

George Mason University
College of Education and Human Development
Program: Elementary Education - Licensure

EDCI 556 - Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
Section 001 – Robinson A412

Fall 2010 Tuesday, 9:05-11:45
August 31 (1-4), September 14, 21, 28, October 5, 19, 26
November 2, 9, 16, 23, 30 December 7, 14

Dr. Lois Groth

Office Hours: Tuesday and Friday 11:45-1or by appointment

Office: West 2100

Telephone: 703-993-2139

Email: lgroth@gmu.edu (response within 24 hours)

Fax: 703-993-2013

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 into GMU Elementary Education Graduate program; courses must be completed according to program sequence.

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); the Virginia State Technology Standards for Instructional Personnel; 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.

Guided Reading Lessons **Due 11/9** **Outcomes 3, 9, 11, 13**

Students will plan and implement instruction for a guided reading group. Students will be required to teach a minimum of three lessons. Additional information will be provided.

Evaluation

Guided reading lessons will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class.

Writing Lesson **Due 11/30** **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 one third of the grade (5%) and 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 two thirds (10%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class; coherence of writing; and mechanics.

Book Club and Presentation **Variable Due Dates** **Outcomes 1, 4, 8, 13**

Students will form a book club and select a text from the list provided. Read and discuss the text in book club format. The group will select material to be presented to the class using an appropriate presentation format.

Evaluation

The presentation will be evaluated based on content presented and appropriateness of format.

Reading, Writing, Spelling Analysis **Due 12/7** **Outcomes 3, 8, 10,13**

This is the Performance Based Assessment for EDCI 555 and EDCI 556. 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 September, October, and November) 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.

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.

Standards: INTASC

(<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

1 Content Pedagogy

- Guided Reading Group
- Hunts and Sorts
- Writing Lesson
- Writing Presentation
- Literacy Action Plan

2 Student Development

- Guided Reading Group
- Hunts and Sorts
- Inventory and Groups
- Reading, Writing, Spelling Analysis
- Literacy Action Plan

3 Diverse Learners

- Inventory and Groups
- Writing Lesson
- Writing Presentation
- Reading, Writing, Spelling Analysis
- Literacy Action Plan

4 Multiple Instructional Strategies

- Guided Reading Group
- Hunts and Sorts
- Writing Lesson
- Writing Presentation
- Literacy Action Plan

5 Motivation and Management

- Writing Presentation
- Literacy Action Plan

6 Communication and Technology

- Writing Lesson

7 Planning

- Inventory and Groups
- Guided Reading Group
- Hunts and Sorts
- Writing Lesson
- Writing Presentation
- Literacy Action Plan

8 Assessment

- Inventory and Groups
- Guided Reading Group
- Writing Presentation

Reading, Writing, Spelling Analysis
Literacy Action Plan

9 Reflective Practice: Professional Growth

Guided Reading Group
Hunts and Sorts
Writing Lesson
Literacy Action Plan

Standards: ISTE NETS (<http://cnets.iste.org/teachstand.html>)

I Technology Operations and Concepts

Writing Lesson

II Planning and Designing Learning Environments and Experiences

Literacy Action Plan

III. Teaching Learning and the Curriculum

Writing Lesson

VI. Social, Ethical, Legal, and Human Issues

Writing Lesson

Standards: Virginia State Technology Standards for Instructional Personnel

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Standards: IRA

(http://www.reading.org/resources/issues/reports/professional_standards.html)

I. Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction.

Inventory and Groups
Guided Reading Lessons
Hunts and Sorts
Writing Lesson
Writing Presentations
Reading, Writing, Spelling Analysis
Literacy Action Plan

II. Instructional Strategies and Curriculum Materials

Candidates use a wide range of instructional practices, approaches, methods, and curricular materials.

