

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

**EDPD502.639: Essential of Literacy Instruction I**  
**Fall 2013 Spring 2014**  
**September 16 2013 to April 22, 2014**  
**Online on Literacy Journey Edublog Site**

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**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 reading and writing instruction:
  1. To become a better writer and reader, students need consistent, predictable time to read and write independently.
  2. 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.

3. Students must define engaging purposes and real audiences for their writing that help to shape composition, diction, and voice.
4. Students need consistent, targeted feedback on their reading, writing, and analysis skills.
5. Individual conferences are one of the essential structures for assessing students' needs and areas of growth.
6. Portfolios are essential structures for students to self-assess and reflect on their needs and growth.
7. Consistent minilessons provide targeted instruction to meet the needs of the learners in the reading and writing workshop community.
8. 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)
9. 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:

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

Participant selected and instructor approved professional text related to reading and/or writing instruction

LCPS English Curriculum Guide

Supplemental Readings:

Various professional articles and texts

### **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 two types of learning activities that follow:
  - Reflection assignment
  - Participation in an online learning community including discussions and forums.

Assignments:

- Participants will create a Literacy Journey Portfolio consisting of reflections on each of the outcomes of the course. The portfolio consists of an initial reflection describing participants' philosophies and practices in regard to reading and writing instruction. Additional reflections are created throughout the course based on each learning outcome. Each reflection contains artifacts that are collected over the length of the course.
- Participants will read and review one professional text.
- Participants will read and evaluate Young Adult Literature.
- Participate in a writing group bringing a draft of a sample paper you have written as a model for your students or another writing piece of your choosing.

Final Portfolio	April	80 points
Professional Book Review	January	5 points
Young Adult Literature Top 3 Picks	March	5 points
Active participation online discussions	Ongoing	10 points

**GRADING SCALE:**

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

- 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/>.

DATE	SESSION	TOPICS	Homework Due Next Class
<p><b>September</b></p> <p><b>2 face to face PLC sessions &amp; 1 Online Meetings</b></p> <p><b>Dates determined by PLC &amp; instructors</b></p> <p><b>7.5 hours</b></p>	<p><b>Session 2</b></p> <p><b>OUTCOMES:</b></p> <p><b>Consistent minilessons provide targeted instruction to meet the needs of the learners in the reading and writing workshop community.</b></p>	<p><b>Structures in Reading and Writing Workshop:</b></p> <ul style="list-style-type: none"> <li>• Taking a Closer Look at Minilessons and Launching a workshop</li> <li>• Formative Assessment</li> <li>• Differentiating for ELL and Special Education Students</li> </ul> <p><b><u>FOR YOU TO DO BEFORE THIS CLASS:</u></b></p> <ul style="list-style-type: none"> <li>• Finish and post your initial reflection on your philosophy and practices in reading and writing instruction (if necessary). Artifact optional</li> <li>• Read the first quarter (narrative) reading/writing unit in the curriculum guide.</li> <li>• Write and post a blog reflection about providing consistent, predictable time to read and write. Include an artifact.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring a rubric that you have used.</li> <li>• Read quarter 2 (research) reading/writing unit from your curriculum guide.</li> <li>• Plan and implement at least one writing or reading minilesson. Post a reflection and artifact on your blog.</li> <li>• Prepare for and participate in the online discussions</li> <li>• Begin reading YA Lit books that you might use with your students.</li> </ul>
<p><b>October</b></p> <p><b>2 face to face PLC sessions &amp; 1-2 Online Meetings</b></p> <p><b>Dates determined by PLC &amp; instructors</b></p>	<p><b>Session 3</b></p> <p><b>Individual conferences are one of the essential structures for assessing students' needs and areas of growth.</b></p>	<ul style="list-style-type: none"> <li>• Taking a Closer Look at Conferring and Providing Targeted Feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the Q2 research and launching book club/ buzz groups units in the curriculum guide.</li> <li>• Have reading and writing conferences with your students. Post a reflection and artifact on your blog.</li> <li>• Prepare for and participate in the online discussions.</li> <li>• Continue read YA Lit books that you might use with your students.</li> </ul>

<p><b>7.5 hours</b></p>			<ul style="list-style-type: none"> <li>• Bring samples of student writing to the next session.</li> <li>• Begin reading your professional book. The review is due at February Meeting</li> </ul>
<p><b>November/December</b></p> <p><b>2 face to face PLC sessions &amp; 1-2 Online Meetings</b></p> <p><b>Dates determined by PLC &amp; facilitators.</b></p> <p><b>7.5 hours</b></p>	<p><b>Session 5</b> <b>OUTCOME:</b> <b>Building a community of learners (etc.)</b></p>	<p><b>Building a Community of Learners:</b></p> <ul style="list-style-type: none"> <li>• Student writing groups</li> <li>• Strategic reading groups that differentiate for students</li> <li>• Book clubs and buzz groups</li> </ul> <p><b>Using Student Talk as Formative Assessment</b></p> <p><b>Writing Group/Assessment</b></p> <p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li>• Minilessons</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and implement book clubs, buzz groups, or writing groups in your classroom. Write a reflection and post on your blog about community of learners (include an artifact).</li> <li>• Prepare for and participate in the online discussions.</li> <li>• Draft or revise something to share with your writing group. (Consider drafting a model product or notes for the research, argumentative, analysis or creative unit.)</li> <li>• Continue to read YA Lit books that you might use with your students.</li> </ul>
<p><b>January</b></p> <p><b>2 face to face PLC sessions &amp; 1-2 Online Meetings</b></p> <p><b>Dates determined by PLC &amp; instructors</b></p>	<p><b>Session 4</b> <b>OUTCOME: For students to understand the habits of mind of an effective reader and writer, habits of mind must be modeled for them by a writer and avid reader, their teacher</b></p>	<p><b>Demonstrating Habits of Mind:</b></p> <ul style="list-style-type: none"> <li>• Read Aloud/Think Aloud</li> <li>• Using mentor text and modeling writing</li> </ul> <p><b>Portfolios:</b></p> <ul style="list-style-type: none"> <li>• Selection &amp; companion pieces</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Evaluating and revising rubrics for summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Read the Q3 (argumentative) reading/ writing unit in the curriculum guide.</li> <li>• Continue reading YA Lit books that you might use with your students.</li> <li>• Plan and implement at least two lessons or strategies, etc. in which you demonstrate the habits of mind of a reader AND writer for your students. Write a reflection and post on your blog (include an artifact.) Bring one of these minilessons to be taught to a small group of</li> </ul>

