

George Mason University
College Of Education And Human Development
Graduate School Of Education
Elementary Education Program

Course

EDCI 555: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
Section 002 – 3 credits
Spring 2016

Meeting Time

Monday 4:30-7:10
Robinson Hall B111

Instructor Information

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Course Description

This course is one of a pair of courses that provide research-based introduction to literacy teaching and learning. It emphasizes literacy and language processes and development; reading and writing processes; emergent literacy; connections among culture, families, and literacy; and literacy integration in the curriculum. Field experience is required and embedded into the course. Prerequisites: admission to the Elementary program, EDCI 542, and EDCI 543.

Relationship to Program Goals and Professional Organizations

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

Student Outcomes

1. Students will demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Students will observe and assess the reading development and needs of elementary learners.
4. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
5. Students will plan literacy lessons that promote creative and critical thinking.
6. Students will plan lessons that facilitate reading fluency, reading comprehension and vocabulary development across content areas.
7. Students will plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
8. Students will survey technological tools, print materials, and other resources for teaching reading.
9. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
10. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
11. Students will understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
12. Students will demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

Nature of Course Delivery

This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory will be explored via fieldwork.

IRA Standards

1. Foundational Knowledge
2. Instructional Strategies and Curriculum Materials
3. Assessment, Diagnosis, and Evaluation
4. Creating a Literate Environment
5. Professional Development

ACEI Standards

- 2.1 Reading, Writing, Oral Language
- 3.1 Integrating and Applying Knowledge for Instruction
- 4.0 Assessment

INTASC Core Standards

1. The teacher understand the **central concepts**, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands **how children learn and develop**, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.
4. The teacher understands and uses a **variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group **motivation** and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media **communication** techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **plans** instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understand and uses formal and informal **assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

Mason Mission Statement

George Mason University will be an institution of international academic reputation providing a superior education enabling students to develop critical, analytical, and imaginative thinking and to make well founded ethical decisions. It will respond to the call for interdisciplinary research and teaching not simply by adding programs but by rethinking the traditional structure of the academy.

The University will prepare students to address the complex issues facing them in society and to discover meaning in their own lives. It will encourage diversity in its student body and will meet the needs of students by providing them with undergraduate, graduate, and professional courses of study that are interdisciplinary and innovative. The University will energetically seek ways to interact with and serve the needs of the student body.

The University will nurture and support a faculty that is diverse, innovative and excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community. The faculty will embody the University's interactive approach to change both in the academy and in the world. The University will be a resource of the Commonwealth of Virginia serving private and public sectors and will be an intellectual and cultural nexus between Northern Virginia, the nation, and the world.

GMU POLICIES AND RESOURCES FOR STUDENTS

Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).

Students must follow the university policy for Responsible Use of Computing (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

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.

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/>].

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, as soon as possible [See <http://ods.gmu.edu/>]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>)

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

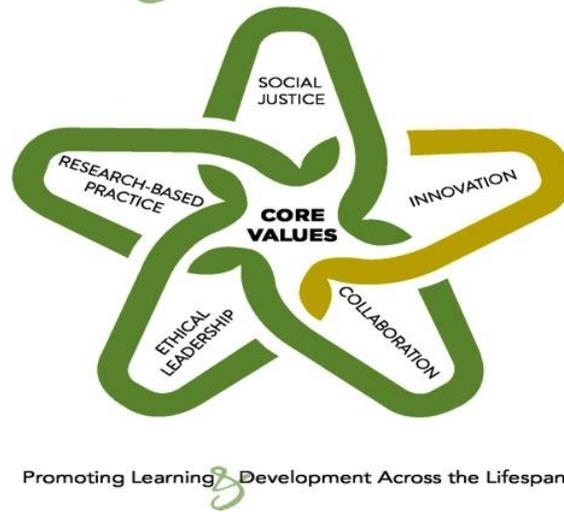
Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

CORE VALUES COMMITMENT

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/>

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>



For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Required Text

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Upper Saddle River, NJ: Pearson.

