ECED 402.002 Foundations of Language and Literacy for Diverse Young Learners (3:3:0)
Spring 2014
Thompson Hall L019
Seven Wednesdays, 7:20 – 10:00 pm and seven other fully on-line sessions

Instructor: Peg Griffin
Telephone: 
Email address: pgriffin@gmu.edu
Office hours: by appointment Wednesdays on Fairfax campus; other times and places as needed

Course Description
Examines complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures. Emphasizes first and second language acquisition.

Nature of Course Delivery
This course uses a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in on-line discussion groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk and writing related to the learning activities.

This is a hybrid course. There will be a total of seven face-to-face classes; other teaching and learning will be conducted on Blackboard, a web environment George Mason University uses so students can access class lectures, discussions, small peer problem solving groups, as well as assignments and homework tasks. (Note the schedule at the end of this syllabus that indicates the face-to-face and on-line meeting dates and content.)

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

1. Describe an overview of language covering the growth of vocabulary, structures (phonology, morphology, syntax, and semantics), functions (pragmatics and discourse rhetoric), and acts (expressive, receptive, metalinguistic) while addressing diverse learners (including first and second language learners, dialect diversity and children with typical and atypical development patterns).
2. Describe the factors that play a role in language development and literacy learning.
3. Describe an overview of learning to read and write including phonological awareness (and phonemic awareness), word recognition (and phonics and decoding), reading
fluency, reading comprehension, spelling (orthography and developmental), as well as writing mechanics, composition, and completion of writing tasks.

4. Describe in general the current research in language and literacy development and learning including a detailed explanation of one example.

5. Describe an example of an assistive technology for students with special needs regarding early language and literacy instruction.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Textbooks


Other required readings [available without fee electronically via GMU resources]

Two chapters from books [available to class members on our class Blackboard]


Professional Journal Articles [available via GMU virtual library of professional journals]


Optional readings


George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Counseling and Psychological Services – 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/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

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.
**Collaboration**
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

**Ethical Leadership**
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

**Innovation**
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

**Research-Based Practice**
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

**Social Justice**
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

**Course Requirements**

**General Requirements**
1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class and/or online is important to students’ learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

   Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use
absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor’s grading policy, as stated in the course syllabus.

3. In line with Mason’s policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g., gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else’s work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

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 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.
Grading Criteria

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

Grading Policy

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.

Specific Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation face-to-face and on-line</td>
<td>Ongoing</td>
<td>15</td>
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<tr>
<td>On-line small groups (tasks and discussions)</td>
<td>Ongoing</td>
<td>20</td>
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<tr>
<td>Examination: Language</td>
<td>March 5</td>
<td>15</td>
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<tr>
<td>Assisting students with special needs during language or literacy learning (group project)</td>
<td>Focus choice: February 26</td>
<td>17</td>
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<td>Brochure: March 19</td>
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<tr>
<td>Instructional Research Article Analysis Project</td>
<td>Article Choice: March 26</td>
<td>15</td>
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<td>Paper: April 23</td>
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<tr>
<td>Literacy: What families can learn and do (group project)</td>
<td>Part Choice: April 9</td>
<td>18</td>
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<td></td>
<td>Final product: April 30</td>
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<td>TOTAL</td>
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<td>100</td>
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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 face-to-face class meetings, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for course activities prior to class or the starting date for an on-line topic as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as to participate fully in related activities.
• Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, assignments, and quizzes, (2) engaging in small and large group discussions, face-to-face and on-line, (3) not using laptops and other electronic devices during class time except as approved to support learning within the current class activity, and (4) supporting the participation and learning of fellow classmates on-line and face-to face.

• Students show evidence of critical reflective thinking and accountable language in class discussions and activities as well as in written work.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

On-Line Small Group Activities (20 points)
Active participation and engagement in small group on-line activities that use discussion forums on Blackboard are imperative for optimal learning in this hybrid class. For some activities students will be assigned at random by the Blackboard tool for that purpose. For other activities each student will self-select a group to enroll in, again using a Blackboard tool for the purpose.

