

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ELEMENTARY EDUCATION PROGRAM**

EDCI 555.001

**Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 Credits, Fall 2013**

Meeting Times/Days:

7:20 p.m. – 10:00 PM

Wednesdays, August 28 – December 11

Location: Innovation Hall 207

Professor: Corey R. Sell, Ph.D.

Office Hours: By appointment

Office Location: Thompson Hall, Rm. 1407

Office Phone: 703 993-3824

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COURSE DESCRIPTION:

This course is one of a pair of courses that provide research-based introduction to literacy teaching and learning. It emphasizes literacy and language processes and development; reading and writing processes; emergent literacy; connections among culture, families, and literacy; and literacy integration in the curriculum. Field experience is required. Prerequisites: admission to the Elementary Education program, EDCI 542, and EDCI 543.

LEARNER OUTCOMES/OBJECTIVES:

As a result of EDCI 555, students will be able to:

1. demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. observe and assess the reading development and needs of elementary learners.
4. plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
5. plan literacy lessons that promote creative and critical thinking.
6. plan lessons that facilitate reading fluency, reading comprehension and vocabulary

- development across content areas.
7. plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
 8. survey technological tools, print materials, and other resources for teaching reading.
 9. 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.
 10. explore and explain the role of families, communities, and schools in children's literacy learning.
 11. understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
 12. demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

RELATIONSHIP TO PROFESSIONAL STANDARDS:

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 including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education's (ISTE) National Educational Technology Standards for Teachers (NETS-T); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

INTASC Model Core Teaching Standards (2011)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ISTE's NETS-T Standards

1. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S
3. Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

IRA Standards

1. Foundational Knowledge
2. Instructional Strategies and Curriculum Materials
3. Assessment, Diagnosis, and Evaluation
4. Creating a Literate Environment
5. Professional Development

NATURE OF COURSE DELIVERY

To meet course objectives, the delivery of EDCI 555 is accomplished through a combination of the following:

- *Presentations* (i.e., mini-lectures/lecturettes, often assisted by Power Point and other visuals)
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction)
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others)
- *Collaborative learning* (i.e., heterogeneous groups)
- *Modeling activities*
- *Student sharing and presentations*
- *Online learning tools*
- *Practical applications of theory explored via fieldwork*

In addition, for this course we will be using **Blackboard** (web-based course management and portal system) as a means to distribute **additional readings** not included in the texts as well as other class materials. You can access Blackboard through the website - <https://mymasonportal.gmu.edu>. Next you will log in with your Mason user name and password. Then, you will click COURSES tab. Finally, to see our course readings and access on-line discussion boards, click on our course title.

REQUIRED TEXTS

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading*. NH: Heinemann. **(F & P)**

Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. NH: Heinemann. **(GRW)**

Zarrillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Upper Saddle River, NJ: Pearson.

ADDITIONAL RELATED TEXTS (not required, but are solid resources for your work)

Allington, R. L. (2005). *What really matters for struggling readers: Designing research-based programs* (2nd ed.). New York, NY: Allyn & Bacon.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.

Cunningham, P. M., & Allington, R. L. (2010). *Classrooms that work: They can all read and write* (5th ed.). Boston, MA: Pearson.

Duffy, G. G. (2007). *Explaining reading: A resource for teaching concepts, skills, and strategies* (2nd ed.). New York, NY: Guilford.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.

Morrow, L. M., & Gambrell, L. B. (2011). *Best practices in literacy instruction* (4th ed.). New York, NY: Guilford.

COURSE REQUIREMENTS AND ASSIGNMENTS

1. **Class Participation and Attendance (20 points)** This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this you must meet the following expectations:
 - a. **Be in attendance.** Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies (i.e., death in family, hospital) are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements in advance (*at least 24 hours*). In addition, if you are sick advance notice (*at least 24 hours*) is appreciated. You should expect to make up any missed class work as well as write a reflection on the material covered while you were out (e.g. powerpoint, class readings, and additional class materials).
 - b. **Be on time.** You are expected to be on time to class each week unless advance notice has been provided to the instructor.
 - c. **Be prepared.** You are expected to be prepared for each class. This means having completed all assigned readings and tasks for that week before class begins. Because class is focused heavily on peer work and discussion, if you are not prepared, it affects not only your own learning, but also that of your peers.
 - d. **Be “present”.** You are expected to contribute to class discussions and activities as well as genuinely listen to peers as they do the same. Cell phones are for emergency use only—no texting, social media, or phone calls during class time. I encourage you to bring laptops and will ask you to open them only their use is appropriate or necessary.
 - e. **Be respectful.** We will be grappling with many difficult questions throughout the semester that may challenge people’s beliefs or assumptions and that rarely have a right or wrong answer. This is done in the spirit of intellectual inquiry and demands that we are all respectful, honest, and willing to engage tough questions with each

other as a compassionate community. Agreement is not mandatory but consideration and respect are.

