



**George Mason University
New Century College/College of Education
and Human Development
Literacy Program Area**

EDRD 301
Facilitating Literacy in School or Community Settings
Spring 2012
Tuesday, 4:30 P.M. - 7:10 P.M., Nguyen Engineering, Room 1109

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Office hours – By appointment

Catalog Description/EDRD 301

EDRD 301 provides knowledge, teaching strategies and support for students working with developing readers and writers. Emphasizes implementation strategies that foster literacy development; incorporation of trade books and technology resources into individual and small group work; and reflection.

Note: Requires 45 hours of school-based field experience during the course

Course Description

EDRD 301 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 and include the incorporation of trade books and technology resources for individual and small group work. Students are expected to complete 45 hours of field experience in a school or community setting and reflect on their experience in connection with the course learning outcomes.

Nature of Course Delivery

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

Learning Outcomes

The learning outcomes for this course are based on the International Reading Association's Standards (IRA) for Reading Professionals at the paraprofessional level. Based on the 2010 IRA standards, this course is designed to enable students to:

- Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Required Textbooks

Johnston, F.R., Invernizzi, M., Juel, C., & Lewis-Wagner, D. Pearson. (2009). *Book buddies: A tutoring framework for struggling readers*. (2nd edition). New York, NY: Guilford Press.

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.

Suggest Reading

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

Additional Readings

Periodically throughout the semester, students will be required to read selected articles.

These articles will be accessible through the course website

<http://www.mymasonportal.gmu.edu/>.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STUDENT EXPECTATIONS AND THE NEW CENTURY COLLEGE STATEMENT OF EXPECTATIONS

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice and social justice. Students are expected to adhere to these principles.

Students must adhere to the guidelines of the George Mason University Honor Code (See <http://academicintegrity.gmu.edu/honorcode/>).

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).

Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/1301gen.html>).

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school and program will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

For additional information, please visit <http://gse.gmu.edu/>

Mason alert system: Mason Alert is an alert system that allows George Mason University to contact you during an emergency by sending text messages to your cell phone, email or pager. Please register for the alert system at: <https://alert.gmu.edu/>.

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers and counselors who offer a wide range of services (e.g. individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).

The George Mason University Writing Center staff provides a variety of resources and services (e.g. tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

Readings and Participation

The completion of all readings assigned for the course is assumed. Because much of the class will be structured around discussion and small group activities pertaining to reading comprehension strategies, 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 and concerns from the readings. I suggest that you keep a reading log that includes both notes on and reactions to each read. Class participation will influence your grade.

Class Attendance

If, due to an emergency, you will not be in class, please contact me prior to class time. You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments

All assignments should be turned in on the due date indicated in the schedule below via paper copy (in class) or by email attachment (by 3:00 P.M. on the day the assignment is due) should you be absent from class. All projects must be typed, in 12 point font, with one inch margins, double-spaced, in Times New Roman font. Please do not use page protectors on paper submissions. Writing Quality (including mechanics, organization and content) is calculated into the overall point value for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General

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 come to me within a reasonable timeframe. I will be available after class, by appointment and by email. I look forward to collaborating with you as you work toward your goals.

Course Website

Our course website, at <http://www.mymasonportal.gmu.edu/>, will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources.

Course Requirements

Assignments	Due Date	Points
A. Portfolio (binder) will include the following components: <ul style="list-style-type: none">• Literacy Autobiography with Digital Picture;• Evidence of Field Experience Completion (Fieldwork Journal);• Fieldwork Artifacts with Reflection (at least three);• Reading Log;• Final Reflection	1/31/12	5
B. Literacy Educator Interview	3/6/12	10
C. Storybook	4/24/12	10
D. Literacy Best Practice Lesson	Various	10
E. Class Participation/Attendance	Ongoing	10
Total		100

A. Portfolio Requirement:

Students are required to keep a binder that includes the items referenced below. These items will be due on assigned dates throughout the semester (see Course Requirements and Class Schedule).

Literacy Autobiography with a Picture of Yourself (due 1/31/12)

Students will write a short informal paper (2 pages, double-spaced, Times New Roman, 12 pt font) about their previous experiences in literacy. See Appendix A for rubric. Incorporate the following questions into your response:

- What are your first memories of reading and writing?
- How have you evolved as a reader and writer?
- In what ways did teachers or other adults help or hinder your development as a reader and writer?
- What book genres did you enjoy as a child? What do you enjoy reading now?
- What reading or writing strategies do you currently use as a college student?

