George Mason University
Graduate School of Education
Program: Elementary Education – Licensure

EDCI 556: Literacy Teaching and Learning in Diverse Elementary Classrooms,
Part II

Spring 2004
Jan. 20, 22, 26 (1:00pm – 4:20pm)
Tuesdays, Jan. 27 thru March 30
(10:50am – 12:20am)
Robinson A412

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Course Description:
This course is one of a pair of courses that provide a research-based introduction to
literacy teaching and learning for children in grades PK-6. The emphasis in this second
course is on writing processes, word study (including phonemic awareness, word
analysis, spelling development and vocabulary development), listening, speaking and
dramatic expression. Field experience is required. Prerequisites: Admission to the
program, EDCI 542, EDCI 543, EDCI 553, EDCI 554, EDCI 555.

Relationship to Program Goals and Professional Organizations:
This course addresses priorities in the GSE master plan including literacy, technology,
and diversity. It is designed as an integral component of the new Elementary Program for
teachers of grades PK-6, and meets new state and national guidelines and standards. This
course will build closely upon themes taught in the first literacy course and will integrate
ideas from other elementary methods courses. It addresses standards from the following
professional organizations: Interstate New Teacher Assessment and Support Consortium
(INTASC); International Society for Technology in Education (ISTE) National
Educational Technology Standards (NETS); and International Reading Association (IRA)
Standards for Literacy Professionals and Paraprofessionals.

Student Outcomes:
1. Students will demonstrate an understanding of the linguistic, sociological,
cultural, cognitive and psychological bases of literacy processes.
2. Students will reflect on their own literacy learning histories and connect these to
current theories of literacy teaching and learning.
3. Students will observe and assess the literacy development and needs of
elementary literacy learners.
4. Students will plan literacy lessons that demonstrate an understanding of the children’s spelling and writing development.
5. Students will survey technological tools, print materials, and other resources for teaching writing.
6. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
7. Students will explore and explain the role of families, communities, and schools in children’s literacy learning.
8. Students will demonstrate an understanding of the knowledge, skills, and processes necessary for teaching writing, including attention to form, purpose, audience, grammar, punctuation, spelling and syntax.
9. Students will understand and be able to facilitate oral language development, including speaking, listening, and learning of “standard English” by speakers of other languages and dialects.
10. Students will demonstrate an understanding of the structure of the English language.
11. Students will understand and be able to facilitate oral language development, including speaking, listening, and learning of “standard English” by speakers of other languages and dialects.
12. Students will demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama, and choral/oral reading.
13. Students will demonstrate the ability to assess individual and group literacy needs in a classroom situation, and organize classroom instruction to facilitate the literacy development of all learners.

**Nature of Course Delivery:**
This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning.

**Required Texts:**
Assignments:

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements (in writing, at least a week before the due date) have been made with the instructor.

**Fall 2003**

**Hunting and Sorting Activities**  
**Due 12/2**  
**Outcomes 3, 4, 6, 10**  
Students will plan and implement three hunting and sorting activities. After implementation, students will write a reflection, evaluating the success of the activities. More information will be provided in class.

Evaluation: Activities will be evaluated on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics.

**Spelling Inventory, Groups, Cycles**  
**Due 12/16**  
**Outcomes 3, 4, 10, 13**  
Students will implement the qualitative spelling inventory on a class of children grade one or above. Students will create developmental word study groups and develop one word study cycle for each group. More information will be provided in class.

Evaluation: Papers will be evaluated based on appropriate interpretation of the inventory and developmental groupings. Word study cycles will be evaluated based on consistency with instructional methods taught in the course, coherence of writing, and mechanics.

**Literacy Software Review**  
**Due 10/20**  
**Outcomes 5, 9, 11**  
Students will examine and evaluate literacy software. Students will be required to bring software to class for this purpose. This assignment will be completed in class. Students will work in pairs. Additional information will be provided.

Evaluation: Software reviews will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class.
**Spring 2004**

**Writing lesson**  
Outcomes 5, 6, 8, 12  
Students will plan and implement a writing lesson incorporating technology in their placement. The focus should be on shared and/or interactive writing. Additional information will be provided in class.

Evaluation: The lesson plan is half the grade (5%) and it will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other half (5%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class; coherence of writing; and mechanics.

**Reading, Writing, Spelling Analysis**  
Outcomes 3, 8, 10, 13  
Each student should select a child to read with frequently in order to gather data on the child’s reading ability, level, strategy use, and comprehension. Written analysis will include instructional decisions, as well as when and how that instruction would be provided.

