GEORGE MASON UNIVERSITY
NEW CENTURY COLLEGE/COLLEGE OF EDUCATION AND HUMAN
DEVELOPMENT
LITERACY PROGRAM AREA

EDRD 310-001: Facilitating Literacy in School or Community Settings
3 Credit Hours, Spring 2014
Tuesdays 4:30 – 7:10, Planetary Hall 127

Instructor:
Name: Nedra L. Cossa
Office Hours: By appointment
Phone:
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Course Description:
> **A. Prerequisites/ Corequisities**
> None
> **B. University Catalog 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.
> **C. Expanded Course Description**:
> EDRD 301 provides background knowledge, teaching strategies, and support for
> students who wish to work with developing readers and writers in school or
> community settings. An emphasis is placed on implementing strategies that foster
> and enrich literacy development and include the incorporation of trade books and
> technology resources for individual and small group work. Students are expected
> to complete 45 hours of field experience in a school or community setting and
> reflect on their experience in connection with the course learning outcomes.

Note:
Requires 45 hours of school-based field experience during course.

NATURE OF COURSE DELIVERY
Face-to-Face

LEARNER OUTCOMES:
This course is designed to enable students to do the following:

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.

PROFESSIONAL STANDARDS
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/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role1.aspx). Please note that these standards are under development. Based on the IRA standards, this course is designed to enable students to:

1.1: Identify examples of reading instruction for developing word recognition, language comprehension, strategic knowledge, and reading–writing connections.
        Identify conditions that support individual motivation to read and write (e.g., access to print, choice, challenge, interests, and family and community knowledge) as factors that enhance literacy learning for all.
1.3: Show fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2.3: With guidance from teachers, select and use a wide range of materials.
3.4: Understand the importance of student confidentiality and acknowledge the role of certified personnel as communicators of assessment results.
4.1: Recognize the forms of diversity in their own lives and understand how these may limit or enable their reading and writing.
   Demonstrate an understanding of the forms of diversity that exist in society, with a particular focus on individual and group differences that have been used to marginalize some and privilege others.
   Describe specific aspects of school and community experiences that can be used to reveal students' diversity and engage them in learning.
   Assist in instructional practices that are linked to students' diversity and which also acquaint them with others' traditions and diversity.
Assist in instructional practices that engage students as agents of their own learning.
6.2: Respect the importance of confidentiality.
   Care for the well-being of students.
   Demonstrate a belief that all students can learn.
   Demonstrate a curiosity and interest in practice that results in student learning.

REQUIRED TEXTS:

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.

Temple, C., Ogle, D., Crawford, A., Frepon, P. (2008): *All children read: Teaching for literacy in today's diverse classrooms*. Upper Saddle River, NJ: Pearson/Allyn & Bacon.

Suggested Reading

Paley, V.G. (1998). *The girl with the brown crayon.* Cambridge, MA: Harvard University Press.

Additional Readings

Periodically throughout the semester, students will be required to read selected articles. These articles will be accessible through the course website.

COURSE ASSIGNMENTS:

Assignments	Due Date	Value/Points
A. Portfolio (Binder) will include the following:		
a. Literacy Autobiography with Digital Picture;	1 /28/14	15
b. Evidence of Field Experience		
c. Fieldwork Journal (Appendix B)		
d. Fieldwork Artifacts with Reflection (at least three);	4/29/14	10 15
e. Reading Log;		15
f. Final Reflection		15
B. Literacy Educator Interview	3/4/14	10
C. Literacy Best Practice Lesson	Varies	10
D. Class Participation/Attendance	Ongoing	10
Total		100

A. 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).

   a. *Literacy Autobiography with a Picture of Yourself (due electronically 1/28/14)*
Students will write a short informal paper (2 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:

- What are your first memories of reading and writing?
- How have you evolved as a reader and writer?
- In what ways did teachers or other adults help foster or stifle your development as a reader and writer?

