

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Elementary, Literacy, and Secondary Education**

**EDPD502.633: Fostering Rigor in Honors Pilot
August 27, 2013-January 30, 2014
LCPS Administration Building
Online on Loudoun VISION**

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COURSE DESCRIPTION:

Participants will enhance their ability to implement and evaluate each of the elements of the Loudoun County Public Schools Honors Core Unit framework.

COURSE PURPOSE AND INTENDED AUDIENCE:

This course will provide high school teachers of Honors English with the tools and material to learn the theoretical framework of teaching in response to teacher and student generated essential questions - and using student portfolios for assessment. They will apply their knowledge to their own teaching as they conduct classroom research on an essential question of their choosing. Participants will develop their understanding of teaching writing rather than merely assigning writing.

COURSE FORMAT:

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

- Instructor led discussions and presentation of demonstration lessons
- Facilitated online discussions and forums
- Participation in an online learning community for the completion of coursework and homework
- School team meetings to plan implementation
- Team and individual development of Honors core units

PARTICIPANT OUTCOMES:

Having completed this course successfully:

- Participants will understand and apply the following principles of teaching with essential questions:
 - every student can think critically and do serious academic work

- high level questions, when introduced before instruction begins, establish a mental set with which students can process the learning experience
- Participants will design and implement two core units – one as a team, one individually - based on the principles of backward planning, essential questions, and portfolio assessment.
- Participants will build a professional portfolio through a process of collection, selection, and reflection of the core unit elements as they relate to actual classroom experience.

PROFESSIONAL STANDARDS:

- National Council of Teachers of English Standard 1
- 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

TEXTS

Socratic Circles by Matt Copeland

What's the Big Idea? by Jim Burke

Other supplemental texts will be provided via LoudounVision

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.
- Participation in the class will include each of these types of learning activities:
 - Reading assignments
 - Writing assignments
 - Demonstration lessons
 - Online discussion forums and blogs

The following assignments are for students working on the 3-credit course.

Core Unit	Using <i>What's the Big Idea</i> and the sample units provided, create one Honors core unit	25%	Due Dec.16
Final Portfolio	Create a multi-genre portfolio that showcases and documents your understanding of the individual components of the honors core unit.	40%	Due Jan. 30
Online Discussion Postings	Compose thoughtful, substantial responses to each discussion prompt and post to Loudoun Vision within one week of the date listed on the syllabus. Discussion with your colleagues is strongly encouraged!	25%	Due dates listed on syllabus
Course Participation	Attend, participate enthusiastically in, and prepare fully for all team and full cohort meetings.	10%	Relevant dates listed on syllabus

GRADING SCALE:

A= 96-100

A-= 90-95

B+= 86-89

B= 80-85

C= 70-79

F= 69 and below

LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY: OCTOBER 10.

HONORS CORE UNITS COHORT PORTFOLIO

Over the course of the semester, students will post elements of their work and reflections on their implementation and revision. At the end of the year, these will be compiled into a portfolio demonstrating their ability to design, implement, and evaluate these strategies in their classrooms. For each set of strategies, students will post the following:

- An example of an instructional resource they used to assist students in mastering these new skills
- An example of an assessment tool they used to measure the degree to which students have mastered these skills
- Evidence of student mastery (e.g. annotated texts, student essays, video of Socratic seminars, etc.)
- Reflection Essay (200-400 words evaluating the implementation of these strategies: *What went well? What did not? What would you change if you did this again? How did the readings or class activities help to inform your decision making with this?*)

LoudounVision Postings/Portfolio Compilation

Essential Questions and Multi-Genre Text Sets – First Attempt

- Instructional Resource
- Assessment Tool
- Evidence of Student Mastery
- Reflection Essay

Socratic Seminar – First Attempt

- Instructional Resource
- Assessment Tool
- Evidence of Student Mastery
- Reflection Essay

Textual Analysis – First Attempt

- Instructional Resource
- Assessment Tool
- Evidence of Student Mastery
- Reflection Essay