• Each student will be in a Study Buddy group for the first half of the semester (randomly assigned membership) and a Study Crew for the second half of the semester (self selected membership). These groups will be the everyday working groups for learning the course material, session by session. Each session calls for both individual tasks and collaborative tasks. At the start the structure will be prescribed in detail and the instructor will be active in each group, but students will be expected to take more initiative as the term goes on.

• Each student will be in a Needs and Assists group. The on-line group tasks for are designed to complement the students thinking about diverse abilities and to prepare the student for the individual assignment “Assisting students with special needs during language or literacy learning” (see details below). The tasks involve discussion of readings about children’s needs that may be encountered in classrooms and the ways and tools teachers use to assist children, work with an elicitation device used in discussions of typical and atypical language development. This is a self-selected group that operates in the first half of the term.

• Each student will be in a Beyond Class Plus group. The on-line group tasks are designed to explore influences on child language and literacy development that go beyond the walls of a classroom, involving teachers with families, non-teaching professionals, and newer technologies. The group members will also prepare for the group assignment “Literacy: What families can learn and do” (see details below). This is a self-selected group that operates in the second half of the term.

• Each student will be in child Talk group. The on-line group tasks are designed to focus student attention on language use by young children in academic settings, to promote deeper learning of concepts about language introduced in class. Students will see, hear, and work on samples of child language and literacy in action, having a chance for deeper knowledge about the acts and aspects of language and the acts of literacy. This is a randomly assigned group that operates in the second half of the term.

Preparation for and participation in these activities will be evaluated with the following criteria:
• Students complete readings and follow activity directions to prepare for on-line activity tasks as is evidenced by their ability to post and respond to posts, participating fully in the tasks related to each of the two small group on-line activities. Students read and post at least twice a week in the small group on-line activities they belong to, from the opening date of the activity and for its entire period.

• Students show evidence of critical reflective thinking and accountable language in their posts for all tasks for each small group online activity. Students support the participation and learning of others in their on-line small groups. Students apply material from the on-line activities to their other course work, including face-to-face meetings and written assignments.

Examination: Language (15 points)

Goal: Review and summarize course information about language, demonstrating knowledge of the first half of the course.

Content: The exam will address the following topics about language:
1. three language acts (expressive, receptive, meta-linguistic)
2. three aspects of language
   - vocabulary with its three facets
   - two types of functions (1. pragmatics, 2. rhetoric/discourse/genres)
   - four systems of structures (1. phonology, 2. morphology, 3. syntax, 4. semantics)
3. diversity related to languages and cultures
   - dual language development
   - dialect differences
4. language difficulties experienced by children with
   - Speech Impairments
   - Hearing Impairments
   - Intellectual Disorders
   - Autistic Spectrum Disorders
   - Specific Language Impairments

The exam will be open book and open note. Students may use class resources including material in Power Points and notes posted on the class Blackboard, students own notes, required text books and articles assigned for the classes.

The questions will be of two types: (1) short answer questions (true/false, yes/no, multiple choices, single word, or short phrase); (2) short essays at least one but no more than three paragraphs long. The quizzes in the study buddy groups will give students a chance to practice these question types. As in the quizzes, for short answer questions, the student may write an explanation if the student believes that more than one answer could be correct or that none of the provided choices is correct.

DUE: Takes place as part of the face to face class on March 5, starts 7:20 PM, ends 9:00 PM.

Assisting Students with Special Needs during Language or Literacy Learning (17 points) (Group project)

Goals: Learn about the special language and literacy needs that challenge some children in school during early childhood. Explore the assistance available for teachers to use– from no
technology, to low-, mid- and high-technology. Collaborate within a team to contribute to peer professional development.

**Audience:** Early childhood education practitioner colleagues.

**Content:** Students work in a small group to study the special needs related to language or literacy growth that some children encounter in early childhood education and the assistance that a teacher can provide to ameliorate a child’s difficulties. Guided by the directions for the related on-line activity, the team explores materials ranging from manuals to research to state standards of language and literacy learning. The group prepares a brochure designed to help other teachers. The group’s brochure will be available to the whole class. The specific focus of the brochure will be negotiated with the instructor to encourage diversity of topics for the class to share. The brochure will address the following topics:

- identifying children with needs for extra assistance in some area of language or literacy learning and/or with some language and/or literacy task demands encountered in typical early childhood schooling,
- finding various ways teachers can assist identified children with language and/or literacy learning and specifying how teachers work with various kinds of assistance to meet specific curricular goals in language and/or literacy;
- establishing which theories and empirical evidence support the use of various kinds of assistance for the needs identified;
- examples of assistance, including information about its use in practice.

