10.1108/S0735-004X(2010)0000023009

Burns, M. S., Love, A., Buell, M. J., & Casbergue, R. (2012). What do you wanna write to Grandma? Richness and variety in shared writing of prekindergarten children and parents. *Literacy and Social Responsibility, 5*(1), 177-212.

Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology*, *100*, 907-919. doi: 10.1037/a0012656

Diamond, K. E., Gerde, H. K., & Powell, D. R. (2008). Development in early literacy skills during the pre-kindergarten year in Head Start: Relations between growth in children's writing and understanding letters. *Early Childhood Research Quarterly, 23,* (467-478). doi: 10.1016/j.ecresq.2008.05.002

Dinehart, L. (2014). Handwriting in early childhood education: Current research and future implications. *Journal of Early Childhood Literacy*, *15*, 97-118.

Dyson, A. H. (2008). Staying in the (curricular) lines: Practice constraints and possibilities in childhood writing. *Written Communication, 25,* 119-159. doi: 10.1177/0741088307309552

Gerde, H. K., Bingham, G. E., & Wasik, B. A. (2012). Writing in early childhood classrooms: Guidance for best practices. *Early Childhood Education Journal, (40)*6, 351-359. doi: 10.1007/s10643-012-0531-z

Graham, S., Bollinger, A., Olson, C. B., D'Aoust, C., MacArthur, C., McCutchen, D., Olinghouse, N. (2018). Teaching elementary school students to be effective writers: A practice guide: Revised October 2018 (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from

http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.

Graham, S., Gillespie, A., & McKeown, D. (2013). Writing: Importance, development, and instruction. *Reading and Writing: An Interdisciplinary Journal, 26,* 1-15. doi: 10.1007/s11145-012-9395-2

Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology, 104,* 879-896. doi: 10.1037/a0029185

Hall, E. (2009). Mixed messages: The role and value of drawing in early education. *International Journal of Early Years Education, 17*(3), 179-190. doi: 10.1080/09669760903424507

Hall, A. H., Simpson, A., Guo, Y., & Wang, S. (2015). Examining the effects of preschool writing instruction on emergent literacy skills: A systematic review of the literature. *Literacy Research and Instruction, 54,* 115-134. doi:10.1080/19388071.2014.991883

Harward, S., Peterson, N., North, B., Wimmer, J., Wilcox, B., Morrison, T., Black, S., Simmerman, S., & Pierce, L. (2014). Writing instruction in elementary classrooms: Why teachers engage or do not engage students in writing. *Literacy Research and Instruction, 53,* 205-224. doi: 10.1080/19388071.2014.896959

Hopperstad, M. H. (2010). Studying meaning in children's drawing. *Journal of Early Childhood Literacy, 10,* 430-452. doi: 10.1177/1468798410383251

Jones, C. D. (2015). Effects of writing instruction on kindergarten students' writing achievement: An experimental study. *The Journal of Educational Research, 108,* 35- 44. doi: 10.1080/00220671.2013.836466

Kidd, J. K., Burns, M. S., La Croix, L., & Cossa, N. L. (2014). Prekindergarten and kindergarten teachers in high poverty schools speak about young children's authoring (and we need to listen). *Literacy and Social Responsibility, 7*(1), 50-71.

Kissel, B., Hansen, J., Tower, H., & Lawrence, J. (2011). The influential interactions of pre-kindergarten writers. *Journal of Early Childhood Literacy, 11,* 425-452. doi: 10.1177/1468798411416580

McCloskey, E. (2011). Inclusion as an instructional approach: Fostering inclusive writing communities in preschool classrooms. *Journal of Early Childhood Literacy*, *12*, 46-67.

Puranik, C. S., & Lonigan, C. J. (2011). From scribbles to scrabble: Preschool children's developing knowledge of written language. *Reading and Writing: An Interdisciplinary Journal, 24,* 567-589. doi: 10.1007/s11145-009-9220-8

Rowe, D. W., & Neitzel, C. (2010). Interest and agency in 2- and 3-year-old's participation in emergent writing. *Reading Research Quarterly*, *45*, 169-195.