Evidence of Field Experience Completion (Fieldwork Journal)

Students are expected to complete 45 hours of documented school-based field experience (spread over a minimum of nine weeks, and five hours per week. Students **MUST** complete the provided Literacy Placement Form by *January 31, 2012*. As part of the field experience requirement, students are expected to reflect on their observations of their school settings. Suggestions for reflection follow:

- What connections do you see between your coursework and fieldwork setting?
- In what literacy practices do you see teachers engage?
- What are the successes or challenges you see students encountering?
- What are your personal successes or challenges in your field setting?
- What questions does your experience raise?
- How does your field experience influence your future work?

Fieldwork Artifacts with Critical Reflection

Students are expected to include a minimum of three artifacts in their portfolio as related to their fieldwork. These artifacts may include digital images (***Seek permission if you take pictures of a student or use their work.***) or student work. For each artifact, students will reflect on how the artifact relates to their fieldwork and literacy theory (one full page, double-spaced, Times New Roman, 12 pt font).

Reading Log

Students are expected to keep a reading log that includes both notes on and reactions to each reading. Reading log responses will be discussed in whole group and small group formats throughout the semester. The reading log consists of a two-column format: one column for notes kept on the readings and one-column for personal and professional perspectives to the reading. Reading prompts will be provided to help guide student thinking.

Final Reflection

At the conclusion of the course, students will be asked to critically reflect on their coursework in relation to their fieldwork. The expectation is that students will connect literacy theory learned from the coursework to their fieldwork experiences. Because this is a reflection piece, students are expected to show what they have learned (about students, literacy theory and themselves) from the beginning of the semester to the end. (e.g. Initially, I didn't know anything about phonics...But now I know phonics includes decoding. I helped my student with decoding using word sorts and I found that...)

Students are encouraged to use their Fieldwork Journal, Fieldwork Artifact reflections, Reading Log and Literacy Autobiography as scaffolds for writing their reflection. The final reflection is expected to be five pages, double-spaced, Times New Roman, 12 pt font.

B. Literacy Educator Interview (due 3/6/12)

Students will conduct a minimum 10-question, 20 minute interview with a literacy professional (classroom teacher, reading teacher/specialist, resource teacher, media center specialist) in a school setting. Based on the interview, students are expected to write a summary report of the interview and share their findings. There is no page-length requirement for this assignment. Possible questions to ask during the interview include the following:

1. What is your current title? How many years have you been teaching?
2. What are the primary literacy challenges your students are facing?
3. Describe the reading/writing program utilized in your classroom/school?
4. Describe a literacy lesson you have used to serve the needs of your students.
5. Describe other literacy activities that you utilize in your classroom/school to serve students' needs.
6. What do you believe are the assets of your school or classroom literacy program?
7. What do you believe are the limitations of your school or classroom literacy program?
8. How do you and/or your school colleagues support parents and families to promote student engagement and achievement with in-school and out-of-school literacy activities?
9. What do you consider a successful literacy lesson?
10. What are the most enjoyable aspects of your job?

C. Storybook (due 4/24/12)

You will create a picture book that somehow relates to work with students. You will produce a full-color, minimum 16-page book that could be submitted for publication. You are encouraged to work with the students you are tutoring to create this book. Alternatively, you might write a picture book that could be used with future students or you might help a student write their autobiography. The goal is for you to be a published author by the end of the semester by producing a creative and intriguing relevant storybook that matters to the student and at least one child with whom you have worked.

D. Literacy “Best Practice” Lessons

Pairs or individual students will identify a “best practice” from the course readings and model the strategy for the class. Students will provide a handout to classmates based on the strategy and present the strategy in a 30 minute demonstration. A sign-up sheet will be made available.

Class Participation/Attendance

Students are expected to attend all classes and participate actively in small group activities and class discussions.

Class Participation Rubric

Excellent (9-10)	Competent (7-8)	Minimal (5-6)
Student regularly attends class and asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates actively in small group activities and class discussions.	Regularly attends class and occasionally asks questions or makes observations that indicated reflections and analysis appropriate to the topic. Participates in small group activities and class discussions.	Misses more than three classes and rarely asks questions or makes comments that indicate familiarity with the topic. Does not actively participate in small groups and class discussions.

Class Attendance Policy

Absences and tardies will impact a student’s grade. Two tardies are equal to one absence and missing 30% or more of class or fieldwork will result in automatic failure of the course. Each student is allowed one absence, no explanation required. For each session a student is absent beyond this one session, three points will be deducted for each session up to a total of 15 points.

