



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

EDRD 301/001

Working Effectively as a Literacy Facilitator in School and Community Settings

FALL 2013

Tuesday: 4:30 P.M.-7:10 P.M., Robinson Hall A125

3 Credit Hours

Instructor: Tricia Gunther, M.Ed.

Email: tvalent4@gmu.edu

Office hours: By appointment

Phone: (c) 703-599-2620

Course Overview

Course Description

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 course.

Nature of Course Delivery: Face to Face

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 (<http://www.reading.org/mutex.gmu.edu/downloads/resources/545standards2003/index.html>). Based on the IRA standards, this course is designed to enable students to:

1. Understand and apply elements from learning theory to include developmental aspects of oral language and its relationship to reading and writing;
2. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification/phonics, vocabulary, background knowledge, fluency, motivation, and comprehension strategies);
3. Use a variety of instructional practices, approaches, and methods including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds;
4. Model reading and writing enthusiastically and support students' choices of reading materials;
5. Develop and reinforce their critical thinking, oral and writing skills.

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

Paley, V.G. (1997). *The Girl with the Brown Crayon*. Boston, MA: Harvard University Press.

Temple, C., Ogle, D., Crawford, A., Frepon, P. (2011). *All children read: Teaching for literacy in today's diverse classrooms*. (3rd edition.) Boston, MA: Pearson.

Recommended Textbooks

Herrell, A. & Jordan, M. (2008). *Fifty strategies for training English language learners (4th ed.)*. Boston, MA: Pearson.

GMU Policies and Resources for students

1. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
2. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
3. 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.
4. 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/>].
5. 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/>].
6. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
7. 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/>].

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/>

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 reading. 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.

Grading & Assignment Policies

All assignments should be turned in on the due date indicated in the schedule below via paper copy (in class) or by email attachment 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. Use the rubrics and descriptions provided for projects to ensure you are working towards earning full points for all projects. Late papers and projects will not be accepted, 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.

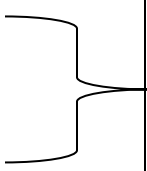
Course Website

Our course website can be accessed at <http://gmu.blackboard.com>. The site will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, selected PowerPoint slides that I present in class, assignment descriptions and rubrics, and a bibliography of course readings and web resources.

Additional Readings:

Periodically throughout the semester, students will be required to read articles from literacy journals. These articles will be accessible through the course Blackboard website (<http://mymasonportal.gmu.edu>)

Course Requirements/Points Possible

Assignments	Due Date	Value
1. Portfolio (binder) will include the following components:		
a. Literacy Autobiography with Digital Picture;	9/3/13	5
b. Evidence of Field Experience:		15
c. Fieldwork Journal (Appendix B)		10
d. Fieldwork Artifacts with Reflection (at least three);		15
e. Reading Log		15
f. Final Reflection		
2. Literacy Educator Interview	10/15/13	10
3. Picture Book Project	11/19/13	5
4. Best Practice Literacy Lesson Presentation	various	15
5. Class Participation/Attendance	ongoing	10
Total		100

1. 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). Please do not use page protectors on your written autobiography, fieldwork journal, reflections, or log. It is acceptable to use them on your divider pages and to protect student work samples/artifacts.

a. Literacy Autobiography (due electronically): 9/3/13

Students will write a short informal paper (2-3 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:

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

b. Evidence of Field Experience (Fieldwork Journal):

Students are expected to complete 45 hours of documented school-based field experience (spread out over a minimum of six weeks, in a minimum of 12 sessions) Students MUST complete the provided Literacy Placement Form prior to *January 28, 2013*. As part of the field experience requirement, students are expected to reflect on their observations of their school settings (Appendix B). Suggestions for reflection are as follows:

1. What connections do you see between your coursework and fieldwork setting?
2. What literacy practices do you see teachers engaging in?
3. What are the successes or challenges you see students encountering?
4. What are your personal successes or challenges in your field setting?
5. What questions does your experience raise?
6. How does your field experience influence your future work?

c. 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 student work samples or digital images (*seek permission if you take pictures of a student*). For each artifact, students will reflect on how the artifact relates to their fieldwork and literacy theory (*one-half to one full page for each artifact, double-spaced, Times New Roman, 12 pt. font*).

d. Reading Log

Students are required to maintain a reading log that demonstrates their understanding and synthesis of what has been read. Students should make connections between the readings, their field work, and class discussions in this reading log. Each entry should be a minimum of 2 double-spaced 12 point font pages. Optional format of reading log entries will be accepted with instructor approval (i.e. create a visual representation of your understanding).

e. Final Reflection due 12/3/13

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. A similar example will be provided as well as a rubric accessible via Blackboard (courses.gmu.edu). *The final reflection is expected to be 5-8, double-spaced, Times New Roman, 12 pt. font.*

2. Literacy Educator Interview: due 10/15/13

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. It is advisable to audio-record the interview with your chosen educator's permission. 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:

- What is your current title? How many years have you been teaching?
- What are the primary literacy challenges your students are facing?
- Describe the reading/writing program utilized in your classroom/school?