Each student should also collect at least three writing samples (e.g., one each from January, February, and March) from the target child. Based on these samples, students will prepare an assessment of the child’s writing ability, including ideas for further instruction.

Spelling should be evaluated based on the writing samples as well as information from the qualitative spelling inventory. Instructional decisions should be outlined, including implementation.

Additional information will be provided in class.

Evaluation: Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade.

**Final Project: Literacy Action Plan**  
Outcomes 1, 2, 7  
Students will outline their ideal literacy program. Select a grade level and include your own philosophy about literacy instruction in general as well as specific goals for that level. Additional information will be provided in class.

Evaluation: Papers will be evaluated for accuracy in explaining literacy practices and theories; appropriate citation of research; ability to apply knowledge gained in readings, in class, and during the internship; coherence of writing; and mechanics.
Grading Scale:
A = 94-100                    A- = 90-93                        B+ = 87-89
B = 80-86                     B- = 77-79                         C – 70-76

FALL:
Hunting and Sorting Activities   DUE 12/2   15%
Spelling Inventory, Groups, Cycles  DUE 12/16  15%
Literacy Software Review         DUE 10/21  10%

SPRING:
Writing Lesson                  15%
Reading, Writing, Spelling Analysis  20%
Final Project: Literacy Action Plan  25%
**Portfolios will be due at the end of the semester.

Standards: INTASC (http://www.dpi.state.nec.us/pbl/pblintasc.html)

1. **Content Pedagogy**
   a. Writing Lesson
   b. Literacy Action Plan

2. **Student Development**
   a. Reading, Writing, Spelling Analysis
   b. Literacy Action Plan

3. **Diverse Learners**
   a. Software Review
   b. Writing Lesson
   c. Reading, Writing, Spelling Analysis
   d. Literacy Action Plan

4. **Multiple Instructional Strategies**
   a. Writing Lesson
   b. Literacy Action Plan

5. **Motivation and Management**
   a. Literacy Action Plan

6. **Communication and Technology**
   a. Software Review
   b. Writing Lesson

7. **Planning**
   a. Writing Lesson
   b. Literacy Action Plan

8. **Assessment**
   a. Reading, Writing, Spelling Analysis
   b. Literacy Action Plan

9. **Reflective Practice: Professional Growth**
   a. Writing Lesson
   b. Literacy Action Plan
   c. **Portfolio**
Standards: ISTE NETS

I. Technology Operations and Concepts B
   Writing Lesson

II. Planning and Designing Learning Environments and Experiences C
   Software Review
   Literacy Action Plan

III. Teaching Learning and the Curriculum B
   Software Review

IV. Social, Ethical, Legal, and Human Issues C
   Software Review

Standards: IRA

I. Knowledge and Beliefs about Reading
   A. Theoretical Base
      The literacy providers will be able to:
      3. Recognize the importance of literacy for personal and social growth
         Writing Lesson
         Literacy Action Plan
      5. Understand the interrelationship of reading and writing
         Reading, Writing, Spelling Analysis
         Literacy Action Plan
      6. Understand that students need opportunities to integrate their use of
         literacy through reading, writing, listening, speaking, viewing, and
         visually representing
         Writing Lesson
         Literacy Action Plan
      9. Understand how contextual factors in the school can influence student
         learning and reading (Awareness)
         Writing Lesson
         Reading, Writing, Spelling Analysis
         Literacy Action Plan
      13. Recognize the importance of giving learners opportunities in all aspects of
         literacy (e.g., as readers, writers, thinkers, reactors, responders).
         Literacy Action Plan

   B. Knowledge Base
      The literacy provider will be able to:
      1. Understand that written language is a symbolic system
         Writing Lesson
      5. Understand the interrelationships of reading and writing
         Reading, Writing, Spelling Analysis
         Literacy Action Plan
C. Individual Differences  
The literacy provider will be able to:
1. Recognize how differences among learners influence their literacy development
   Software Review
   Literacy Action Plan
2. Understand that spelling is developmental and is based on the individual’s knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names
   Reading, Writing, Spelling Analysis
3. Recognize the importance of creating programs to address the strengths and needs of individual learners
   Writing Lesson
   Literacy Action Plan

D. Assessment Principles and Practices  
The literacy provider will be able to:
1. Understand that goals, instruction, and assessment should be aligned.
   Writing Lesson
   Reading, Writing, Spelling Analysis