Recommended Texts

Allington, R. L. (2005). *What really matters for struggling readers: Designing research-based programs* (2nd ed.). New York, NY: Allyn & Bacon.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Gambrell, L. B. & Morrow, L. M. (Eds.). (2015). *Best practices in literacy instruction* (5th ed.). New York, NY: Guilford.

Assignments

1. Participation (15%)

This class will be interactive, involving much dialogue and active participation. You are expected to participate in a professional manner in all facets of class. This portion of the grade also includes small assignments completed in class.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

2. Strategic read-aloud (15%) – Due dates: lesson plan – 3/21; reflection – 4/2, PBA

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how good readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to Edthena. You will turn in a lesson plan before you conduct the read aloud, and after conducting the read aloud you reflect on the lesson in Edthena. *We will explain and model a strategic read aloud in class.*

Outcomes: 1, 4, 5, 6, 7, 9, 11

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.” **The Read-Aloud Lesson Plan and Reflection assignment described above serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.**

3. Guided Reading lesson (15%) – Due dates: draft of lesson plan – 4/11; reflection – 5/2

Guided reading is a vital aspect of a balanced reading framework. In your internship, you will teach a guided reading lesson to a group of students. Make sure the book being read is at the appropriate level for the students. The lesson should begin with an introduction to the book, providing a mini-lesson that sets the purpose for reading. As students read, you should listen to each of them read and provide support and guidance as needed. After reading the groups should review the purpose for reading with discussion that extends the reading. You will turn in the guided reading lesson plan and a reflection that describes what went well and what could be improved upon. *We will explain and model guided reading in class.*

Outcomes: 1, 3, 4, 5, 6, 7, 9, 11, 12

4. Observations (15%) – Due dates: throughout the semester (see separate handout).

Using an observation protocol, you will observe specific aspects of your cooperating teacher’s literacy instruction and write reflections. You will also videotape a lesson and use Edthena to reflect on the recorded lesson. We will go over the expectations for these observations in class.

Outcomes: 3, 8, 12

5. Book Club Participation and Presentation (15%) – Due date: 5/2

You will participate in a professional book club. You are expected to keep up with the reading, and collaborative design a presentation that shares the important content of the text with your colleagues. The presentation needs to be interactive and your group needs to provide a one-page document summarizing and synthesizing the key points of the book in a teacher friendly way.

Outcomes: 1, 10, 11

6. Electronic Resource Folder (10%) – Due date: 5/9

You will create an Electronic Resource Folder, where you gather, store, and organize resources you can use in your future literacy teaching. This is a good structure to have, and getting into the habit of adding to it and keeping it organized will serve you well in the future.

Outcomes: 1, 8, 10, 11, 12

7. Vision Statement (15%) – Due dates: draft for peers 2/1; draft for instructors 2/8; final draft 5/9

The best teachers are passionate about teaching, and they know *why* they are passionate. That is, they can articulate a vision for what they are trying to do in their instruction and what impact they want to have on their students.

You will submit two versions of your vision during the course. The first will be shared with colleagues in draft form in class and will be due to the instructor on September 10. This first version will describe your vision for teaching. Think about: Why you want to teach? What are you passionate about? The first vision statement should not exceed three pages.

You will begin independently revising your vision based on new learning, continued reading of professional sources, consultation with colleagues, and additional personal reflection. However, the revised vision will also address the tasks, activities, and experiences you will implement in your classroom that will help you achieve your vision.

As you revise your vision, you will share it with colleagues periodically during the course. A final version will be due to the instructor on December 10. This final vision statement should not exceed five pages.

The instructor will evaluate both versions of the vision statement in terms of how well you justify your position (i.e., how well you bring readings and knowledge to bear in building a thoughtful and defensible rationales for what you say you stand for). Your vision itself will not be evaluated (it is personal to you, and what you say you stand for is your business). Instead, the evaluation will focus on *why* you hold that vision and how you justify your position. And in the second draft, *why* certain tasks, activities and/or experiences are likely to lead your kids to the vision you have for them.

