College of Education and Human Development

Early Childhood Education Program
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https://gse.gmu.edu/programs/earlychildhood/

ECED 502.B01 Foundations of Language and Literacy for Diverse Young Learners (3:3:0)
Summer 2015
Thompson Hall 1018
Tuesdays and Thursdays, 7:20 – 10:00 pm, some on-line parts included

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Course Description

Examines complexity of language development and literacy learning in early childhood. Considers typical and atypical language acquisition, first and second language acquisition, connections between language and literacy, and diversity among families and cultures.

Nature of Course Delivery

This course uses a distributed learning format to support student achievement of the learner outcomes. It requires timely and active participation of all students throughout the semester. Activities include instructor lectures, assigned readings, videos, collaborative student work in small groups in class and in on-line discussion groups, and projects leading to written products. Students engage in accountable talk and writing related to the learning activities as well as timely critical reflection. Much of the teaching and learning will be conducted on Blackboard, a web environment George Mason University uses so students can access class lectures, discussions, and small peer groups, as well as assignments and homework tasks.

Learner Outcomes

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

1. Explain the aspects of language development including children's acquisition of vocabulary, structures (phonology, morphology, syntax, and semantics), and functions (pragmatics and discourse-rhetoric-genres), as well as the acts of language (expressive, receptive, and meta-linguistic) while addressing diverse learners (including first and second languages and dialect diversity, and children with typical and atypical development patterns).
2. Recognize how to make use of the factors (social, cultural, affective, cognitive, and educational) that play a role in language acquisition and literacy learning (reading and writing).
3. Describe details of reading and writing learning including interactions among morphological and phonological awareness (including phonemic awareness), word recognition (including phonics and decoding), reading fluency, reading comprehension,

and spelling (orthography and developmental), as well as writing mechanics, composition, and completion of writing tasks.

4. Locate professional educator journals and analyze current research on instruction in language and literacy in early childhood education.

5. Identify exemplars of assistance (from no technology to low-, mid- and high-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

Burns, M. S., Griffin, P., & Snow, C. E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academy Press. [Go to http://www.nap.edu/catalog.php?record_id=6014 and see the tab "Table of Contents" if you want to read the book chapter by chapter online, free.]

Paley, V. G. (1997). *The girl with the brown crayon.* Cambridge MA: Harvard University Press.

Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language development & disorders. Second Edition.* Baltimore MD: Paul H. Brookes Publishing.

Shatz, M., & Wilkinson L. C. (2013). *Understanding language in diverse classrooms: A primer for all teachers.* New York NY: Routledge.

Textbook optional

Resnick, L. B., & Snow, C. E. (2009). *Speaking and listening for preschool through third grade.* Newark, DE: International Reading Association. [includes DVD].

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

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

Burns, M. S., & Kidd, J. K. (2010). Learning to read. In Peterson, P., Baker, E. & McGaw, B. (Eds.), *International Encyclopedia of Education, Volume 5* (pp. 394-400). Oxford: Elsevier.

Ratner, N. B. (2013). Atypical language development. Chapter 9, in Gleason, J. B. & Ratner, N. B. *The development of language* (8th edition). Boston: Allyn & Bacon.

Six professional journal articles [available via GMU virtual library of professional journals]:

Apel, K., & Diehm, E. (2013). Morphological awareness intervention with kindergarteners and first and second grade students from low SES homes: A small efficacy study. *Journal of Learning Disabilities 47(1),* 65–75.

Camarata, S., Yoder, P., & Camarata, M. (2006). Simultaneous treatment of grammatical and speech-comprehensibility deficits in children with Down syndrome. *Down Syndrome Research and Practice 11*(1), 9-17.

Casey, B., Erkut, S., Ceder, I., & Young, J. M. (2008). Use of a storytelling context to improve girls' and boys' geometry skills in kindergarten. *Journal of Applied Developmental Psychology, 29,* 29–48.

Collins, M. F. (2010). ELL preschoolers' English vocabulary acquisition from storybook reading. *Early Childhood Research Quarterly, 25*(1), 84-97.

Murdock, L. C. & Hobbs, J. Q. (2011). Picture me playing: Increasing pretend play dialogue of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 41*(7), 870–878.

Boyer, N. & Ehri, L. C. (2011). Contribution of phonemic segmentation instruction with letters and articulation pictures to word reading and spelling in beginners. *Scientific Studies of Reading, 15*(5), 440-470.

Optional Readings

Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly, 29*(4) 699-714.

Buysse, V., Peisner-Feinberg, E., Páez, M., Hammer, C. S., & Knowles, M. (2014). Effects of early education programs and practices on the development and learning of dual language learners: A review of the literature. *Early Childhood Research Quarterly,29*(4) 765-785.

Carlisle, J. F. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly, 45*(4) 464–487.