- What book genres did you enjoy as a child? Do you enjoy reading now? If so, what do you enjoy reading?
- What did you enjoying writing about as a child? Do you enjoy writing now? If so, what do you enjoy writing about?
- What reading or writing strategies do you currently use as a college student?

b. ***Evidence of Field Experience Completion (Fieldwork Journal)***
Students are expected to complete 45 hours of documented school-based field experience (spread over a minimum of nine weeks, and five hours per week. Students MUST complete the provided Literacy Placement Form by *February 3rd, 2043*. As part of the field experience requirement, students are expected to reflect on their observations of their school settings. Suggestions for reflection follow:
- What connections do you see between your coursework and fieldwork setting?
- In what literacy practices do you see teachers engage?
- 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?

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

d. ***Reading Log***
Students are expected to keep a reading log that includes both notes on and reactions to each reading. Reading log responses will be discussed in whole group and small group formats throughout the semester. The reading log consists of a two-column format: one column for notes kept on the readings and one-column for personal and professional perspectives to the reading. Reading prompts will be provided to help guide student thinking.

e. ***Final Reflection***
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 words 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. The final reflection is expected to be approximately five pages, double-spaced, one inch margins, and Times New Roman, 12 point font.

B. Literacy Educator Interview (due 3/4/14)
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. 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 the following:

1. What is your current title? How many years have you been teaching?
2. What are the primary literacy challenges your students are facing?
3. Describe the reading/writing program utilized in your classroom/school?
4. Describe a literacy lesson you have used to serve the needs of your students.
5. Describe other literacy activities that you utilize in your classroom/school to serve students' needs.
6. What do you believe are the assets of your school or classroom literacy program?
7. What do you believe are the limitations of your school or classroom literacy program?
8. 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?
9. What do you consider a successful literacy lesson?
10. What are the most enjoyable aspects of your job?

C. Literacy "Best Practice" Lesson
Pairs or individual students will identify a "best practice" from the course readings and model the strategy for the class. Students will provide a handout to classmates based on the strategy and present the strategy in a 30-minute demonstration.

D. Class Participation/Attendance (ongoing)
Students are expected to attend all classes and participate actively in small group activities and class discussions.

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.

Class Attendance Policy
Absences and tardies will impact a student's grade. Two tardies are equal to one

absence and missing 30% or more of class or fieldwork will result in automatic failure of the course.

Any late work will have points removed per date of tardiness unless you have advance written or email permission from the course instructor.

**The course instructor reserves the right to add, or to omit any assignments as deemed appropriate or necessary during the course of the semester.

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 66
B-	80-82		

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/

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/.

For additional information on the College of Education and Human Development, Graduate School of Education, visit our website http://gse.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.MyMason.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.

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
1/21	**Program Orientation and introductions Overview of syllabus and course GMU Policies on Field Experiences**		**None**
1/28	**Approaches to teaching reading Meeting the Literacy Needs of All Children**	**Fieldwork application Literacy Autobiography (See rubric Appendix A) Reading Log #1**	**Paley ACR Ch. 1**
2/4	**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**
2/11	**Initial Reading Assessment Emergent Literacy**	**Reading Log #3 BPL Presentation Ch.4**	**BB Ch. 2 and Ch. 3 ACR Ch. 4**
2/18	**Beginning Literacy Transitional Literacy**	**Reading Log #4**	**BB Ch. 4 and Ch. 5**
2/25	**Phonics and Word Knowledge Fluency**	**Reading Log #5 BPL Presentation Ch. 5**	**ACR Ch. 5**
3/4	**Vocabulary**	**Reading Log #6 BPL Presentation Ch. 6**	**ACR Ch. 6**
3/11	**Spring Break**		
3/18	**TBA**		**Literacy Educator Interview**
3/25	**Comprehension: Narrative Texts Comprehension: Information Texts**	**Reading Log #7 BPL Presentation Ch. 7 BPL Presentation Ch. 8**	**ACR Ch. 7 ACR Ch. 8**
4/1	**Teaching writing**	**Reading Log #8**	**ACR Ch. 10**
4/8	**Assessing Literacy/Progress Monitoring**	**Reading Log #9 Field Work Journal**	**ACR Ch. 11**

4/15	TBA	Annotated Bibliography	No Readings
4/22	**Digital Literacy and Technology Critical Thinking and Critical Literacy Teaching DLLs**	**Reading Log #10**	**ACR Ch. 9 ACR Ch. 15**
4/29	**Effective Literacy Instruction**	**Portfolios Share portfolios and Annotated Bibliographies**	**ACR Ch. 12, 13, 14 Choose one**

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