2. **Literacy Vision Statement (30 Points)** The best teachers are passionate about teaching, and they know *why* they are passionate. That is, they can articulate a vision for what they are trying to do in their instruction and what impact they want to have on their students.

You will submit two versions of your vision during the course. The first will be shared with colleagues in **draft form in class on Sept. 11** and will be **due to the instructor on Sept. 18**. This first version will describe your vision for teaching literacy. Think about: What is your current definition of reading and literacy? How did you come to develop this definition? How do you want to set up your classroom to teach literacy? Why? How do you envision teaching literacy? Why? What impact do you hope to have on your students regarding literacy and in more general terms learning? You could also think about teaching in general and answer these questions: Why do you want to teach? What are you passionate about? The first vision statement should not exceed three pages.

You will begin independently revising your vision based on new learning, continued reading of professional sources, consultation with colleagues, and additional personal reflection. You may want to readdress how your literacy and reading definitions have altered as well as your classroom set up has altered. You will also want to readdress how you envision teaching literacy as it may have changed over the timeframe of this course. For the second draft be sure to focus on the tasks, activities, and experiences you will implement in your classroom that will help you achieve all aspects of your vision.

As you revise your vision, you will share it with colleagues periodically during the course. A final version will be due to the instructor on **December 12**. This final vision statement should not exceed five pages. Your vision itself will not be evaluated (it is personal to you, and what you say you stand for is your business). Nevertheless, the instructor will evaluate you're the version of your vision statement in terms of how well you **articulate** your vision and **justify** your position (i.e., how well you bring readings, knowledge, and experience to bear in building a thoughtful and defensible rationale for what you say you stand for in teaching literacy).

3. **Children's Literature Collection (32 points)** It is vital that teachers have an extensive knowledge of children's literature, so they can effectively match students with books that are interesting to the child, of high quality, and at the appropriate level. To begin building this knowledge, you will work with a group to read at least 200 children's books on different topics, at various levels, and from different genres (fiction, informational, picture books, multicultural books, poetry, etc.) as part of this course. To document the children's books you read, your group will create and maintain an electronic log of the books you read using a web 2.0 tool. The following link lists 3 excellent tools to choose from (e.g. GoogleReads, Shelfari, GoodReads, Biblionarium, etc.):

<http://blog.calendars.com/2010/04/3-sites-to-organize-your-book-collection/>

If your group would like to use another web 2.0 tool please seek approval from the instructor.

Your group will be responsible for setting up the web 2.0 tool so that everyone has access to it (and your classmates and the instructor can view it when completed). On the web 2.0 tool you must include the following information about the book: (a) the title and author/illustrator, (b) the genre, (c) the approximate level (typical grade level or other leveling system can be found online), and (e) a short (3-4 sentences) summary of the book. In addition some web tools allow you to use pictures of the book and I encourage this as a way to upload the information you're your site but pictures are not necessary. Feel free to be creative in how you keep this log. You will be graded on the accuracy of the information presented and on the amount and variety of reading you do. This assignment is due on **Oct. 30**.

4. **Strategic Read Aloud Lesson (20 points)** Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how good readers think while they read. Therefore, strategic read alouds are at the heart of comprehension instruction. You will write a lesson plan for a strategic read aloud that explicitly teaches a comprehension strategy. If you are able, I encourage you to teach this lesson plan in your school placement but it is not mandatory. However, it is required that you **bring your lesson plan to class on Oct. 16** to share with a small group and the instructor. Please **upload this lesson to Blackboard by Oct. 23** too.
5. **Guided Reading lesson (20 Points)** Guided reading is a vital aspect of a balanced reading framework. In your internship, **you will teach** a guided reading lesson to a group of students. Make sure the book being read is at the appropriate level for the students. The lesson should begin with an introduction to the book, providing a mini-lesson that sets the purpose for reading. As students read, you should listen to each of them read and provide support and guidance as needed. After reading the groups should review the purpose for reading with discussion that extends on the reading. **Bring your lesson plan to class on Nov. 13** to share with a small group and the instructor. Please upload your **guided reading lesson plan ALONG** with a **one-page reflection** that describes what went well and what could be improved upon to Blackboard by **Nov. 27**.

