George Mason University
New Century College/College of Education & Human Development

NCLC 394, "Facilitating Literacy within Schools and Communities"/
EDRD 301, "Working Effectively as a Literacy Facilitator in School and Community Settings"
Spring 2010

Instructor: Kristien Zenkov, PhD, Associate Professor/Literacy Program Coordinator
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Class meetings

Tuesday/Thursday, 3:00-4:15, Science & Technology II, Room 12/Fairfax campus. Please note that due to the nature of this course, our class will not meet for every session or as a whole group for every scheduled class session. Individual and small group meetings, independent work times, and/or discussion online may be required.

Course Overview

Course Description

As a service-learning course, NCLC 394/EDRD 301 offers students, faculty, and community partners an opportunity to work together to integrate and apply knowledge to address community needs. The 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 tradebooks and technology resources (including digital photography) in individual and small group work, and reflecting on work as a literacy facilitator. Requirements include 45 hours of school-based field experience (spread out over a minimum of 6 weeks, in minimum 12 sessions, in minimum 2-hour increments) and university 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 Professionals (paraprofessional level). While I have provided course and assignment details with which we can begin, our learning goals, action strategies, and assignments will be developed collaboratively. Students will demonstrate progress through critical reflection that illustrates growth in acquiring and comprehending values, skills, and knowledge content. Critical reflection may take the form of assignments, projects, presentations, portfolios, journals, and exams.

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 tradebooks 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 spread across a minimum of 6 weeks.

Instructor Introduction and Theoretical Framework

I believe that the best teachers know themselves as literate people. I will ask you also to know yourselves as professionals with a variety of literacies, including those of photographers, visual sociologists, and community constituents. Teachers and those who work with children and youth must be resilient individuals who are willing to take risks to let school literacies matter to themselves, their students, and the broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I intend that this course will be one you remember, and that you'll care passionately about the work we do here. I will have uncompromising professional standards for your behavior, participation, and openness. At the same time, I will do everything possible to ensure that you meet these standards. My hope is that we'll experience much intellectual camaraderie, engaging discussion, and laughter as we proceed. I encourage you to take risks and celebrate the risks taken by your colleagues.

I bring the perspectives of a veteran teacher and teacher educator, as well as the points of view of a community activist and artist. I approach all educational experiences with the goal of helping students to learn to be active, creative, "real world" members of a just society. It is important for us as educators—even those of us who are only "testing" out this role—to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years experience, an active scholar, and an advocate for children and youth and schools, playing a critical role is my right and responsibility. It is my hope that you will take on this same role. Perhaps most importantly to you, I have spent my school and university teaching career working across school and university settings with a wide range of children and youth, so I am confident that I'll be able to support you in this class. Finally, much as you as university students must be concerned with your own development and others' assessments of your class efforts, I am committed to my growth as a teacher and teacher educator. I will ask for your support in my research as I study your learning and your use of visual tools in your learning and teaching.

We will repeatedly inquire about the types and features of literacies and texts schools use. We will use a "multiple literacies" (Gallego & Hollingsworth, 2000) lens on teaching in all content areas. That is, every interaction, assignment, textbook, tradebook, extracurricular activity, classroom arrangement, and building structure is a sort of "text" used in some "literacy"; in order to determine what are the best and most just teaching methods, we must first look critically at the "texts" that students and teachers currently encounter and the "literacies" they presently use. We will study the nature of these skills with a focus on their diversity across students and subject matter content. What is literacy? What does it mean to be "literate"? What kinds of literacy experiences do students bring to our classrooms? How can teachers best support all students' literacy learning? This course begins with several assumptions: 1) literacy is a *process* that is inherently *social*; 2) the development of literacy skills is *not* a benign processes, but has implications for how *individuals and groups are positioned* in society; 3) literacy is better thought of in the plural rather than the singular—there are many "literacies" with which we and our students engage.

