EDRD 301 Working Effectively as a literacy facilitator in school and community settings
Also known as: NCLC 395: Facilitating Literacy in Schools & Communities

Dr. Mary Ann Dzama (MDZAMA@GMU.EDU) Fall 2004
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This course provides background knowledge, teaching strategies, and support for students who wish to work with developing readers and writers in school or community settings. An emphasis is placed on implementing strategies that foster and enrich literacy development, incorporating trade books and technology resources in individual and small group work, and reflecting on work as a literacy facilitator. Requirements include 45 house of school based field experience and 30 hours class participation. This course is not limited to those who wish to pursue a career in education. The learning outcomes for this course are based on the International Reading Association’s Standards for Reading Professional (paraprofessional level).

STUDENTS LEARNING OUTCOMES

1. Students will explore and reflect upon issues that affect literacy development.
2. Students will reflect upon and communicate with others regarding their experiences working with individuals and small groups as a literacy facilitator.
3. Students will design and implement a variety of literacy experiences for learners in a school or community setting.
4. Students will become familiar with trade books and technological resources that can be used effectively with literacy learners and incorporate some of these into their work with individuals and small groups of learners.
5. Students will describe the literacy beliefs of a professional educator.
6. Students will participate in a field-based experience with developing readers and writers for at least 45 clock hours.

REQUIRED TEXTS


There will be additional readings (articles) assigned throughout the semester.
REQUIREMENTS/ASSIGNMENTS

1. Class participation (10% of the final grade and 10% readers written response to the assigned readings). All objectives *(Due as listed on the syllabus; LATE date 12/7/04)*

2. Trade book and technological resource project (20% of final grade) [Objective 4] *(Due Sep’t 28th, 2004)*
   - Compile a database of print or non-print resources trade books and computer programs/sites that could be used with developing readers and writers. Each database would relate to a particular topic, age group, or need. Write a concise description of each resource in your database. Select 1 book to share with the class.
   
   A literacy book talk will be presented in class; and you will be asked to participate in a discussion of books and technology items for children or adolescents.

3. School-based Interview (10% of final grade) [Objective 5] *(Due Nov. 2nd, 2004)*
   
   Students will conduct an interview with a literacy professional (classroom teacher, reading teacher/specialist, LD resource teacher) in their setting. A written report and sharing with the university class will be required.

4. Final Notebook (30% of final grade) [All Objectives] *(Due Dec, 7th, 2004)*
   
   At the conclusion of the semester, students will compile a notebook of artifacts from a variety of field-based, literacy activities that occurred throughout the semester. Students will reflect in writing about their experiences and will orally share an overview of their field experiences with their classmates. The notebook should include the following artifacts:
   
   Some copies student work samples; materials the teacher shared with you, materials the tutor made specific for his/her the student for use in the tutoring setting; lists of materials used throughout the experience, including children’s literature; descriptions of applicable websites and photographs if applicable.

   The notebook **might also include** concluding reflections on the following:
   
   Selected experiences, including the significance of the artifacts selected to portray the activity; the children and school personnel with whom students worked; and what was learned about reading and writing development and instruction through their field experiences. For example, photographs of students at work (be certain to obtain permission to photograph the students beforehand).

5. Field Experience and Field Experience Journal (20% of final grade) All objectives. *(Due Dec 9th, 2004)*
   
   Throughout the semester, students will engage in at least 45 hours of field-based experience. In their field experience journals, they will reflect upon their observations and experiences in the field. Their journal entries will include the following:
   
   a. A brief **summary** of what was done at each school visit, including descriptions of literacy strategies implemented.
b. **Reflections on observations** conducted observations conducted at their field experience sites including thoughts about the students, school personnel, the physical environment of the classroom, the language arts curriculum, curricular materials, and the school culture.

   Notes and questions related to reading assignments, class discussions, and field assignments, including reflections that link all three may also be included in the journal.

*b. Log of hours signed* by school personnel (a **minimum of 40** of the **45 hours** is required to pass the course).

c. **One half of your 45 hours must be spent in direct contact with students.**

### DUE DATES FOR CLASS ASSIGNMENTS:

**I. Class Participation:** Total of 20% of the final grade, (participation=10% of the final grade and reader’s written response to assigned readings=10% (all objectives).

