

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION OF ELEMENTARY, LITERACY, MULTICULTURAL AND SECONDARY**

**EDUC 500: Essential of Literacy Instruction I
Fall 2012 Spring 2013
August 20, 2012- April 4, 2013
Online on Literacy Journey Edublog Site**

Instructor: *Jennifer L. Miller*
Phone: 571-252-20.0
FAX: 571-252-2043
E-mail: *jennifer.l.miller@lcps.org*
Address: 850 North King Street, Leesburg, VA 20176

Co-Instructor: *Michelle Haseltine*
Phone: 571-252-2140
FAX: 703-779-8977
E-mail: *michelle.haseltine@lcps.org*
Address: 42901 Waxpool Road, Ashburn, VA 20148

COURSE DESCRIPTION:

Using a reading/writing workshop as a framework, participants will investigate principles of reading and writing instruction that prove to be essential for the writing, reading and analytical development in secondary students.

COURSE PURPOSE AND INTENDED AUDIENCE:

This course is intended to provide secondary teachers will the opportunity to examine curriculum, instructional strategies, and principles of reading and writing instruction. In addition, the course provides the opportunity for participants to investigate the use of a reading and writing workshop instructional framework in their own classrooms and in lab classrooms. Participants will also develop their writing skills and expertise in young adult literature while participating in collaborative writing groups and book clubs.

COURSE FORMAT:

The course will consist of a variety of learning formats to include:

- Instructor led discussions and presentation of demonstration lessons
- Hands-on practice in lab classrooms
- Facilitated online discussions and forums
- Small group writing conferences
- Each week of class, participants will participate in an online learning community for the completion of coursework and homework.

PARTICIPANT OUTCOMES:

Having completed this course successfully:

- Participants will understand and apply the following essential principles of writing instruction:
 - To become a better writer and reader, students need consistent, predictable time to read and write independently.
 - For students to understand the habits of effective readers and writer, habits of mind must be modeled for them by a writer and avid reader, their teacher.
 - Students must define engaging purposes and real audiences for their writing that help to shape composition, diction, and voice.
 - Students need consistent, targeted feedback on their reading, writing, and analysis skills.
 - Individual conferences are one of the essential structures for assessing students' needs and areas of growth.
 - Portfolios are essential structures for students to self-assess and reflect on their needs and growth.
 - Consistent minilessons provide targeted instruction to meet the needs of the learners in the reading and writing workshop community.
 - Building a community of learners builds an environment in which, “respect for the intelligence of every learner is the starting place for all activity, and where all learners are expected and required to take responsibility for their own learning as well as for assisting others to learn.” (Blau 2000)
- Participants will design and create a reading/writing workshop in their classroom.

PROFESSIONAL STANDARDS:

National Council of Teachers of English Standard 4
National Council of Teachers of English Standard 5
National Council of Teachers of English Standard 6
National Council of Teachers of English Standard 7
National Council of Teachers of English Standard 8
National Council of Teachers of English Standard 11
National Council of Teachers of English Standard 12

REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS:

Required Texts:

Atwell, Nancy (1998). *In the Middle*. Portsmouth, NH Boynton/Cook.

Robb, Laura (2010). *Teaching Reading in the Middle School*. New York, NY: Scholastic

Supplemental Readings:

Various professional articles

Participant selected and instructor approved books and articles related to reading and writing instruction.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE:

Course Expectations:

- Attend all class sessions and actively participate in class discussions, small groups, and exploration activities.
- For each class meeting, there are three types of learning activities that follow:
 - Reading assignment
 - Writing assignment
 - Reflection assignment
 - Participation in an online learning community including discussions and forums.

Assignments:

- Participants will write two 500 word or more reflective papers, one at the beginning of the course and one at the end of the course describing their philosophy and practice in writing instruction.
- Participants will complete one writing project of their design. Each design must have instructor approval. For example, participants might choose to write and submit an article for a professional journal, create a collection of demonstration pieces for their classrooms, create a personal writing project.
- Participants will develop a 9-week plan for the launching and continuation of their writing workshop with their students.
- Participants will participate in weekly online discussions centered on a book chapter, article, writing sample, or essential question.
- Participants will create a Literacy Journey Portfolio that connects the artifacts described above and makes sense of their experiences in relation to the outcomes of the course.