With all students you teach, you should consider how your lessons allow them to connect their existing literacies with the skills and content with which you know they must become proficient. That is, how can you use their *personal* and *community* literacies to engage them in a sanctioned *school* literacy? Only if we attempt to live these learning processes in this course will you be able to use them eventually in your own teaching practices. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, a teacher, and an advocate. You have a special responsibility as a teacher of literacy skills: research on high school dropouts consistently reveals that a primary predictor of student academic achievement and overall persistence in school settings is their appropriate literacy development. That is, if our students do not develop the core literacy skills that we too often assume they already have, they will neither find success nor remain in school.

Finally, I'll ask you to think of the teaching strategies we use in class and that you plan for in your own classroom in three categories, which are framed by an assessment-driven, "backwards" design:

1) "Ways Out": What is the student's "way out" of the text or activity with which you are asking them to engage? That is, what artifacts and demonstrations will the student complete to exhibit her/his comprehension of the key ideas that they are encountering? How will you assess students' knowledge, skills, and attitudes? How will students <u>demonstrate</u> their retention of and relationship to the material?

2) "Ways In": What is the student's "way in" to this text or activity? That is, how are you approaching the student's natural interests in or motivations for this assignment? Think about how you might use the student's existing "literacies" to do this. How will you <u>motivate</u> students to engage with this activity? What specific literacy strategies will you use?

3) "Ways Through": What are students' "ways through" this text or activity? That is, what literacy strategies and tools are you giving students to make sense of and understand the sources you're using with this assignment? How will students <u>translate</u> the material into their own terms?

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<u>Our Class Routine</u>
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In general, we will engage in three activities during our time together:

1. Mini-lectures, activities, and discussions related to literacy learning led by me and supported by our readings from our course texts and selected other materials
2. Discussions of the week's readings and modeling of literacy teaching strategies led by course colleagues
3. Small group and/or individual meetings in which we engage around each others' efforts to learn and teach about literacy development

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<u>Statements of Expectations</u>
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The New Century College and the College of Education and Human Development expect that all students abide by the following:

- Students must activate their GMU email accounts to receive important University information, including messages related to this class.
- If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474 and http://ods.gmu.edu. All academic accommodations must be arranged through the ODS.
- The University Catalog (http://catalog.gmu.edu) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.
- Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code and maintain "academic integrity." See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. 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 you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you 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) please ask for guidance and clarification.
- 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.

- ▪ Other useful campus resources:
  - ➢ Writing Center: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
  - ➢ University Libraries: "Ask a Librarian"; http://library.gmu.edu/mudge/IM/I MRef.html
  - ➢ Counseling and Psychological Services (CAPS): (703) 993-2380; http://caps.gmu.edu

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting https://alert.gmu.edu. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at http://www.gmu.edu/service/cert.

Required/Recommended Texts

Zenkov, K. & Harmon, J. (2009). Picturing a writing process: Using photovoice to learn how to teach writing to urban youth. *Journal of Adolescent and Adult Literacy, 52*(7), 575-584. (Provided in class)

Morris, D. (2005). *The Howard Street tutoring manual: Teaching at-risk readers in the primary grades* (2nd ed.). New York: The Guilford Press. (Required)

Paley, V.G. (1998). *The girl with the brown crayon.* Cambridge, MA: Harvard University Press. (Required)

Temple, C., Ogle, D., Crawford, A., Frepon, P. (2008): *All children read: Teaching for literacy in today's diverse classrooms.* Upper Saddle River, NJ: Pearson/Allyn & Bacon. (Required)

Herrell, A. & Jordan, M. (2007). *Fifty strategies for training English language learners.* Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall. (Recommended)

Additional readings will be available on-line and/or in class, by me and by students in the class.

Materials

In addition to the books required for this course, you will need access to a digital camera, a computer (with web, email, and printing privileges), and a variety of art and craft materials.

Course Website

I anticipate that our course website will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, a class discussion page, any PowerPoint slides that I present in class, assignment descriptions and rubrics, and a bibliography of course readings and web resources.

Course Requirements

General

All assignments should be turned in on the due date indicated in the schedule below via both paper copy (in class) and email attachment (by midnight, whether or not you are in class that evening). All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, in my office by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals. Note: I reserve the right to add, alter, or omit any assignments as necessary during the course of the semester.

