***ADDENDUM TO THE SYLLABUS***

Spring 2005– Continuation of Fall 2004
Tuesday, January 25, Thursday January 27, Monday January 31    1:00-4:20
February 1    9:15-10:55    (** In Commerce)
February 8, 15, 22, March 1, 29, May 3, 10, 17    10:50 – 12:30
Robinson A412

Dr. Lois Groth
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Fax: 703-993-2013

Assignments:
Late assignments will not be accepted unless arrangements have been made in writing, at least a week prior to the due date. Resubmissions may be done on an arranged basis. Assignments that are resubmitted will result in the average of the two grades. Points lost for mechanics/clarity cannot be regained.

Writing Lesson Due 3/1 Outcomes 5, 6, 8, 12
Students will plan and implement a writing lesson incorporating technology in their placement. The focus should be on shared or interactive writing. Additional information will be provided in class.

Evaluation
The lesson plan is roughly half the grade (7%) 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 remaining percentage (8%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class; coherence of writing; and mechanics.

Reading, Writing, Spelling Analysis Due 3/29 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. Assessment will be outlined. 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 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**

**This is the performance assessment for EDCI 555 and EDCI 556.**

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 Due 5/10 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. Rough draft of some sections is due in February.

**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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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</tbody>
</table>

Writing Lesson Due 3/1 15%
Reading, Writing, Spelling Analysis Due 3/29 25%
Final Project: Literacy Action Plan Due 5/10 20%


Wood Ray, K., & Laminack, L. (2001). *The writing workshop: Working through the hard parts (and they’re all hard parts).* Urbana, IL: National Council of Teachers of English. (R&L)

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25</td>
<td>1:00-4:20</td>
<td>Spring Course Overview, ICC intro, ch 1-5</td>
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<tr>
<td></td>
<td></td>
<td>Writing KWL, GRW chapter 5</td>
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<td></td>
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<td>Writing To, With and By</td>
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<td>The Workshop Environment</td>
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</tbody>
</table>
1/27 1:00-4:20
Hindley’s writing workshop
Caring communities
Talk before writing
Mini-lessons in writing
From notebooks to projects

1/31 1:00-4:20
Hindley, Part II
Writers’ notebooks
Reading workshop & mini lessons

2/1 9:15-10:55
Hindley, Part III
Conferring
Self-assessment
Talk in the classroom

2/8 10:50-12:30
What is Interactive Writing?
Getting Started

2/15 10:50-12:30
Elements of Interactive Writing

2/22 10:50-12:30
Expository Text
Shared Writing

3/1 10:50-12:30
Writing: Children’s writing development
Analyzing writing

3/29 10:50-12:30
Writing workshop

5/3 10:50-12:30
Conferring
Learning to Listen/Share

5/10 10:50-12:30
Managing the Literacy Workshop

5/17 10:50-12:30
Putting it all together
Balanced Literacy Curriculum Revisited

ICC chapters 6-9
GRW chapter 10

ICC chapters 10-12 & appendices
GRW chapter 25

GJG chapter 10
IW chapters 1-4

IW chapters 5-8

IW chapters 9-11

R&L intro & chapters 1-4

Writing Lesson due
R&L chapters 5-9

R W S Analysis Due
R&L chapters 10-14

R&L chapters 15-19

Literacy Action Plan Due