- Describe a literacy lesson you have used to serve the needs of your students.
- Describe other literacy activities that you utilize in your classroom/school to serve students' needs.
- What do you believe are the assets of your school or classroom literacy program?
- What do you believe are the limitations of your school or classroom literacy program?
- 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?
- What do you consider a successful literacy lesson?
- What are the most enjoyable aspects of your job?

3. Annotated Bibliography Project: due 11/19/13

Your bibliography should include at least 4 picture books related to a specific topic and age group. For example, if third graders were learning about Independence Day, you might find picture books about July 4th. Other ideas include: oceans, Chinese New Year, ecology, quilts, gargoyles, transportation. Refer to the VDOE Standards of Learning (SOLs) to choose your target topic and grade level.

You annotations should be completed in APA format. Drake-Patrick, J.D. (2012). *Caleb's Snowy Day*. Boston, MA: Pearson. Then include a 50-75 word annotation that would be useful to another practitioner. Include a brief summary, an explanation of the book's connection to the topic, and ideas for using it in the classroom.

4. Literacy "Best Practice" (BPL) Lessons due _____

Small groups of students (maximum of four students per group) will become "experts" on a chapter in our *All Children Read* textbook. The group will be responsible for leading a 15 minute discussion on the chapter followed by a 20 minute presentation on a strategy from the chapter.

1. The instructor will provide a professional journal article related to your chapter for the group to read.
2. Come prepared to class with 2-3 deeper level questions to prompt class discussion and
3. A one-page handout that synthesizes the important points from the chapter and the professional journal article. Questions and one-pager must be submitted to the instructor by 6PM the night before class. Please include a reference to the journal article in APA format.
4. Next, your group will identify and model for the class a "best practice" from the chapter. Students will present the strategy in a 20-minute demonstration.

5. Class Participation/Attendance

Students are expected to attend all classes and participate actively in small group activities and class discussions. Absences and tardies will impact a student's grade. Two tardies/early departures 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, one point will be deducted up to a total of 15.

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.

****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:

- As a courtesy to fellow students and instructor, please turn off cell phones and all electronic devices unless you are using them for classroom purposes.

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		

EDRD 301 Tentative Class Schedule

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

Date	Topic	Assignment Due	Reading
8/27	Program Orientation and introductions Overview of syllabus and course GMU Policies on Field Experiences		None
9/3	Approaches to teaching reading Meeting the Literacy Needs of All Children	Fieldwork application Literacy Autobiography (See rubric Appendix A) Reading Log #1	ACR Ch. 1
9/10	The Literacy Tutoring Framework What Reading Teachers Need to Know About Language	Reading Log #2	BB Ch. 1 ACR Ch. 2 & Ch. 3 pp. 74-96
9/17	Initial Reading Assessment Emergent Literacy	Reading Log #3 BPL Presentation Ch.4	BB Ch. 2 and Ch. 3 ACR Ch. 4
9/24	Beginning Literacy Transitional Literacy	Reading Log #4	BB Ch. 4 and Ch. 5
10/1	Phonics and Word Knowledge Fluency	Reading Log #5 BPL Presentation Ch. 5	ACR Ch. 5
10/8	Vocabulary	Reading Log #6 BPL Presentation Ch. 6	ACR Ch. 6
10/15	TBA	Literacy Educator Interview	
10/22	Comprehension: Narrative Texts	Reading Log #7 BPL Presentation Ch. 7	ACR Ch. 7
10/29	Comprehension: Informational Texts	Reading Log #8 BPL Presentation Ch. 8	ACR Ch. 8
11/5	Teaching writing	Reading Log #9	ACR Ch. 10

		BPL Presentation Ch. 10	
11/12	Assessing Literacy/Progress Monitoring	Reading Log #10 Field Work Journal Progress Check	ACR Ch. 11
11/19	Digital Literacy and Technology Critical Thinking and Critical Literacy Teaching ELLs	Reading Log #11	ACR Ch. 9 ACR Ch. 15
11/26	TBA	Annotated Bibliography	NONE
12/3	Effective Literacy Instruction: K-2, 3-5, 6-8	Portfolios Sharing of portfolios and annotated bibliographies.	Paley: The Girl with the Brown Crayon

Appendix A
Literacy Autobiography Rubric

3	2	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. Writing demonstrates a thorough and conscious reflection on significant literacy events.	Student's writing is somewhat clear and provides minimal examples and insights. Writing is thoughtful, but details and significance could be further developed.	Student's writing is not clear and examples are mentioned but show limited understanding of the topic.
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

Appendix B
Fieldwork Journal

Name: _____ **Date:** _____

What connections do you see between your coursework and fieldwork setting?	
What literacy	

practices do you see teachers engaging in?	
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?	