Attendance and Participation (15 points)

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. You are expected to be in class (or at your fieldwork site) every day on time and remain for the duration of the class. Our time in class will be spent on discussions, strategy demonstrations, analysis of sample lessons, etc. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on material each day for class, complete assignments for each class day, and contribute as both a listener and speaker in large and small group discussions. Absences and tardies—in both our campus class sessions and your fieldwork experiences—will impact your grade. Two tardies are equal to one absence, and missing 30% or more of class or fieldwork sessions will result in automatic failure of the course. Each student is allowed one absence, no explanation required. For each session you are absent beyond this one session, one point will be deducted from your class participation points up to a total of 15 points. If you must be late to or miss a class or a scheduled fieldwork session, please contact me and/or your mentor teacher prior to class time; it's best to do so via my mobile phone (216.470.2384). Please obtain contact information for your mentor teacher on the first day you work in your fieldwork setting. Students are responsible for obtaining information given during class discussions despite attendance. Please turn off all mobile phones, computers, and pagers when you enter class or your fieldwork setting.

Literacy Educator Interview (5 points)

Students will conduct a minimum 10-question, 20" interview with a literacy professional (classroom teacher, reading teacher/specialist, resource teacher, media center specialist, etc.) in a school setting. Ideally this will occur in your fieldwork setting for the semester. Based on your interview, write a summary report of the interview and be ready to share your findings with our class. The purpose of this interview is to begin to learn from a professional literacy educator whom you trust and respect. In a *maximum* three-page document, the report must include the name of the person interviewed, their position in a school, the grade/grades with whom this individual works, the questions asked, and a summary of their transcribed responses. Possible questions to ask during the interview include the following:

1) What are the primary literacy challenges your students are facing?
2) Describe the reading/writing program utilized in your classroom/the school.
3) Describe a literacy lesson you've used to serve the needs of your students.
4) Describe other literacy activities that you utilize in your classroom/school to serve students' needs.
5) What do you believe are the assets of your school or classroom literacy program?
6) What do you believe are the limitations of your school or classroom literacy program?
7) How do you and/or your school colleagues support parents and families to promote students' engagement and achievement with in-school or out-of school literacy activities?
8) What do you consider a successful literacy lesson?

Reading Logs, Fieldwork Journal, and Critical Incidents Reflections & Images (45 points)

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to the literacy of a variety of learners, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, concerns, artifacts, and images from the readings and your field experiences. There are three components of this requirement:

- Reading Log (15 points): You will be required to keep a reading log that includes both notes on and reactions to each reading. We will spend a significant portion of each class discussing readings and your reading log responses. Your reading log will consist of two elements, organized in a two-column format: 1) notes you've kept on each day's required reading; 2) responses you've made to the content of each reading, from both personal and professional perspectives. As you read each chapter or article, in one column keep track of key information and "big ideas" that you think may be relevant to your work with children around their literacy development. In a parallel column respond to this information with reflections on the utility of this information for your work with children and/or insights that relate to your own literacy development. Make special note of the relevance of information to your potential work with culturally/linguistically diverse students. You will submit this log at three points across the semester for feedback and assessment. We will discuss alternative formats of this log after the first few weeks of class.

- Fieldwork Journal (15 points): In the same binder or folder where you store your reading logs, you might also keep your required Fieldwork Journal. Each day that you are in your fieldwork site (a minimum of 12 sessions over a minimum of 6 weeks, at least 2 hours each, beginning by the fifth week of class), you should keep notes on what you are seeing, the practices with which you see teachers engaging, the successes and challenges you see students encountering, and the questions you consider as an outgrowth of your work in this setting. You might also house evidence of your fieldwork in this journal, including samples of student work, assignments/activities that your mentor teacher asks students to complete, photographs of the people in this setting, etc. Be sure to complete your "Fieldwork Experience Hours/Activities Log" (Appendix A) on a daily basis.