<p><b>7.5 hours</b></p>		<ul style="list-style-type: none"> <li>• Differentiating for ELL and Special Education Students</li> </ul> <p><b>Additional tools:</b></p> <ul style="list-style-type: none"> <li>• Conferring and recordkeeping</li> <li>• Connecting reading and writing skills</li> </ul> <p><b>Writing Group</b></p>	<p>teachers.</p> <ul style="list-style-type: none"> <li>• Prepare for and participate the online discussions. (This may include reading a text and/or watching a video.)</li> </ul>
<p><b>February</b></p> <p><b>2 face to face PLC sessions &amp; 1-2 Online Meetings</b></p> <p><b>Dates determined by PLC &amp; instructors 7.5 hours</b></p>	<p><b>Session 6</b></p> <p><b>OUTCOME:</b> Portfolios are essential structures for students to self-assess and reflect on their needs and growth.</p> <p><b>OUTCOME:</b> Students must define engaging purposes and real audiences for their writing that help to shape composition, diction, and voice.</p>	<p><b>Strategic Reading for All: How to meet the needs of your struggling readers.</b></p> <p><b>Student Portfolios as Summative Assessments</b></p> <p><b>Reading Groups (Book Clubs &amp; Buzz Groups)</b></p> <ul style="list-style-type: none"> <li>• Reading Group &amp; Buzz Group About First Professional Text</li> </ul> <p><b>Writing Group</b></p>	<ul style="list-style-type: none"> <li>• Plan for and implement reflective writing for your students. Plan for selection and reflection in your classroom. (This may need to happen later in the year.) Write and post a reflection on your blog. Include an artifact.</li> <li>• Reflect on the ways that you have helped students to define engaging purposes and real audiences thus far. Plan ways to continue this practice for the rest of this year and next. Post your reflection on your blog. Include an artifact.</li> <li>• Prepare for and participate the online discussions</li> <li>• Create an annotated bibliography of your top 3 picks of YA Literature. Due at April meeting..</li> </ul>
<p><b>March</b></p>	<p><b>No Class</b></p>		<ul style="list-style-type: none"> <li>• Read the Q4 (analytical) reading/writing unit in the curriculum guide.</li> <li>• Write your final reflection and post to your blog. Artifact optional.</li> <li>• Your final portfolio is due April 18<sup>th</sup>.</li> </ul>
<p><b>April</b></p> <p><b>2 face to face</b></p>	<p><b>Session 8:</b></p> <p><b>OUTCOME:</b></p>	<p><b>Putting it all together:</b></p> <ul style="list-style-type: none"> <li>• Differentiated by cohort</li> </ul>	

<p><b>PLC sessions &amp; 1-2 Online Meetings</b></p> <p><b>Dates determined by PLC &amp; instructors</b></p> <p><b>7.5 hours</b></p>	<p><b>Participants will create a reading and writing workshop in the classroom.</b></p> <p><b>SHARE &amp; CELEBRATE</b></p>	<p><b>Reading Groups (Book Clubs &amp; Buzz Groups)</b></p> <ul style="list-style-type: none"><li>• Top 3 pick for YA Literature</li></ul> <p><b>Program Evaluation</b></p>	
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Literacy Journey Portfolio Rubric

Student Outcomes	Grades
1. To become a better writer and reader, students need consistent, predictable time to write independently	A The portfolio shows a detailed, insightful reflection that shows <b>change or refinement of instructional practice</b> linked with consistent, clear, and convincing evidence of all eight of the student outcomes.
2. 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.	A- The portfolio shows a detailed, insightful reflection that shows <b>change or refinement of instructional practice</b> linked with consistent, clear, and convincing evidence of seven of the student outcomes.
3. Students must define engaging purposes and real audiences for their writing that help to shape composition, diction, and voice.	B The portfolio shows an insightful, reflection that shows <b>change or refinement of instructional practice</b> linked with clear evidence of all eight of the student outcomes.
4. Students need consistent, targeted feedback on their reading, writing, and analysis skills.	B- The portfolio shows an insightful reflection that shows <b>change or refinement of instructional practice</b> with clear evidence of seven of the student outcomes.
5. Individual conferences are one of the essential structures for assessing students' needs and areas of growth.	C The portfolio shows a reflection that shows <b>change or refinement of instructional practice</b> linked with limited evidence of student outcomes.
6. Portfolios are essential structures for students to self-assess and reflect on their needs and growth.	F The portfolio shows a reflection that shows <b>change or refinement of instructional practice</b> linked with little or no evidence of student outcomes.
7. Consistent minilessons provide targeted instruction to meet the needs of the learners in the reading and writing workshop community.	
8. Building a community of learners builds an environment in which,	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.

“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)

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Participants will design and create a reading and writing workshop in their classroom.