Completion of online learning activities and participation in discussion	30% of total grade (This includes a minimum of 2 substantive postings on at least 2 different days of the week. A substantive posting offers new insight, makes a new connection or elaborates on something already shared.
Literacy Journey Portfolio	70% of total grade (portfolio is assessed against a rubric)

GRADING SCALE:

- A 100-94
- A- 93-90
- B 89-84
- B- 83-80
- C 79-70
- F 69 and below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

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.

PROPOSED CLASS SCHEDULE:

LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET

Date	Topic/Learning Experiences	Readings/Assignments
Wk of 8/20	Rituals and Routines: Launching Your Reading and Writing Workshop	Complete your initial reflection and post. Read “The Helping Circle” Read Chp 4 <i>In the Middle</i> Read Chp 6-7 <i>Reading in the Middle School</i> Reflect & participate in the online community. Meet with your LJ mentor.
September 2 hours per week (8hrs) Assignments Due 9/24	Getting to Know Your Readers and Writers: Minilessons and Conferencing	Reading Assignment Writing Assignment Reflect & participate in the online community. Meet with your LJ mentor.

October 2 hours per week (8hrs) Assignments Due 10/24	Achieving Balance in Reading and Writing Workshop	Reading Assignment Writing Assignment Reflect & participate in the online community. Meet with your LJ mentor. 9- week plan due November 7
November 2 hours per week (6hrs) Assignments Due 11/27 Thanksgiving Break November 21-23	Successful Small Group Communication	Reading Assignment Writing Assignment Reflect & participate in the online community. Meet with your LJ mentor.
December 2 hours per week (4hrs) Assignments Due 1/9 Winter Break December 20 to January 1		Reading Assignment Writing Assignment Reflect & participate in the online community. Meet with your LJ mentor. Choice Reading Review Due January 9
January 2 hours per week (8hrs) Assignments Due 1/9	Reassessing Readers and Writers	Reading Assignment Writing Assignment Reflect & participate in the online community. Meet with your LJ mentor.
February 2 hours per week (8 hrs) Assignments Due 2/12	Student Portfolios and Publishing	Reading Assignment Writing Assignment Reflect & participate in the online community. Meet with your LJ mentor.
March 1 hour per week (4hrs) Assignments Due 3/1 and 3/8		Reading Assignment Writing Assignment Reflect & participate in the online community. Meet with your LJ mentor. Anthology Piece Due March 1 Rough Draft of Portfolio Reflection Due March 8
4/4	Portfolio Roundtable Discussion and Anthology Celebration	Portfolios Due

Literacy Journey Portfolio Rubric

Student Outcomes	Grades
To become a better writer and reader, students need consistent, predictable time to write independently For students to understand the habits of an effective writer and reader, habits of mind must be modeled for them by a writer and avid reader, their teacher. Students must define engaging purposes and real audiences for their writing that help to shape composition, diction, and voice. Individual conferences are one of the essential structures for assessing students' needs and areas of growth. Portfolios are essential structures for students to self-assess and reflect on their needs and growth. Consistent minilessons provide targeted instruction to meet the needs of the learners in the reading and writing workshop community. Building a community of learners builds an environment in which, "respect for the intelligence of every learner is the starting place for all activity, and where all learners are expected and required to take responsibility for their own learning as well as for assisting others to learn." (Blau 2000) Participants will design and create a reading and writing workshop in their classroom.	A The portfolio shows a detailed, insightful reflection that shows change or refinement of instructional practice linked with consistent, clear, and convincing evidence of all eight of the student outcomes.
	A- The portfolio shows a detailed, insightful reflection that shows change or refinement of instructional practice linked with consistent, clear, and convincing evidence of seven of the student outcomes.
	B The portfolio shows an insightful, reflection that shows change or refinement of instructional practice linked with clear evidence of all eight of the student outcomes.
	B- The portfolio shows an insightful reflection that shows change or refinement of instructional practice with clear evidence of seven of the student outcomes.
	C The portfolio shows a reflection that shows change or refinement of instructional practice linked with limited evidence of student outcomes.
	F The portfolio shows a reflection that shows change or refinement of instructional practice linked with little or no evidence of student outcomes.
	Examples of evidence might include, unit of study plans, photos of the classroom environment, assignment descriptions/handouts, conference records, student work samples, demonstration pieces, goal-setting records, student testimonials.