Rowe, D. W., & Wilson, S. J. (2015). The development of a descriptive measure of early childhood writing: Results from the Write Start! Writing assessment. *Journal of Literacy Research, 47,* 245-292. doi: 10.1177/1086296X15619723

Wohlwend, K. (2008). Play as a literacy of possibilities: Expanding meanings in practices, materials, and spaces. *Language Arts, 86,* 127-136.

Wollman-Bonilla, J. E. (2000). Teaching science to first graders: "Genre learning and reconceptualization." *Research in the Teaching of English, 35,* 35-65.

Zhang, C., & Cook, J. C. (2019). A reflective professional development intervention model of early writing instruction. *Journal of early childhood teacher education, 40, 177-196.*

Recommended Readings

Ball, A. (2006). Teaching writing in culturally diverse classrooms. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 293-310). New York, NY: Guilford.

Bissex, G. L. (1980). *GNYS AT WRK: A child learns to write and read*. Cambridge, MA: Harvard University Press.

Clay, M. (1975). *What did I write? Beginning writing behavior*. Portsmouth, NH: Heinemann.

Dyson, A. H. (2013). *ReWRITING the basics: Literacy learning in children's cultures*. New York, NY: Teachers College Press.

Fitzgerald, J. (2006). Multilingual writing in preschool through 12th grade: The last 15 years. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 337-354). New York, NY: Guilford.

Powell, D. R., & Diamond, K. E. (2012). Promoting early literacy and language development. In R. D. Pianta (Ed.), *Handbook of early childhood education* (pp. 194-216). New York, NY: Guilford.

Schrader, C. T. (1990). Symbolic play as a curricular tool for early literacy development. *Early Childhood Research Quarterly*, *5*, 79-103.

Steward, E. P. (1995). *Beginning writers in the zone of proximal development.* Hillsdale, NJ: Lawrence Erlbaum.

Course Performance Evaluation

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

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	**25**
Annotated Bibliography		**25**
• Entries		
o 1st set of four	March 3	8
o 2nd set of four	April 7	8
• Peer revisions		
• Final review	April 21	8
	May 5	1
Seminar Presentations		**20**
• Seminar subtopic choices must be submitted	February 24th	1
• Readings must be submitted two weeks before scheduled class	TBD	3
• Seminar presentation	TBD	16
Research Proposal		**30**
• Workshop presentation	April 27 or May 4	
• Final paper	May 11	5
		25
TOTAL		**100**

- **Assignments and/or Examinations**

Annotated Bibliography (25 points)
Students will be co-developing a master annotated bibliography for research on early writing to be shared with everyone by the end of the semester. Each student will contribute:
- at least five research articles on an approved subtopic of their choice related to early writing and
- an additional three articles within their subtopic, or another subtopic (including articles assigned as course readings).

Students will also be responsible for contributing revisions/comments/edits to eight articles annotated by other students.

Each entry will be approximately one single-spaced page in length and will include the following:
- accurate bibliographic information presented in APA style;
- keywords;
- summary of:
  - purpose of the study,
  - argument or thesis from the conceptual framework,
  - key points made in the review of the literature,
  - methods (i.e., participants and setting, data sources and collection, data analyses),
  - results/findings, and
  - implications and conclusions; and
- statement of the potential relevance of this article to further research.

Seminar Presentation (20 points)
In the second half of the semester, students will design and facilitate discussion around subtopics within early writing of their own interest. First, students will select and get approval for a subtopic they would like for us to explore as a class. They will then select three articles as course readings for one class. On their assigned class, they will present a 20-30 minute conference-style talk using a slide presentation that should include but is not limited to:
- overview of the concepts and theories applied to their subtopic;
- list of inquiry questions produced from this particular subtopic;
- broad overview of literature related to this subtopic, including theories and methods used for studying this area; and
- detailed overview of one study from the readings.