Class Point Assignments:

Class Attendance & Participation:	20 points (15%)	DUE: N/A
Literacy Vision Statement	30 points (25%)	DUE: Sept. 11/Sept. 18/ Dec. 12
Children's Literature Collection:	32 points (20%)	DUE: Oct. 30
Strategic Read-Aloud Lesson Plan:	20 points (20%)	DUE: Oct. 16/ Oct. 23
<u>Guided Reading Lesson:</u>	<u>20 points (20%)</u>	<u>DUE: Nov. 13/Nov. 27</u>
Final Course Grade	122 points (100%)	

Grading Scale:

A =	94-100
A- =	90-93
B+ =	86-89
B =	80-85
C+ =	76-79
C =	70-75
D =	65-69
F =	below 65

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit the assessment (*none for this course*) to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

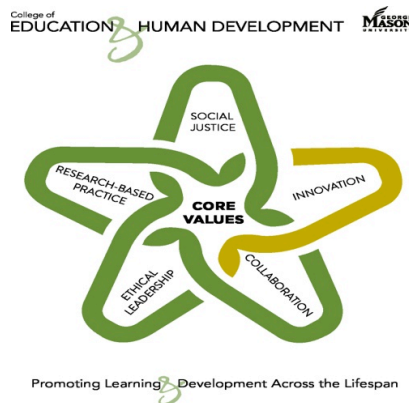
- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- c. Students are 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.***
- d. 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 experiences and academic performance [See <http://caps.gmu.edu/>]
- e. 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/>]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. 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/>]

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values>]



GRADUATE SCHOOL OF EDUCATION

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

COURSE SCHEDULE:

** Instructor reserves the right to adjust syllabus throughout the semester*

Date	Class Topic	Assignments For this Class
Class One Aug. 28	<p>What do you already know about literacy?</p> <p>What are the 5 Pillars of Literacy?</p> <p>What is balanced literacy?</p> <p>What is the importance of early reading instruction?</p> <p>What is your stance on literacy teaching?</p>	<p>READINGS: Syllabus</p>

<p>Class Two Sept. 4</p>	<p>How does language develop in students?</p> <p>What are the components of early literacy development?</p> <p>How can a teacher develop a literate environment in their classroom?</p> <p>What is your stance on literacy teaching?</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • Zarrillo Ch. 1 & 3 • GRW Ch. 1 • Duffy article
<p>Class Three Sept. 11</p>	<p>What tools do readers use to recognize words?</p> <p>What is the difference between phonics, phonological awareness, and phonemic awareness?</p> <p>What is the importance of phonics instruction? Sight word instruction?</p>	<p>DUE: Draft of Vision to share with peers</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Zarrillo Ch. 4 & 5 • F & P Ch. 13 • National Center for Family literacy. (2008). Executive summary: Developing research-based programs (2nd ed.). Jessup, MD: National Institute for Literacy. (pp. 1-8)
<p>Class Four Sept. 18</p>	<p>What is the importance of vocabulary instruction in teaching literacy?</p> <p>What are effective strategies for teaching vocabulary?</p>	<p>DUE: 1st Draft of Vision to Instructor</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Zarrillo Ch. 9 • Beck, McKeown, Kucan (2013). Bringing words to Life: Robust vocabulary instruction. (Ch. 1-2). <p>READ ONE ARTICLE:</p> <ul style="list-style-type: none"> • Group 1: Kucan (2012) • Group 2: Rasinski (2011) • Group 3: Dalton & Grisham (2011) • Group 4: Lane & Allen (2010) • Group 5: Blachowicz & Obrochta (2005)

<p>Class Five Sept. 25</p>	<p>What is fluency?</p> <p>What is the importance of fluency in teaching literacy?</p> <p>What are effective strategies for teaching fluency?</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • Zarrillo Ch. 6 • <p>READ ONE ARTICLE:</p> <ul style="list-style-type: none"> • Group 1: Rasinski (2012) • Group 2: Cahill & Gregory (2011) • Group 3: Paige (2011) • Group 4: Young & Rasinski (2009) • Group 5: Kuhn (2005)
<p>Class Six Oct. 2</p>	<p>What is comprehension?</p> <p>What is effective comprehension instruction?</p> <p>What are comprehension strategies students need to be taught?</p> <p>What is the importance of explicitly teaching comprehension strategies within a literacy program?</p> <p>How can you use read alouds to teach comprehension instruction?</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • Zarrillo Ch. 8 • Strategies that work Ch. 1: pp. 11-21 & Ch. 4: pp. 44-59 <p>READ ONE ARTICLE:</p> <ul style="list-style-type: none"> • Group 1: Duke et al. (2007) • Group 2: Wiseman (2011) • Group 3: Onofrey & Theurer (2000) • Group 4: McLaughlin (2012) • Group 5: Walmsley (2006)
<p>Class Seven Oct. 9</p>	<p>What is the difference between formal and informal assessments? Formative and Summative assessments?</p> <p>What are informal reading assessments? How can they be used to inform literacy instruction?</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • Zarrillo Ch. 2 • <p>READ ONE ARTICLE:</p> <ul style="list-style-type: none"> • Group 1: Roskos & Neuman (2012) • Group 2: Risko & Walker-Dalhouse (2010) • Group 3: Mokhtari et al. (2007) • Group 4: Lipson et al. (2011) • Group 5: Walmsley (2006)
<p>Class Eight Oct. 16</p>	<p>How do you give Running Records to students and what information do they provide?</p> <p>How do you use Running Records to inform your literacy instruction?</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • F & P Ch. 6, 7, & 12