Guided Reading Groups
Hunts and Sorts
Writing Lesson
Writing Presentations
Reading, Writing, Spelling Analysis
Literacy Action Plan

III. Assessment, Diagnosis and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Inventory and Groups

Guided Reading Group
Reading, Writing, Spelling Analysis
Literacy Action Plan

IV. Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and appropriate use of assessments.

Inventory and Groups
Guided Reading Group
Hunts and Sorts
Writing Lesson
Writing Presentation
Literacy Action Plan

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

University and Elementary Program Policies

Attendance. This is an advanced graduate level course, therefore the quality of your work, attendance, and informed participation are expected to be of the highest caliber. Unless it is an emergency situation, no absences are excused. Should you need to miss a class, it is your responsibility to inform the instructor ahead of time, turn in your assignments, collect any notes/assignments from a colleague, and do your utmost to remain current in the class. (See GMU Catalog, page 32.)

Late Assignments. Late assignments will not be accepted without the prior consent of the instructor.

Quality of Written Work. Written work should be word-processed in 12-point font. Legibility, organizational clarity, and standard English usage and mechanics are expected. Unacceptable work may be returned for editing prior to grading. Quotations, paraphrases, and references must appear in proper APA format. If you require special assistance, see the instructor.

Cell Phones. The university has a policy that requests students to turn off pagers and cell phones before class begins. One cell phone that is registered with the Mason Alert System will remain on in class.

COURSE SCHEDULE**ASSIGNMENTS DUE**

8/31	Introduction – Syllabus and Assignments Synchrony of Reading, Writing, and Word Knowledge	
9/14	Word Study - Principles and Approaches Developmental approach to word knowledge	WTW chs 1 & 2 GRW chs 1 & 2
9/21	Understanding and assessing children’s letter and word knowledge	WTW chs 3 & 4 GRW chs 18 & 20
9/28	Word Knowledge Phonological/ phonemic awareness/Phonics	GJG ch 5 GRW chs 3 & 19
10/5	Embedded Word Study Phonics	WTW chs 5 & 6 GRW ch 21
10/19	Word Study Vocabulary	WTW chs 7 & 8 GRW ch 22 GJG ch 7
10/26	Getting to know ourselves as writers Writing development Writing to, with, by	R&L intro and ch 1-5 <i>Hunts and Sorts due</i>
11/2	Talk before writing Assessment Book club presentation - Culham	R&L ch 6-10 GRW ch 28
11/9	What is interactive writing? Getting started Elements of Interactive writing	IW selected chs <i>Guided Reading due</i>
11/16	What is shared writing?	R&L ch 17 Shared writing article
11/23	The workshop environment Writers’ notebooks Book Club Presentations - Fletcher/Hindley	R&L ch 11-14 GRW ch 25
11/30	Balancing the workshop And other writing Book Club Presentation - Wood Ray	GJG ch 12 <i>Writing lesson due</i>
12/7	Writing by Independent writing Book Club Presentations - Harvey/Heard	GRW ch 5 <i>Reading, Writing, Spelling Analysis due</i>
12/14	Conferring Learning to listen Book Club Presentation - Anderson	<i>Literacy Action Plan due</i>

Book Club Selections

Anderson, C. (2000). *How's it going A practical guide to conferring with student writers?* Portsmouth, NH: Heinemann. (\$26.56 224 pages)

Culham, R. (2003). *6 + 1 Traits of writing: The complete guide (Grades 3 and up)*. NY: Scholastic. (\$19.79 304 pages)

Culham, R. (2005). *6 + 1 Traits of writing: The complete guide for the primary grades*. NY: Scholastic. (\$19.79 304 pages)

Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. HarperCollins. (\$5.99 138 pages)

AND

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook*. Portsmouth, NH: Heinemann. (\$21.72 112 pages)

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8*. Stenhouse. (\$20.29 248 pages)

Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the primary grades*. Stenhouse. (\$18.00 216 pages)

Hindley, J. (1996). *In the company of children*. Stenhouse. (\$18.71 208 pages)

Wood Ray, K. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann. (\$32.58 304 pages)