- Critical Incidents Reflections and Images (CIRI) (15 points): You will more formally document your observations each week that you are in your fieldwork setting—completing a minimum of five "Critical Incident Reflections and Image" forms across the minimum six weeks you are in your field site (Appendix B). You will submit this reflection tool in both paper and electronic form. Also bring to class an artifact related to your reflection (e.g., samples of student work, assignments/activities that your mentor teacher has asked students to complete, etc.). For each of these reflection forms you will also illustrate one of the highlights, lowlights, burning issues, or "best practice" tips via a digital photograph; I encourage you to take many photographs during your fieldwork experience (speak with your mentor about permissions), then choose one image that somehow relates to one of the highlights, etc. you've identified. You will submit this image in both paper and electronic forms.

Literacy "Best Practice" Lessons (BPL) (5 points)

Pairs or small groups of students (maximum four students per group) will identify a "best practice" from our textbooks and readings, their mentor's practices, or another resource and engage in two tasks with this strategy: 1) You will use this strategy in your work with children, documenting its effectiveness and bringing to class the evidence of student engagement/achievement that resulted; 2) You will write a brief description (two pages maximum) of this strategy (making copies for each person in our class) and then model it with our class on a designated day in a maximum 30" period. Your description should also include suggested modifications and extensions of this strategy, for use with a variety of grade levels, student populations, and particular student needs/abilities. As well, you should provide copies of any handouts you would need to implement this strategy with students. You can use the readings from the day on which you will share this "best practice" with our class as the basis for identifying a strategy to share.

"How I Learned to Read and Write" Project (HIL) (10 points)

Think about your own and one of your student's relationships to and experiences with literacy and, in particular, reading and writing. How did you and this student learn to read and write? Who and what influenced your relationship to reading and writing? Document with both photographs (taken and collected) and writing the key events, people, and texts in your own and this student's literacy development and the

ways each influenced your current relationships to reading and writing. Feel free to work with significant adults from your own and this student's childhood (e.g., a parent or other family member) to interview them and take/find photographs that reveal your own and this student's key reading/writing developmental events and current relationships. Write and illustrate with a minimum of five photographs (five for your history and five for this student' history) each of these two chronologies and relationships. Then draw some conclusions about the implications of these histories for your own current and future teaching practices. Your final project can take whatever form you choose, but must include photographs representing at least five key events, people, and texts from your own process of learning to read and write and five key events, people, and texts from this student's process of learning to read and write. Take risks, be creative, and embrace the freedom that this project provides.

Current Issues Study Group (5 points)

In groups of 6-8, students will identify a topic relevant to the field of literacy instruction that our class has *not* addressed through other readings or activities. Each group will research this topic, identify an article related to this topic, and share it electronically with our class at least one week prior to their group's facilitated discussion of this issue. Each group must provide other members of the class with a maximum two-page handout summarizing the key points of the article, engage the class in a 20-30" discussion of the article/topic (describing the discussion strategy they've used on the article summary), and provide copies for all members of the class with at least one teaching tool relevant to the topic they've selected.

Storybook (10 points)

Yes, the title of this project is just that: "Storybook." For this project you will be given a book kit that you will use to produce a picture book that somehow relates to your work with the student or students with whom you work this semester. You will produce a full-color, minimum sixteen-page book; you will submit it for publication (it's guaranteed!), and also purchase at least one additional reprint (for the teacher, the class, or a student with whom you are working). You might work with a student to create this book, you might write a picture book that could be used with your future students, you might help a child to write their autobiography, or you might use the kit to document your experiences during the semester—the goal is for you to be a published author by the end of the semester and to use all of your creativity to develop an intriguing, relevant storybook that matters to you and at least one child with whom you've worked. Please let your brains hurt as you consider what you might create for this project.

Top 10 Teaching Tools/Resources (5 points)

Based on your fieldwork, mentor teacher's input, Reading Logs, Fieldwork Journal, Critical Incident Reflections & Images, Literacy Best Practice Lessons, Current Issues Study Group—everything from our semester—identify the "Top 10" teaching tools and resources you've identified. These should be a combination of activities, textbooks and tradebooks, electronic materials, and virtually any resource that you believe can support your current and/or future students' engagement/achievement with literacy learning. Compile these resources into a folder or binder that can be readily shared with and copied by your classmates. Be sure to annotate these—that is, provide a brief description of how each can be used with K-12 students. This should primarily be a compiling—rather than researching—activity.