<p>Class Nine Oct. 23</p>	<p>What is Guided Reading? What are different ways to group for Guided Reading instruction? Literacy instruction?</p>	<p>DUE: Strategic Read Aloud Lesson Plan READINGS:</p> <ul style="list-style-type: none"> • F & P Ch. 1, 2, 8, & 11
<p>Class Ten Oct. 30</p>	<p>What are the components a balanced Literacy Framework? Where does Guided Reading fit? How do you manage the classroom during literacy instruction?</p>	<p>DUE: Children’s Literature Log READINGS:</p> <ul style="list-style-type: none"> • F & P Ch. 3, 4, & 5
<p>Class Eleven Nov. 6</p>	<p>How do you use Guided Reading for fluent readers (often upper level students)? How do you plan for a Guided Reading lesson in the upper grades? What is different about Guided Reading for upper level students? What is the same?</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • GRW Ch. 11, 12, & 13 • GRW Ch. 14 p. 230-232 and skim the examples on p. 233-247
<p>Class Twelve Nov. 13</p>	<p>What is Reading Workshop? What are the components of balanced literacy for upper students? How do you effectively use literature circles with students? How do you promote independent reading with students?</p>	<p>DUE: Draft of Guided Reading Lesson READINGS:</p> <ul style="list-style-type: none"> • GRW Ch. 4, 7, & 9
<p>Class Thirteen Nov. 20</p>	<p>What are some strategies for teaching English Language Learners (ELLs) and diverse learners?</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • Zarillo Ch. 15 • Article TBA

	<p>Does motivation play a role in teaching literacy?</p> <p>How do you build intrinsic motivation for reading with your students? What works?</p>	<p>READ ONE ARTICLE:</p> <ul style="list-style-type: none"> • Group 1: Applegate & Applegate (2010) • Group 2: Edmunds & Bauserman (2006) • Group 3: Gambrell (2012) • Group 4: Morrison & Wlodarczyk (2009) • Group 5: Edmunds & Bauserman (2006)
<p>Class Fourteen Nov. 27</p>	<p>NO CLASS (Thanksgiving holiday)</p>	<p>DUE: Guided Reading Lesson and Reflection</p>
<p>Class Fifteen Dec. 4</p>	<p>What are effective instructional models for teaching reaching comprehension?</p> <p>How do you implement literature circles?</p> <p>What is the Question-Answer Relationship (QAR) instructional strategy?</p> <p>What is Reciprocal Teaching and how is it implemented?</p> <p>What are “Strategies That Work” (Harvey & Goudvis) tools using post-its? How can these be implemented?</p>	<p>READINGS:</p> <ul style="list-style-type: none"> • Articles TBA
<p>Exam Date Dec. 11</p>	<p>What are effective instructional models for teaching reaching comprehension? (Continued from Dec. 4)</p>	<p>DUE: Final Vision Statement</p> <p>READINGS: Articles TBA</p>

EDCI 555 -- RUBRIC FOR PARTICIPATION AND ATTENDANCE

<i>ELEMENT</i>	Unsatisfactory (12 or less pts.)	Basic (12-15 pts.)	Proficient (16-19 pts.)	Distinguished (20 points)
Attendance	The student missed four or more classes and the procedures outlined in this section of the syllabus were NOT followed. The student was often late to class (5 points or less)	The student missed three or more classes and the procedures outlined in this section of the syllabus were NOT followed. The student was often late to class. (6-7 points)	The student missed two or more classes and the procedures outlined in this section of the syllabus were followed. The student was occasionally late for class. (8-9 points)	The student missed no more than one class and the procedures outlined in this section of the syllabus were followed. The student was always on time for class. (10 points)
Participation	The student is not prepared for class and does not actively participate in discussions. (5 points or less)	The student is sometimes prepared for class discussions, and occasionally participates in group and class discussions. (6-7 points)	The student is often prepared and makes active contributions to the learning group and class. (8-9 points)	The student is prepared for all classes. The student actively participates and supports the members of the learning group and the members of the class. (10 points)