**Resources & Associated online Blackboard activity:** The resources and detailed directions for this project are provided within the Needs and Assists small group on-line activity.

**Form:** Submit the written product as a team in electronic form using the Blackboard assignment tool or GMU email. The style and format should be appropriate to the teacher audience for the brochure. While a six-panel tri-fold is a common format for this project, different pamphlet shapes and sizes may be used. Appendices can be used as well. Sources consulted must be indicated in order to inform peers about how they can check on and pursue further the information provided. Complete adherence to the APA style for articles submitted for publication is not required in the brochure, but good academic writing standards should be observed. (See also “Written Assignments” section above.)

**Due:** NEGOTIATE focus by February 26.

Written Brochure due March 19 by 7:20 PM.

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**Instructional Research Article Analysis Project (15 points)**

**Goal:** Familiarity with the professional research literature that informs good practices by early childhood educators for promoting children’s language and literacy.

**Audience:** Early childhood education academic colleagues

**Content:** Analyze a refereed (also called peer reviewed) articles which reports a study of an attempt to improve child language or literacy learning or development. There is a hands-on part of the project. It is intended to enable and demonstrate deep understanding of the instruction implemented the article. It is not a full replication of the study. It simply calls for using materials like those used in the study being analyzed and trying to do the instruction described in the article with the assistance of at least one child confederate.

The written paper should include the following:

- an introduction of the topic about language or literacy growth and how it is addressed by the article, including
  - the purpose(s) of the study reported,
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a summary of the theoretical foundation for the study,
a summary of the background research literature the study is developed from;

- a description of the empirical base for the study, giving details about
  - the instruction involved, including the procedures and materials used,
  - the design of the study, including a description of the child subjects and how they were recruited and assigned to different conditions, as well as a discussion of the data collected and how it was analyzed,
  - the major findings and conclusions;

- a description of the hands-on part of the project including what was planned, the implementation as it actually occurred, and the results of the hands-on work with the child, as well as a discussion of what the hands-on experience revealed about the article it was derived from;

- a conclusion about the value the article has (or does not have) for research-based instructional practices in early childhood education.

Resources: One article from a professional journal that reports on a study of instructional research on the language or literacy growth of young children related to a topic of special interest to the student. The article is to be chosen from a structured list provided by the instructor.

Form: Use GMU email to negotiate with the instructor about which article to use. Identify the article with the complete APA reference for it. (Do not send an attached copy of the article.) Submit the completed paper in electronic form using the Blackboard assignment tool or GMU email. Good written products generally have about 8-14 APA style pages. Students will use the complete APA style expected for papers submitted for publication, including page conventions, an abstract, references and in-text citations. (See also “Written Assignments” section above.)

Due: Negotiate topic and articles choice by March 26.
    Written paper by April 23 at 7:20.

Literacy: What families can learn and do (18 points)
(Group project)

Goals: Review and summarize course information about literacy, demonstrating knowledge of the second half of the course. Prepare to (a) assist families to understand the complex nature of children’s literacy growth and (b) to help parents partner with teachers for the child’s benefit in the light of the beyond school factors that affect the child’s development. Collaborate with a team to communicate with families of young children.

Audience: Families of young children

Content: Students work in the Beyond Class Plus on-line small group to discuss the various topics related to the two literacy acts (reading and writing) as well as ideas about communicating with families and helping them connect with in-school and out-of-school literacy resources for children. The group negotiates with the instructor about focusing on some part of the whole topic of literacy, including the following:

1. integrated components for accomplished reading,
   a. foundations: language development (including phonemic and phonological awareness), activities (conversations, play, read-alouds, exploring varied literacy purposes and forms, trying to write), print concepts and letter knowledge, and motivation to read;
b. comprehending written language by using background knowledge (with vocabulary depth and breadth) and comprehension strategies for varied forms and domains;

c. printed word identification (alphabetic principle, phonics, syllabic and morphological chunking, and sight words) with accuracy and automaticity;

d. fluency that coordinates (b) and (c) above.

