

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION OF ELEMENTARY, LITERACY AND SECONDARY EDUCATION**

**EDPD502.6R2: Essential of Literacy Instruction I
Fall 2014 - Spring 2015
September 14, 2014 to March 8, 2015
Online on Literacy Journey Edublog Site**

Instructor: *Dr. Michele Schmidt Moore*
Phone: 571-252-1330
FAX: 571-252-1633
E-mail: *michele.schmidtmoore@lcps.org*
Address: 21000 Education Court, Ashburn VA 20148

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. The classroom environment provides opportunity for students to participate in large or small group and individual learning.
 2. Students must define engaging purposes and real audiences for their writing that help to shape composition, diction, and voice.
 3. For students to understand the habits of effective readers and writer, a writer and avid reader, their teacher must model habits of mind for them.
 4. Consistent minilessons provide targeted instruction to meet the needs of the learners in the reading and writing workshop community.

5. Students need consistent, targeted feedback on their reading, writing, and analysis skills.
6. Individual conferences and strategic reading/writing groups are essential structures for assessing students' needs and areas of growth and providing targeted feedback.
7. Portfolios are essential structures for students to self-assess and reflect on their needs and growth.
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.
- Participants will 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. One piece will progress to final draft for inclusion in the anthology.
- Participants will make reflective comments on at least one other participant's portfolio (blog) entry each month.
- Participants will meet with their Literacy Journey coach at least one time per month.

Final Portfolio	March 2	75 points
Professional Book Review	February 12	5 points
Young Adult Literature Top 3 Picks	February 12	5 points
Active participation in class and online	Ongoing	5 points
Writing Group (Attends and brings a piece to share to each meeting).		5 points
Anthology Piece	February 12	5 points

GRADING SCALE:

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE:

LAST DAY TO DROP CLASS WITHOUT ACADEMIC/FINANCIAL PENALTY IS BEFORE 20% OF THE CLASS SESSIONS HAVE MET October 16th

Month	Hours	Focus
September LJ Coaching Session* LJ Session September 30 LJ Twitter Chat September 14 Portfolio Blog Post & Comments	10 hours	Targeted Minilessons & Interactive Read-Alouds
October LJ Coaching Session* LJ Twitter Chat October 19 Portfolio Blog Post & Comments	4 hours	Targeted Minilessons & Interactive Read-Alouds
November LJ Coaching Session* LJ Session November 13 LJ Twitter Chat November 9 Portfolio Blog Post & Comments	10 hours	Targeted Feedback (Conferring)
December LJ Coaching Session* LJ Twitter Chat December 14 Portfolio Blog Post & Comments	4 hours	Small Group Differentiation
January LJ Coaching Session* LJ Twitter Chat January 11 Portfolio Blog Post & Comments	4 hours	Small Group Differentiation Building a Community of Learners
February LJ Coaching Session* LJ Session February 12 LJ Twitter Chat February 8 Portfolio Blog Post & Comments	10 hours	Young Adult Literature Reflection & Portfolios
March LJ Coaching Session* Final Portfolio Due March 2 LJ Twitter Chat March 8 Portfolio Blog Post & Comments	3 hours	Reflection and Portfolios
Dates of coaching sessions are to be determined by each participant and coach		

Literacy Journey Portfolio Rubric

Student Outcomes	Grades
<ol style="list-style-type: none"> 1. To become a better writer and reader, students need an environment that provides consistent, predictable time to write independently 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. 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) 	<p>A The portfolio shows a detailed, insightful reflection that shows change or refinement of instructional practice linked with consistent, clear, and convincing evidence of all eight of the student outcomes.</p>
	<p>A- The portfolio shows a detailed, insightful reflection that shows change or refinement of instructional practice linked with consistent, clear, and convincing evidence of seven of the student outcomes.</p>
	<p>B The portfolio shows an insightful, reflection that shows change or refinement of instructional practice linked with clear evidence of all eight of the student outcomes.</p>
	<p>B- The portfolio shows an insightful reflection that shows change or refinement of instructional practice with clear evidence of seven of the student outcomes.</p>
	<p>C The portfolio shows a reflection that shows change or refinement of instructional practice linked with limited evidence of student outcomes.</p>
	<p>F The portfolio shows a reflection that shows change or refinement of instructional practice linked with little or no evidence of student outcomes.</p>
<p>Participants will design and create a reading and writing workshop in their classroom.</p>	<p>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.</p>