Class participation will be evaluated using the following rate scale:

A. (9-10) Excellent-Regularly attends class and asks questions or makes observations that indicate reflection and analysis appropriate to the topic. Participates actively in small group activities and class discussions.

B. (7-8) Competent-Regularly attends class and occasionally asks questions or makes observations that indicate reflection and analysis appropriate to the topic. Participates in small group activities and class discussions.

C. (5-6) Minimal-Misses more than 3 classes and rarely asks questions or make comments that indicates familiarity with topic. Does not actively participate in small groups and class discussions.

*Reader’s written response to each assigned reading due the day of the assigned topic. (See pgs 5-7)*

**II. Trade Book/Technological Resource Project (20% of the final grade) (Objective 4)**

Select Children’s/Adolescent literature (trade books) and Computer Programs/Website that will be useful to you in your tutoring setting or future teaching settings. A minimum of 30 resources (trade books & computer resources) is required for your database/list of literacy resources.

*Plan on sharing one book and one computer program/website with the class. You will be expected to do a book talk as the means of “sharing one book” with your peers. Instructions for the book talk will be given in class prior to the due date of the assignment. You can tell the class website address of your shared one computer program/website.

**Evaluation of the Trade Book & Technological Resource Project:**

Did I present a book talk enthusiastically?

Did I select an age or topic-appropriate book?

Did I do my book talk without telling the ending of the book?
Did I find computer programs/websites that are age or topic-appropriate?
Did I develop a list/database of resources that incorporated reading and writing?

**III. School-Based Interview (10% of the Final Grade) (Objective 5)**

Interview a literacy professional (the Reading Teacher, the classroom teacher that you’re working with, The Special Education Teacher, The School Librarian or the school administrator.

*Possible questions to ask during the interview:*

- Describe the reading/writing program utilized in your classroom/the school.
- Describe other literacy activities that are done in your classroom/the school.
- Describe what you think are the assets of your literacy program.
- Describe what you would like to change in your literacy programs.]
- Describe what is done (by you or your school/peers) to help parents help their child/children improve in their literacy abilities or to encourage children to do more leisure time reading.
- What do you consider a successful literacy lesson?

**III. Evaluation School-based Interview**

- Did I inquire how successful the lesson and the program were from the teachers interviewees viewpoint?
- Did I observe what strategy/strategies were used in the lesson?
- Did I observe what materials were used in the lesson?
- Did I inquire what the expected outcome of the lesson and literacy program were?
- Did I ask questions that incorporated my knowledge of the literacy process?
- Did I identify the grade level/grade span the interviewee worked with?

**IV. Evaluation of the Final Notebook (30% of the final grade)**

- Did I compile my notebook with the required elements?
- Did I make my notebook attractive? (i.e. divisions/categories)
- Did I include reflections with each sections? (Student’s work, examples of my products or that I compiled from other sources, reflections of my overall experiences and reflections for each section. Did I include a log of hours signed by school personnel?)

*Suggestion: The Final Notebook should enable the reader to understand what the tutor’s experiences were. Therefore, there is no “page limitation;” however “presentation” is considered in the evaluation criteria.

**V. Field Experiences and Journal (20% of the final grade)**

- Did I give a brief sketch of the school/class/group of students?
- Did I write a brief/concise summary of each school visit?
• Did I include descriptions of each literacy strategy that I either observed or was able to implement?
• Did I write a reflection on each observation/tutoring experience?
• Did I include my thoughts about the literacy curriculum, the classroom environment, etc in the journal describing the field experiences I experienced?
• Did express my final reflections about my experiences and possible future goals in the field of Education? I include thoughts about the literacy curriculum, the classroom environment, etc. in the journal describing the field experiences I experienced?

Grading
A= 94 – 100%  A- = 90-93%  B+ = 87-89%
B= 80-86%  C+ = 77-79%  C = 70-76%

*The course instructor reserves the right to add, or to omit any assignments as deemed appropriate or necessary during the course of the semester.

*If you have any questions about course requirements or would like to have a conference regarding the course/requirements, please send me an email or leave message on my voicemail. PLEASE, do not wait till the day of the assignment is due for clarification of any assignment.