2. integrated components for writing, drawing on literacy foundations (see 1a above) but also including components specific to writing

   a. composing meaningfully in diverse genres using topic knowledge and vocabulary, varied and complex syntax, semantics, rhetoric, showing audience awareness, using planning, organizing, monitoring, self-regulation (attention, persistence)

   b. producing written words using fine motor and transcription skills, the alphabetic principle, and spelling strategies & patterns

   c. finishing with self-evaluation, editing, revising, publishing

3. literacy development related to language and cultural diversity

4. how reading difficulties can be prevented, identified, and treated

The final product should include the following features:

   a. a framework to orient and motivate families to learn about the big picture of the reading and writing acts of literacy, showing how the part the group is focusing on fits in

   b. introduction of specialized terms related to the group’s focus, with examples explained

   c. milestones or benchmarks

   d. research supported “how-to” segments (each including discussion of materials, procedures, and rationale) so family activities can complement school work to enhance child literacy.

**Resources:** Power Points and notes from class sessions, materials from small group Blackboard discussions, class textbooks and required readings. *Material from Wikipedia or a general web search should be avoided unless its coherence with current scholarship is verified.*

**Associated online Blackboard activity:** Beyond Class Plus

**Form:** Group written material submitted in electronic form using the Blackboard assignment tool or GMU email. Many different formats are acceptable: handbook, newsletter, series of columns or blog postings (provided in an off-line form), Power Points with discussion notes for bi-monthly family meetings, etc. See also the “Written Assignments” section above. The style and format should be inviting to the family audience; details and terminology should be explained, not overly simplified or omitted. Sources consulted should be indicated and families should be informed about how to find them. Complete adherence to the APA style for articles submitted for professional publications is not required, but good academic writing standards should be adhered to.

**Due:** Choose part to focus on by April 9.

     Final Product for families by April 30.
## Draft Course Schedule ECED 402, Spring 2014 *(italicized dates indicate sessions fully on-line)*