Stylistic Analysis, Creative Writing, Feedback and Publication – First Attempt

- Instructional Resource
- Assessment Tool
- Evidence of Student Mastery
- Reflection Essay

Essential Questions and Multi-Genre Text Sets – Second Attempt

- Instructional Resource
- Assessment Tool
- Evidence of Student Mastery
- Reflection Essay

Socratic Seminar – Second Attempt

- Instructional Resource
- Assessment Tool
- Evidence of Student Mastery
- Reflection Essay

Textual Analysis – Second Attempt

- Instructional Resource
- Assessment Tool
- Evidence of Student Mastery
- Reflection Essay

Stylistic Analysis, Creative Writing, Feedback and Publication – Second Attempt

- Instructional Resource
- Assessment Tool
- Evidence of Student Mastery
- Reflection Essay

**PROPOSED CLASS SCHEDULE AND REQUIREMENTS FOR THE ASSIGNMENTS:
(Assignments and Dates are Subject to Change)**

Legend:

- **Face to face – 1:00-3:30**
- **On-line – *posting and response using VISION; all texts and discussion questions will be posted on Vision.***
- **Team meeting – *after hours meeting of school teams to plan***

Date(s)	Topics/Learning Experiences		GMU Credit Hours
	All Students	Graduate Students	
Face to face May 30, 2013	Course objectives and requirements; Honors curriculum and core units; introduction of texts and summer reading		2
June-August, 2013	Summer Reading and Summer Assignment	Discussion board posting based on online article	10?
Online week of August 19, 2013	Discussion Board: Using your summer readings and your own experiences, how can big questions and text sets help to make your class more rigorous, relevant, and engaging?	Discussion board posting based on video	1.5
Face to face August 26, 2013	Morning Session: -Gallery Walk -Designing units around Thematic Essential Questions and multi-genre text sets Afternoon Session: -Review Syllabus & Sample Units	Class meeting 3:30-5:00	1.5

	-Introduce Habits of Mind -Comprehension vs. Analysis -Annotating Texts		
September School-based Team Meeting	Collaborate and reflect on components of core units (instruction and implementation) with a specific focus on annotating texts; online posting		2.5
Online week of September 9, 2013		On-line videos, posts, and discussion	1.5
Online week of September 23, 2013		Online reading and discussion of elements of core units	1.5
Face to face September 25	Stylistic essential questions and Socratic Seminars	Class meeting 3:30-5:00	1.5
October School-based Team Meeting	Collaborate and reflect on components of core units (instruction and implementation) with a specific focus stylistic essential questions and Socratic Seminars; online posting		2.5
Online week of October 14, 2013		On-line videos, posts, and discussion	1.5
Face to face October 23, 2013	Writing Discussions: in-class analysis essays; journal writing; reflective writing; creative writing; feedback; publication opportunities	Class meeting 3:30-5:00	1.5
Online week of October 28, 2013		Online reading and discussion of elements of core units	1.5
November School-based Team Meeting	Collaborate and reflect on components of core units (instruction and implementation) with a specific focus on teaching writing		2.5
Online week of November 11, 2013		On-line videos, posts, and discussion	1.5
Face to face November 19, 2013	Building core units (is there a way that this can go through semester 2...perhaps we can offer PD points for submitting polished units to Michele?? Then a group could meet late spring to create the document?)	Class meeting 3:30-5:00	1.5
Online week of November 25,		Online reading and discussion of elements of	1.5

2013		core units	
December School-based Team Meeting	Collaborate and reflect on components of core units (instruction and implementation) with a specific focus on developing one core unit		3.5
Online week of December 9, 2013		On-line videos, posts, and discussion	1.5
Face to face December 13, 2013	Unit Presentations Course Reflection	Class meeting 3:30-5:00	1.5
January School-based Team Meeting	Collaborate and reflect on components of core units (instruction and implementation) with a specific focus on revising unit		2.5
January 30, 2014		Final Portfolio must be posted to Vision by this date.	
			45 hours

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 experience 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 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 & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.