Conn-Powers, M. Cross, A., Traub, E., & Hutter-Pishgahi, L. (2006). The universal design of early education: Moving forward for all children. *Beyond the journal: Young Children on the Web.* http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf

Gierach, J. (Ed.). (2009). *Assessing students' needs for assistive technology (ASNAT): A resource manual for school district teams.* 5th edition. WI: Wisconsin Assistive Technology Initiative. [available on-line]

Hadley, P. A. (2014). Approaching early grammatical intervention from a sentence-focused framework. *Language, Speech, and Hearing Services in Schools, 45*, 110–116.

Kirby, J. R., Georgiou, G. K., Martinussen, R., & Parrila, R. (2010). Naming speed and reading: From prediction to instruction. *Reading Research Quarterly*, 45(3), 341–362.

National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel.* Washington, DC: National Institute for Literacy. http://lincs.ed.gov/publications/pdf/NELPReport09.pdf

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office. http://www.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf

Pearson, B. Z., Conner, T., & Jackson, J. E. (2013). Removing obstacles for African American English–speaking children through greater understanding of language difference. *Developmental Psychology, 49*(1) 31–44.

Reyes, I. (2012). Biliteracy among children and youths. *Reading Research Quarterly, 47*(3), 307–327.

Simon-Cereijido, G. & Gutiérrez-Clellen, V.F. (2014) Bilingual education for all: Latino dual language learners with language disabilities. *International Journal of Bilingual Education and Bilingualism, 17*(2), 235-254.

Williams, C. & Pilonieta, P. (2012). Using interactive writing instruction with kindergarten and first-grade English language learners. *Early Childhood Education Journal, 40*, 145–150.

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/the-mason-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 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. The class includes lectures, discussions, and small group activities that build on the required readings. It is imperative that students read for deep understanding of the readings so they can participate effectively in class and on-line.

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 tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks 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 reduction in the 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   F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Policies and Non-Academic Content -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.

Assignments	Due Dates	Points
Attendance & Participation (face-to-face & on-line)	Ongoing	15
On-line groups (tasks, self-quizzes, & discussions)	Ongoing	20
Examination Part 1	*June 30*	20
Instructional Research Articles Analysis Project	Written paper: *July 9* Short oral presentation:*July23*	17 8
Examination Part 2	*July 21*	20
TOTAL		100

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 activity 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 spoken and written language 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.

Small group activities (20 points)

Active participation and engagement in small groups that use discussion forums on Blackboard are imperative for optimal learning in this class. For the first half of the course each student will be assigned to a group at random by the Blackboard tool for that purpose. For the second half of the course each student will self-select a group to work with.

- These groups are the everyday working mode for learning, session by session. At the start, the structure will be prescribed in detail and the instructor will be pro-active, but students will be expected to take more initiative as the term goes on. For the first part of the course, a "post first" protocol in the small group forum is used to encourage full and fruitful participation.
- Each week calls for individual study as well as collaborative work in the small groups. Groups will discuss the week's assigned readings and class lecture as well as occasional special work (some on-line and some face-to-face during class time) with the following:
  - o videos of children's language use in educational settings,
  - o a tool which identifies needs in different dimensions of language development,
  - o charts on language foundation diversity
  - o the language and literacy barriers and assistance encountered in early childhood,
  - o the influences from outside the classroom on language and literacy development that involve teachers with families, non-teaching professionals, and newer technologies.

These activities will be evaluated for the following characteristics:

- Students participate fully in small group posting forums and class time face-to-face conversations, showing academic reading and engagement with tasks;
- Students communicate with each other on substantive course-relevant topics, using accountable language acts:
  - o posting and responding to posts at least six times a week in the small group on-line forum they belong to, from the opening date of the activity and for its entire period, and
  - o engaging in face-to face group work by asking and answering questions in order to generate knowledge for themselves and others in the group.
- Students cooperate to prepare for other course work, including examinations and their instructional research articles projects.

Language and literacy examinations: Part 1 (20 points) Part 2 (20 points)

Goal: Demonstrate expertise with the course information about language and literacy, demonstrating knowledge of the course topics from lectures, assigned readings and other group activities.

Content: The exams 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
5. integrated components for accomplished reading:
   - foundations: language development (including phonemic, phonological and morphological awareness), activities (conversations, play, read-alouds, exploring varied literacy purposes and forms, trying to write), print concepts, letter knowledge, and motivation to read
   - comprehending written language by using background knowledge (with vocabulary depth and breadth) and comprehension strategies for varied text forms and knowledge domains
   - printed word identification (alphabetic principle, strategies including phonics, syllabic and morphological chunking, and sight words) with accuracy and automaticity
   - fluency that coordinates comprehension and printed word identification
6. integrated components for writing, drawing on literacy foundations common to reading but including components specific to writing:
   - 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)
   - producing written words using motor and transcription skills, the alphabetic principle, and spelling strategies & patterns, including morphological awareness and patterns
   - finishing with self-evaluation, editing, revising, publishing
7. literacy development related to language and cultural diversity;
8. how reading difficulties can be prevented, identified, and dealt with.

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 "post first" quizzes in the class sessions 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 class session*: June 30 (part 1); July 21 (part 2)*

Instructional Research Articles Analysis Project (18 points written, 7 points oral))

Goal: Increase ability to work with (analyze, try out, write and speak about) the professional research literature that informs good practices by early childhood educators who promote children's language and literacy.