*PLEASE considerate the others in the class and turn your cell phone on “MUTE” while attending each class session. Thank you in advance for your cooperation.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1 (8/30/04)</td>
<td>Semester Overview Discussion about Tutoring Sessions</td>
<td>NONE</td>
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<tr>
<td>2 (9/2/04)</td>
<td>Reading Process &amp; Types of Reading</td>
<td>Roller-Introduction &amp; Chapter 1 Adams</td>
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<td>3 (9/7/04)</td>
<td>Reading and Writing Development Principles of tutoring</td>
<td>Roller – Chap 2 &amp; Section 1 of Heller &amp; Jordan p. 1-12.</td>
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<tr>
<td>4 (9/9/04)</td>
<td>Reading and Writing Development; and Principles of tutoring</td>
<td>Roller-Chapters 3 &amp; 4</td>
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<tr>
<td>5 (9/15/04)</td>
<td>Motivating Readers Article &amp; reading</td>
<td>3-2-1 (3 things you</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>6/9/16/04</td>
<td>Reading Children’s Literature Integrating Children’s Literature</td>
<td>Heller &amp; Jordan Cp.46-56; 57-61; 203-206</td>
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<tr>
<td>7/9/2/04</td>
<td>Reading with Understanding Comprehension</td>
<td>Roller: Chapter 8 &amp; Heller &amp; Jordan p. 91-96; 138-143; &amp; 246 -252</td>
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<tr>
<td>8/9/23/04</td>
<td>Supporting Understanding Comprehension</td>
<td>Heller &amp; Jordan p. 74-81;144-148; &amp; 178-188</td>
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<tr>
<td>9/9/28/04</td>
<td>Figuring Out Words</td>
<td>Heller &amp; Jordan p. 149; 41-45; 155-177h 7.8 and 1 other reading assignment</td>
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<tr>
<td>10/9/30/04</td>
<td>Oral Reading &amp; Learning from Writing</td>
<td>Roller Chapter 5-6 &amp; Heller &amp; Jordan p.211-214</td>
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<tr>
<td>11/10/5/04</td>
<td>Can’t Oral Rdg &amp; Learning from Writing</td>
<td>Heller &amp; Jordan p. 27-32; 69-73; 82-90; And 110-123</td>
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<tr>
<td>12/10/7/04</td>
<td>Writing Mini Lessons</td>
<td>Roller: Chapter 10</td>
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<td>13/10/12/04</td>
<td>NO CLASS FALL BREAK</td>
<td>Schedule adjustment</td>
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<tr>
<td>14/10/14/04</td>
<td>Writing Continued</td>
<td>Heller &amp; Jordan p. 191-194; 199-202; 207-210; 230-234; 266-270</td>
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<tr>
<td>15/10/19/03</td>
<td>Special Topic: Child Abuse</td>
<td>Read an article and Share your info with the class</td>
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<td>16/10/21/04</td>
<td>Sharing time and the topic of Mini Lesson</td>
<td>Roller Chapter 11</td>
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<tr>
<td>17/10/23/04</td>
<td>Special Topic: Informal Assessment</td>
<td>Read an article</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Article</td>
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<td>18 (10/26/04)</td>
<td>Special Topic: Continuation</td>
<td>Article</td>
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<td>Informal Student Assessment</td>
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<td>19(10/28/04)</td>
<td>TBA</td>
<td>Read an Article &amp; talk about your field experiences</td>
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<td>20 (11/2/04)</td>
<td>Reading Challenging Books</td>
<td>Roller Chapter 12</td>
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<td>21 (11/4/04)</td>
<td>Struggling Readers</td>
<td>Roller Chapter 13</td>
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<td>22 (11/9/04)</td>
<td>Organizing Tutoring Programs</td>
<td>Roller Chapter 14</td>
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<tr>
<td>23 (11/11/04)</td>
<td>Topic: Study Skills and Questioning Strategies</td>
<td>Heller &amp; Jordan p. ? &amp; Article</td>
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<td>24 (11/16/04)</td>
<td>Library Time</td>
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<tr>
<td>25 (11/18/04)</td>
<td>Special Topic Multiple Intelligences</td>
<td>Heller &amp; Jordan p 271-285 &amp; an Article</td>
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<tr>
<td>26 (11/23/04)</td>
<td>Library Time</td>
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<tr>
<td>27 (11/254)</td>
<td>Thanksgiving BREAK</td>
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<tr>
<td>28 (12/2/04)</td>
<td>Special Topic: To be announced</td>
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<tr>
<td>29 (12/7/04)</td>
<td>Library Time</td>
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