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<th>#</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>3</td>
<td>on-line</td>
<td>Language Aspects Structures 3 &amp; 4: Syntax &amp; Semantics Vasilyeva, Huttenlocher &amp; Waterfall, 2006. Language Diversity second language development: Paradis et al. Chapters 6 &amp; 8.</td>
<td>BY CLASS: Read Paradis et al. chapters; {Optional: Read Vasilyeva et al. article}; DURING WEEK: Start N &amp; A small group on-line activity (sign up on BB to self select groups; follow directions on BB); Continue SB small group on-line with Tasks for Session 3 (individual &amp; collaborative)</td>
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<td>Topics</td>
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<td>4</td>
<td>on-line starting</td>
<td>Language Aspects Vocabulary: breadth, depth, speed. Ability Diversity</td>
<td>BY CLASS: Read Ratner selection; read Murdock &amp; Hobbs article. DURING WEEK: Continue N &amp; A small group on-line activity; Continue SB small group on-line with Tasks for Session 4.</td>
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<tr>
<td>5</td>
<td>2/19 face to</td>
<td>Language Aspects Functions: Pragmatics &amp; Rhetoric/discourse/genres (RDG).</td>
<td>BY CLASS: Read Ratner selection; read Paradis et al. chapter; {Optional read Buysse et al. article}. DURING WEEK: Continue N &amp; A small group on-line activity; Continue SB small group on-line with Tasks for Session 5.</td>
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<td>2/26</td>
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<tr>
<td>7</td>
<td>3/05 face to</td>
<td>Exam (7:20-9:00) 9:10-10:00: Literacy frameworks Literacy reading foundations</td>
<td>Written Assignment DUE (Examination: Language) DURING WEEK: Continue N &amp; A small group on-line activity; SB closes for posting on 3/17. Start Study Crew (SC) new small group on-line activity: Sign up on BB to self select group and follow directions on BB for Tasks for Session 7.</td>
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*Spring break March 10 to March 16*
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<th>#</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8</td>
<td>on-line</td>
<td>Literacy overview: Burns &amp; Kidd, 2010;</td>
<td>Written Assignment DUE(Assisting students with special needs during language or literacy learning)</td>
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<tr>
<td></td>
<td>starting</td>
<td>Literacy reading comprehending: Glenberg, Goldberg &amp; Zhu, 2011.</td>
<td>BY CLASS: Read Burns &amp; Kidd; {Optional: Read Glenberg et al.}</td>
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<td>3/19</td>
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<td>DURING WEEK:</td>
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<td>Continue SC small group on-line with Tasks for Session 8.</td>
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<td>START Beyond Class Plus (BCP) small group on-line activity (randomly assigned to groups) following directions on BB.</td>
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<td>START Child Talk (CT) small group on-line activity: Sign up on BB to self select group and follow directions on BB.</td>
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<td>BY CLASS: {Optional: Read Glenberg et al.}</td>
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<tr>
<td>9</td>
<td>3/26</td>
<td>Literacy reading word identification (phonemic awareness, sound-symbol</td>
<td>BY CLASS: {Optional: Read Gromko}</td>
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<td>face to</td>
<td>relations, decoding &amp; sight vocabulary); Literacy and other curricula:</td>
<td>DURING WEEK:</td>
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<td>face</td>
<td>Gromko, 2005 Language Diversity Activity: Reading in an another</td>
<td>Continue SC small group on-line with Tasks for Session 9.</td>
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<td>language’s alphabet</td>
<td>Continue BCP small group on-line activity</td>
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<td>Continue CT small group on-line activity</td>
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<td></td>
<td></td>
<td></td>
<td>NEGOTIATE topic &amp; article for “Instructional Research Article Analysis project.”</td>
</tr>
<tr>
<td>10</td>
<td>on-line</td>
<td>Literacy: Reading fluency. Language diversity and Diverse ability:</td>
<td>BY CLASS: Read Paradis et al. chapter; read Collins</td>
</tr>
<tr>
<td></td>
<td>starting</td>
<td>Reading impairment Paradis et al., Chapter 10. Language Diversity:</td>
<td>DURING WEEK:</td>
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<td>Continue BCP small group on-line activity</td>
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<td>Continue CT small group on-line activity</td>
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<tr>
<td>11</td>
<td>4/09</td>
<td>Literacy Writing Spelling: purpose &amp; limits of estimated (invented)</td>
<td>BY CLASS: Read Paley; {Optional: Read Dyson &amp; Smitherman}</td>
</tr>
<tr>
<td></td>
<td>face to</td>
<td>spelling, orthographic patterns &amp; strategies for spelling study</td>
<td>DURING WEEK:</td>
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<td>Continue BCP small group on-line activity.</td>
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<td>Continue CT small group on-line activity</td>
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<td>NEGOTIATE part for “Literacy: What families can learn and do”</td>
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<td>Date</td>
<td>Topics</td>
<td>Assignments</td>
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<tr>
<td>12</td>
<td>on-line</td>
<td>Literacy: Writing for memory, planning, communication and creative expression</td>
<td>BY CLASS: Read Burns et al., 1999</td>
</tr>
<tr>
<td></td>
<td>starting</td>
<td>Literacy overview: Starting Out Right (Burns, Griffin, Snow, 1999)</td>
<td>DURING WEEK:</td>
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<td>4/16</td>
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<td>Continue SC small group on-line with Tasks for Session 11.</td>
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<td>Continue CT small group on-line activity.</td>
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<tr>
<td>13</td>
<td>on-line</td>
<td>What makes research good? Literacy assessment discussion</td>
<td>Written Assignment DUE: “Instructional Research Article Analysis Project”</td>
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<tr>
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<td>starting</td>
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<td>DURING WEEK:</td>
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<td>4/23</td>
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<td>Continue SC small group on-line with Tasks for Session 11.</td>
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<td>Continue CT small group on-line activity.</td>
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<tr>
<td>14</td>
<td>4/30</td>
<td>Summary questions/comments: (a) factors impact language and literacy growth (social, developmental, cultural, affective, cognitive, educational); (b) Interdependence &amp; collaboration of families, caregivers &amp; school professionals. Student groups discuss results from family project about literacy</td>
<td>Written Assignment DUE: “Literacy: What families can learn and do” (group project)</td>
</tr>
</tbody>
</table>

Schedule subject to change based on needs of class and discretion of the instructor.