Assessment and Mastery Grading

A+ = 96 − 100%	B+ = 87 − 89%	C+ = 77 − 79%	D = 60 − 69%
A = 93 − 95%	B = 83 − 86%	C = 73 − 76%	F = Below 60%
A- = 90 − 92%	B- = 80 − 82%	C- = 70 − 72%	

Attendance/Participation = 15 points
Literacy Educator Interview = 5 points
Reading Logs, Fieldwork Journal, Critical Incidents Reflections & Images = 45 points
Literacy "Best Practice" Lessons = 5 points
"How I Learned to Read and Write" Project = 10 points
Current Issues Study Group = 5 points
Storybook = 10 points
Top 10 Teaching Tools/Resources = 5 points
Total = 100 points

All assignments will be evaluated holistically using a mastery grading system, the general rubric described below, and a specific rubric provided with each assignment. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- "D" level score = Student provides superficial responses to assignment requirements and/or does not address all requirements. Student followed only some format and component guidelines. Development of ideas is extremely vague, incomplete, or rudimentary. Almost no support for assertions is provided.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

Resources

Miscellaneous Websites
George Mason University Library: http://library.gmu.edu/
What Kids Can Do: www.whatkidscando.org
Through Students' Eyes: www.throughstudentseyes.org

Professional Organizations
1. Greater Washington Reading Council: www.gwrc.net
2. Virginia State Reading Association: www.vsra.org
3. International Reading Association (IRA): www.reading.org
4. National Reading Conference (NRC): www.nrconline.org
5. National Council of Teachers of English (NCTE): www.ncte.org
6. International Visual Sociology Association (IVSA): www.visualsociology.org

Journals

The ALAN Review	Language Arts
The Bulletin of the Center for Children's Books	The New Advocate
English Journal	The New York Times Book Review
The Horn Book Magazine	Publisher's Weekly
Interracial Books for Children	The Reading Teacher
Journal of Adolescent and Adult Literacy	School Library Journal
Kirkus Review	Voice of Youth Advocates (VOYA)

Reference Texts and Indexes

Authors of Books for Young People	Children's Books Awards & Prizes
Best Books for Young Adult Readers	Children's Literature Awards and Winners
Black Authors and Illustrators of Books for Children & Young Adults	Children's Literature Review
	Something About the Author
Book Review Digest	St. James Guide to Young Adult Writers
Book Review Index	The Coretta Scott King Awards Book, 1970-1999
Books for the Teen Age	The Newbery & Caldecott Awards
Children's Book Review Index	

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Tentative Schedule
Readings: *All Children Read* = ACR, *Howard Street Tutoring Manual* = HST
Assignments: "How I Learned…" = HIL, Literacy "Best Practice" Lessons = BPL, Critical Incidents Reflections and Image = CIRI, Critical Issues Study Group = CISG

Week/ Date	Topic/Detail	Assignment due	Reading
1/Tues Jan 19th	• Introductions, syllabus, procedures, and tutoring details	• None	• None
1/Thurs Jan 21st	• Listening to and learning from our students • *No class: Individual conferences will be scheduled*	• None	• Zenkov/Harmon article
2/Tues Jan 26th	• Listening to and learning from our students, revisited	• None	• *The girl…crayon*
2/Thurs, Jan 28th	• Literacy in the US, defining "literacy," reading, literacy instruction	• Reading Log Check #1	• ACR, Ch. 1
3/Tues Feb 2nd	• Literacy, community, diversity, and differentiation • *Last day to add classes is Feb 2nd*	• HIL, Part I	• ACR, Ch. 2
3/Thurs Feb 4th	• The literacy tutoring model	• Literacy Educator Interview	• HST, Ch. 1
4/Tues Feb 9th	• Phonology, spelling, vocabulary, and grammar	• BPL #1	• ACR, Ch. 3
4/Thurs Feb 11th	• The initial reading assessment	• BPL #2	• HST, Ch. 2
5/Tues Feb 16th	• *No class: Experiential learning credit*	• None!	• None!
5/Thurs Feb 18th	• Language, print, emergent literacy, and families • *Last day to drop classes is Feb 19th*	• CIRI #1	• ACR, Ch. 4
6/Tues Feb 23rd	• Atticus, the emergent reader	• BPL #3	• HST, Ch. 3
6/Thurs Feb 25th	• Children, words, and word recognition	• CIRI #2	• ACR, Ch. 5
7/Tues Mar 2nd	• Fluency and vocabulary	• Reading Log Check #2 • CIRI #3	• ACR, Ch. 6
7/Thurs Mar 4th	• Reading comprehension and Beth, the fledgling reader	• BPL #4	• ACR, Ch. 7 • HST, Ch. 4
8/Tues Mar 9th	• *No class: Mason spring break*	• None	• None
8/Thurs Mar 11th	• *No class: Mason spring break*	• None	• None