Content: Analyze two refereed (also called peer reviewed) articles, each of 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 in one of the articles. It is *not* a full replication of a study. It simply calls for using materials like those used in one of the studies 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 two articles;
- For each article, a description of the background scholarship the author relied on, including a summary of the background theories and evidence;
- For each article, a description of the main questions (or questions) being studied and the empirical details of the study, including
    - the instructional procedures and materials used as well as the frequency and duration of the instruction,
    - the design of the study(or studies), including the child subjects recruited and how comparisons were made (including information on comparison group instructional materials and procedures if any),
    - the data collected relevant to the research questions and how the data were analyzed,
    - the major findings, interpretations, and conclusions;
- For each article, a discussion about if/how it meets the standards of research (either quantitative or qualitative research depending on the type of research used in each article);
- 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 about what the hands-on experience revealed about the article it was derived from;
- A conclusion about the relations between the two articles and the value they do (or do not) have for research-based instructional practices in early childhood education.

The short oral presentation should include the following:

- A brief synopsis of the article used for the hands on part of the project
- A detailed account of the hands-on part of the project and the conclusion.

Resources: Two articles are to be chosen from a structured list provided by the instructor. The list has recent articles from peer-reviewed professional journals that report on studies of

instructional research on the language or literacy growth of young children related to a topic of special interest to the student.

Form: Use GMU email to negotiate with the instructor about the topic and articles to use. Identify the articles with the complete APA reference for them. (Do not send attached copies of the articles.) Submit the completed paper in electronic form using the Blackboard assignment tool or GMU email. Good written products generally have about 15-18 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: July 9 (written part); July 23(oral part)

Draft Course Schedule ECED 502 Summer 2015

#	Date	Topics	Assignments
1	6/2	Introduction to course: Syllabus, Blackboard (BB) Overview: Acts & Aspects of Language Overview Literacy: Reading and Writing Introduction: Ability Diversity Introduction: Language and Culture Diversity	Study syllabus & log onto class Blackboard; be ready to ask and answer questions; Readings: Paradis et al. Chapter 1; Ratner, pp. 266 – 267; Burns &Kidd, full chapter; Shatz & Wilkinson, Chapters1 & 4 Start Study Group on-line work.
2	6/4	Language Acts Language and Culture Diversity	Readings: Paradis et al., Chapter 2 & 3 Shatz & Wilkinson, Chapters 2 & 3
3	6/9	Language Aspect Structures: Phonology Literacy Reading foundation & Phonemic Awareness Ability Diversity (Hearing and Speech)	Readings: Ratner, pp. mid 267-top 276; lower 303-305 Burns, Griffin & Snow, whole book Boyer & Ehri, 2011 Shatz & Wilkinson, Chapters 6
4	6/11	Language Aspect: Vocabulary Literacy Reading Comprehension Language and Culture Diversity	Readings: Shatz & Wilkinson, more Chapters 6 Collins, 2010 Start Child videos & start using S&W comparisons
5	6/16	Language Aspect Structures: Morphology Literacy Reading Decoding and sight words Language and Culture Diversity	Readings: Apel & Diehm, 2013 Paradis et al., Chapters 4 & 5
6	6/18	Language Aspect Functions 1: Pragmatics (Accountable acts) Ability Diversity (ASD)	Readings: Ratner, pp. mid 282-291 Murdock & Hobbs, 2011 Paradis et al., Chapter 6
7	6/23	Language Aspect Structures: Syntax & Semantics 1 Ability Diversity (SLI) & Language and Culture Diversity Literacy Reading comprehension Literacy Families, Diverse Ability & Language/Culture	Readings: Paley (complete book) Ratner, pp. 292-303
8	6/25	Literacy: Fluency Language Aspect Structures: Syntax & Semantics 2 Ability Diversity (ID)	Readings: Ratner, pp. mid 276 – mid 282 Camarata, Yoder, & Camarata, 2006 Paradis et al. Chapter 8

9	6/30	Exam 1 (90 minutes) Remaining time: Research types; Factors impacting language & literacy development	
10	7/2	Influences on child language and literacy development beyond the walls of a classroom, involving teachers with families, non-teaching professionals, and newer technologies	
11	7/7	Language Aspect Functions 2: Rhetoric/discourse/genres (R/D/G)	Readings: Ratner, pp. 306-310 Casey, Erkut, Ceder, & Young. 2008
12	7/9	Literacy Writing 1	IRAA Project written due
13	7/14	Literacy Writing 2	
14	7/16	About language & literacy assessments Language and Literacy, Ability Diversity, Language and Culture Diversity (including Reading Difficulties); a tool to identify special needs in language development; the special language and literacy needs within early childhood education	Readings: Shatz & Wilkinson, Chapters 8 Ratner, Summary pp. 307-309 Paradis et al., Chapters 9-10
15	7/21	Exam 2 Remainder of time preparation for oral final presentations	
	7/23	Final: Oral presentations of IRAA (adjust time: 7:30-10:15)	IRAA Project oral due

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