The presenter will share discussion questions and an activity to engage our class in their topic. A goal for what this discussion may produce should be explicated.

Research Paper (30 points)
The paper (25 points)
Students will complete a major piece of writing, on a topic and format (with instructor approval) that will move your research forward. Examples include a research proposal, a manuscript draft for publication, or a piece of writing for your portfolio (theoretical re/framing

of problem, literature review, analysis of data). Students will submit completed pieces on Blackboard.

If choosing a research proposal, it should be focused on a topic of interest related to young children's writing. It should include a fully developed conceptual/theoretical framework that synthesizes research related to the topic and develops an argument for the proposed research. This framework will serve as the basis of the proposal, that should also include the following:
- an introduction that provides the background and argument for the study,
- a review of the literature,
- a discussion of the conceptual/theoretical framework
- 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.

The workshop presentation (5 points)
Students will also present a 15-minute overview of their paper to the class as part of a writing workshop session on one of the last two class dates. The purpose of this presentation is to informally present the work while soliciting feedback from peers before submitting a final draft.

- **Other Requirements**

Attendance and Participation (25 points)
Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:
- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an attendance and participation self-evaluation.

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   F = < 70
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 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 graduate 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
(This schedule is subject to changes after reviewing students' interest in subtopics)
All assignments are due on Fridays at 11:59pm

Date	Topic	Readings & Assignments Due
Week 1 Jan 26	Course overview: Major turns in the conceptual and methodological approach to studying early writing	TBA
Week 2 Feb 2	Theories and models of writing: A cognitive approach to writing process, development and instruction	MacArthur et al. (2016): Chapters 2, 14 Articles TBA
Week 3 Feb 9	Sociocultural perspectives: Home and community influences on young children's writing Influences of social practices within school writing communities	MacArthur et al. (2016): Chapter 1 & 6 Articles TBA
Week 4 Feb 16	New Literacies: Multimodal perspectives on early writing	New London Group (1996) TBA
Week 5 Feb 23	Writing and Mobilities: Sociomaterial, network and digital perspectives	Brandt & Clinton (2002) TBA **Due (2/24): Email me your seminar presentation subtopic**
Week 6 Mar 2	Early writing development: Play, drawing, and multimodal representations from preschool through the primary grades	MacArthur et al. (2016): Chapters 9-10 Rowe & Wilson (2015) Boyle (2010) Burns & Kidd (2016) Wohlwend (2008) **Due to shared Google Doc (3/3): First 4 annotated bibliography entries**
Week 7 Mar 9	Early Writing Instruction: Differing perspectives	MacArthur et al. (2016): Chapter 25 Graham et al. (2012) Dyson (2008)

		Due to Bb (3/10)
Mar 16	Spring Break	
Week 8 Mar 23	TBA: Student led discussion on chosen subtopic	TBA
Week 9 Mar 30	TBA: Student led discussion on chosen subtopic	TBA
Week 10 Apr 6	TBA: Student led discussion on chosen subtopic	TBA **Due to shared Google Doc (4/7): Remaining 4 annotated bibliography entries**
Week 11 Apr 13	TBA: Student led discussion on chosen subtopic	TBA
Week 12 Apr 20	TBA: Student led discussion on chosen subtopic	TBA **Due to shared Google Doc (4/21): Review of 8 annotated bibliography entries**
Week 13 Apr 27	TBA: Student led discussion on chosen subtopic & Student paper workshop	TBA
Week 14 May 4	Future directions for early writing research and instruction – Student paper workshop	TBA **Due (5/5): Email me after completing a final review of your annotated bibliography entries**
Reading Days May 8-9		
Finals May 10-14	**Due to Bb (5/11) Research Paper**	

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 https://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://ds.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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee" and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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