Week/ Date	Topic/Detail	Assignment due	Reading
9/Tues Mar 16th	• *No class: Critical issues study group conferences*	• None!	• None!
9/Thurs Mar 18th	• Informational texts, reading to learn, and Curt, the 1st/2nd grade reader	• CISG topic selection	• ACR, Ch. 8 • HST, Ch. 5
10Tues Mar 23rd	• Teaching children to write	• CIRI #4	• ACR, Ch. 9
10/Thurs Mar 25th	• *No class: Experiential learning credit*	• None!	• None!
11/Tues Mar 30th	• Assessing literacy	• CIRI #5	• ACR, Ch. 10
11/Thurs Apr 1st	• Current Issues Study Group #1 decision	• BPL #5 • CISG #1	• CISG #1 article
12/Tues Apr 6th	• Effective grades K-5 literacy instruction	• Reading Log Check #3	• ACR, Ch. 11-12
12/Thurs Apr 8th	• Current Issues Study Group #2 decision	• BPL #6 • CISG #2	• CISG #2 article
13/Tues Apr 13th	• Effective grades 6-8 literacy instruction	• None	• ACR, Ch. 13
13/Thurs Apr 15th	• *No class: Experiential learning credit*	• None	• None
14/Tues Apr 20th	• ESL instruction in Spanish	• BPL #7	• ACR, Ch. 14
14/Thurs Apr 22nd	• Current Issues Study Group #3 decision	• CISG #3	• CISG #3 article
15/Tues Apr 27th	• Literacy and creativity	• Fieldwork Journal • Storybook draft • HIL, Parts I/II draft	• None
15/Thurs Apr 29th	• *No class: Experiential learning credit; Kristien at American Educational Research Association meeting*	• None	• None
16/Tues May 4th	• *No class: Experiential learning credit; individual conferences will be scheduled; Kristien at American Educational Research Association meeting*	• None	• None
16/Thurs May 6th	• Final projects	• HIL, Parts I/II • Storybook • Top 10 Teaching Tools/Resources	• None

Appendix A
Field Experience Hours/Activities Log (NCLC 394/EDRD 301, Spring 2010)

Deliver this log to your mentor teacher on the 1st day of your field experience. Keep the log in your classroom and daily track dates, activities, and hours. You must complete a minimum of 45 hours of field experience with at least 30 of these hours focusing on instructional contact with K-12 students. Hours must begin by the 5th week of the semester, and be spread across a minimum of 6 weeks, 12 sessions, in two-hour sessions. Submit this signed log at the end of the semester to Dr. Zenkov.

GMU Student:_____ Mentor Teacher/School:_____ K-12 Focus Student(s):_____

Dates	Activities with focus student(s)	Other activities	Hours
			Total:

GMU student signature:_____ Mentor teacher signature:_____ Date:_____

Appendix B
Critical Incidents Reflections and Image Form (NCLC 394/EDRD 301, Spring 2010)

Name_____   Date_____

Image and artifact (related to at least one of the above incidents, highlights, lowlights, student successes or struggles, and burning issues):

Critical Incidents What were the highlights and lowlights of your work in schools in the past week? What student or students can you identify who are having success or struggling in your classes?	
Burning Issues/Questions What issues or concerns can you identify from your work in school in the past week?	
"Best Practice" Tips What activities, assignments, or strategies can you identify that have been particularly effective in the past week?	