II. Instruction and Assessment
A. Creating a Literate Environment  
The literacy provider will be able to:
1. Create a Literate Environment that fosters interest and growth in all aspects of literacy
   Literacy Action Plan
2. Model and discuss reading and writing as valuable, lifelong activities
   Writing Lesson
3. Provide opportunities for creative and personal responses to literature
   Writing Lesson
   Literacy Action Plan
4. Use instructional and information technologies to support literacy learning
   Software Review
   Writing Lesson
   Literacy Action Plan
B. Word Identification, Vocabulary and Spelling  
The literacy provider will be able to:
4. Guide students to refine their spelling knowledge through reading and writing
   Writing Lesson
6. Employ effective techniques and strategies for the ingoing development of independent vocabulary acquisition
   Literacy Action Plan

C. Comprehension  
The literacy provider will be able to:
6. Ensure that students gain understanding of the meaning and importance of the conventions of standard written English
   Writing Lesson
   Literacy Action Plan
E. Assessment

The literacy provider will be able to:
1. Conduct assessments that involve multiple indicators of learner progress
   Reading, Writing, Spelling Analysis
2. Administer and use information from norm-reference tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning
   Reading, Writing, Spelling Analysis

III. Organizing and Enhancing a Reading Program

B. Curriculum Development

The literacy provider will be able to:
2. Adapt instruction to meet the needs of different learners to accomplish different purposes
   Writing Lesson
   Literacy Action Plan
3. Select and evaluate instructional materials, including those that are technology-based, to develop literacy
   Software Review

C. Professional Development

The literacy provider will be able to:
5. Use multiple indicators to judge professional growth (Basic understanding).
   **Portfolio

D. Research

The literacy provider will be able to:
1. Apply research from literacy (Awareness)
   Literacy Action Plan

F. Professionalism

The literacy provider will be able to:
1. Pursue knowledge of reading and learning processes by reading professional journals and publications and participating in conferences and other professional activities
   Course Reading
2. Reflect on one’s practice to improve instruction and other services to students
   Writing Lesson
   **Portfolio
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments/Class Activities</th>
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<tr>
<td>1</td>
<td>1/20</td>
<td>Writing Workshops Interactive Writing</td>
<td>Wood Ray: Chapters 1, 2 MPF 1, 2</td>
<td>Discussion <em>In Company of Children</em></td>
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<td>2</td>
<td>1/22</td>
<td>Writing Workshops Cont. Guest Speaker</td>
<td>Wood Ray: Chapter 3, 4</td>
<td>Selection of Student for Study Readability Levels</td>
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<td>3</td>
<td>1/26</td>
<td>Interactive Writing and Classroom Environment</td>
<td>MPF Chapter 3, 4 Wood Ray: Chapter 5, 7</td>
<td>Language Arts Schedules Phonics Test</td>
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<td>2/3</td>
<td>Essential Components</td>
<td>Wood Ray: Chapter 6 MPF Chapter 5</td>
<td>(Student Writing Sample #1 collected)</td>
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<td>5</td>
<td>2/10</td>
<td>Time Management</td>
<td>Wood Ray: Chapters 8, 9</td>
<td>Running Records, One-Minuted Timed Oral Record</td>
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<td>6</td>
<td>2/17</td>
<td>Instructional Aspect/Text Composition</td>
<td>MPF Chapter 6, 7, 8 Wood Ray: Chapter 10</td>
<td><strong>DUE: Writing Lesson/ Presentations</strong> (Student Writing Sample #2 collected)</td>
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<td>7</td>
<td>2/24</td>
<td>NO LITERACY CLASS</td>
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<td>Extended Technology Class</td>
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<td>8</td>
<td>3/2</td>
<td>Integrated Curriculum Assessment &amp; Effective Instruction</td>
<td>Wood Ray: Chapters 12, 13, 16, 17 MPF Chapter 10, 12, 13, 14</td>
<td>Fluency Issues Extended Class 10:50am – 2:00pm</td>
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<td>9</td>
<td>3/9</td>
<td>NO CLASS</td>
<td>GMU SPRING BREAK</td>
<td>(Student Writing Sample #3 collected)</td>
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<td>10</td>
<td>3/16</td>
<td>Conferring with Student</td>
<td>Wood Ray: Chapter 14</td>
<td><strong>DUE: Reading, Writing, Spelling Analysis</strong></td>
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<td>4/27</td>
<td>Technology &amp; Interactive Writing Worksheets</td>
<td>MPF Chapter 15 Wood Ray: Chapter 18</td>
<td><strong>DUE: Final Project: Literacy Action Plan</strong></td>
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<td>Literacy Plans Sharing</td>
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<td>13</td>
<td>5/11</td>
<td>Literacy Plans Sharing</td>
<td>Presentations Class Evaluation</td>
<td>Literacy Plans Returned</td>
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