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

Please Note:

- Any late work will have points removed per date of tardiness unless you have advance written or email permission from the course instructor.
- As a courtesy to fellow students and instructor, please turn off cell phones and all electronic devices.

Grading Scale:

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	66-69
B	83-86	F	Below 65%
B-	80-82		

Tentative Class Schedule: EDRD 301

This schedule may be changed at the discretion of the instructor or as needs of the students or CEHD Literacy Emphasis Program dictate.

Date	Topic	Assignment Due	Reading
Jan. 24	Program Orientation and introductions Overview of syllabus and course GMU Policies on Field Experiences		None
Jan. 31	Approaches to teaching reading Meeting the Literacy Needs of All Children	Fieldwork application Literacy Autobiography (See rubric Appendix A)	ACR Ch 1 ACR Ch2
Feb. 7	The Literacy Tutoring Framework What Reading Teachers Need to Know About Language	Reading Log Check #1 due	BB Ch 1 ACR Ch 3 pp. 74-96
Feb. 14	Initial Reading Assessment Emergent Literacy	Literacy Best Practice #1	BB Ch 2 and Ch 3 ACR Ch 4
Feb. 21	Beginning Literacy Transitional Literacy	Reading Log Check #2 due Literacy Best Practice #2	BB Ch 4 and Ch 5
Feb. 28	Phonics and Word Knowledge Fluency	Literacy Best Practice #3	ACR Ch 5 ACR pp. 158- 173
Mar 6	Vocabulary	Literacy Educator Interview	ACR pp. 174- 189
Mar 13	No Class--Spring Break		None
Mar 20	Comprehension: Narrative Texts Comprehension: Information Texts		ACR Ch 7 ACR Ch 8
Mar 27	Teaching Children to Write	Literacy Best Practice #4	ACR Ch 10
Apr 3	Assessing Literacy/Progress Monitoring	Reading Log Check #3	ACR Ch 11
Apr 10	Children's Literature	Storybook project due and sharing	TBA
Apr 17	No Class--AERA Conference		None

Apr 24	Digital Literacy and Technology Critical Thinking and Critical Literacy Teaching ELLs	Literacy Best Practice #5	ACR Ch 9 ACR Ch 13
May 1	Effective Literacy Instruction: K-2, 3-5, 6-8 Peer Editing: Final reflection papers and binder review	Literacy Best Practice #6 Final reflection draft for peer editing	ACR Ch12, 13, 14 Students will be assigned to one chapter and break into small groups to present findings
May 8	Sharing of Portfolios and Celebrating Literacy!	Portfolio Due	none

Appendix A

Literacy Autobiography Rubric

5	3	1
Student adheres to required components of paper and includes picture of self.	Student is missing picture of self and/or is missing some of the required components of the paper.	Student is missing most of the required components of the paper.
Student's writing is well articulated with clear and logical examples and insights.	Student's writing is somewhat clear and provides minimal examples and insights.	Student's writing is not clear nor does he/she provide any examples.
Student's writing is free from grammatical errors and adheres to the format of paper: (2 pages, double-spaced, Times New Roman, 12 pt font).	Student has minimal grammatical and formatting errors.	Student has numerous grammatical errors and does not adhere to the formatting requirements of the paper

George Mason University, CEHD
Request for Field Placement for EDRD 301

Note:

This undergraduate course requires 45 hours of work in a setting where children or adolescents are receiving assistance in reading or content area learning that involves reading. It is expected that at least half of the time will be spent in direct contact with learners (e.g., working with one student or a small group). It is also recommended that some of the hours be spent dialoguing with the teacher about observed practices. The other hours can be spent assisting teachers or a librarian with preparation, or other classroom-based activities. **You should plan on 5 hours per week, for 9 weeks. We hope to have all placements by February 7, 2012 or earlier.**

GMU Student name: _____ ID# _____

Address: _____

Telephone (Day) _____ - ____

Email address: _____

(Please use GMU address and have email forwarded to your preferred address if necessary).

1. If you work in a school and can do a field placement there (outside your normal employment hours) please complete the following:

Name of the school: _____

School address: _____

School district: _____

Contact person and phone # _____

You are not permitted to complete the field placement in your own child's classroom, or in a classroom where you are being paid as a teacher's aid or as a substitute.

2. If you need to have GMU make a placement for you, please complete the following information:
 - a. **Days and times** when you can tutor (Please keep in mind that many teachers prefer that tutors come in the morning.)
 - b. **Preferred Location:** Please indicate the general location you prefer (note that we will likely have only 4-5 sites but that we will strive to have some choice of location).
 - c. **Transportation** – will you need to be placed near a bus or metro stop?