Outcomes: 1, 2, 10

Grading Scale

A = 100-94

A- = 93-90

B+ = 89-86

B = 85-80

C+ = 79-76

C = 75-70

D = 69-65

F = below 65

Class Schedule

Class 1 – 1/25

- Introductions
- Syllabus
- What do you know about literacy instruction?
- Importance of early reading instruction
- Introduce 5 Pillars and Balanced Literacy
- Overview of course
- Reading/Writing Reflection (F&P)
- Discuss Visioning
- Read Duffy 1998
- Share book club books

Readings for next week: Zarrillo chs. 1 & 3; ARTICLES

Class 2 – 2/1

- **BRING DRAFT OF VISIONING PAPER TO SHARE WITH GROUP**
- Language development
 - o Alphabetic principle
 - o Concepts of print
 - o Shared reading
 - o Literate environment
 - o Morning meeting/message
- Select book club book

Readings for next week: Zarrillo chs. 4 & 5; ARTICLES

Class 3 – 2/8

- **1st DRAFT OF VISIONING PAPER DUE**
 - Word recognition
 - o Phonological awareness
 - o Phonemic awareness
 - o Phonics
 - o Sight words
 - o Decoding
 - o Word walls
-

Class 4 – 2/15

- **NO CLASS**
- Book club

Readings for next week: Zarrillo ch. 9; Flood, Fast, Focus article

Class 5 – 2/22

- Vocabulary
 - Tiers
 - Wide reading
 - Word consciousness
 - Word learning strategies: morphological awareness, context clues, cognates, and using resources
 - Individual words
 - Graphic organizers
 - Structural analysis
 - Word banks

Readings for next week: Zarrillo ch. 6; ARTICLES

Class 6 – 2/29

- Fluency
 - Wide reading
 - Choral reading
 - Repeated readings
 - Audio books
 - Readers' Theater

Readings for next week: Zarrillo ch. 8; ARTICLES

No class week of 3/7 – Mason Spring Break

Class 7 – 3/14

- Comprehension
 - Before-during-after
 - Narrative comprehension instruction
 - Strategic read-alouds
 - Discussion
 - Reciprocal teaching
 - Expository comprehension (KWL, Text structure, Vocabulary)

Readings for next week: Zarrillo ch. 2; ARTICLES

Class 8 – 3/21

- **STRATEGIC READ-ALOUD LESSON PLAN DUE**
- Assessments I
 - Informal vs. Formal
 - Concepts of print
 - Retellings
 - High-stakes tests

Readings for next week: F & P pp. 483-509 and ch. 8; Zarrillo ch. 12

Class 9 – 3/28

- Assessments II
 - Running records
 - IRIs
- Differentiated instruction
 - Heterogeneous grouping
 - Flexible grouping
 - Partner reading
 - Independent reading and individual conferences

Readings for next week: Zarrillo chs. 14 & 15, ARTICLES

Class 10 – 4/4

- Teaching reading to ELs and diverse learners
- Guided reading
 - o Grouping for instruction

Readings for next week: ACCESS article; ARTICLES

Class 11 – 4/11

- **READ ALOUD REFLECTION DUE**
- **DRAFT OF GUIDED READING LESSON**
- Motivation and affect
 - o Interest
 - o Skill and will
 - o Choice, collaboration, authenticity
 - o Projects
 - o Literature circles
 - o Book club
 - o Themed units
 - o Teacher as model

Readings for next week: ARTICLES

Class 12 – 4/18

- Structuring Instruction/Instructional Frameworks
 - o Whole-language vs phonics
 - o Balance
 - o Readers Workshop
 - o Centers
 - o 4 Blocks
 - o Genre studies
 - o Author studies

Readings for next week: Zarrillo ch. 10; F & P ch. 23

Class 13 – 4/25

- Types of text
 - o Narrative vs. expository
 - o High-quality literature
 - o Aesthetic read alouds
- Genres of writing
- Expository comprehension
 - o KWL
 - o Text structure
 - o Vocabulary

Class 14 – 5/2

- **GUIDED READING REFLECTION DUE**
- **BOOK CLUB PRESENTATIONS**

Exam date – 5/9

- **2ND VISIONING PAPER DUE**
- **ELECTRONIC RESOURCE FOLDER DUE**

*Instructor reserves the right to adjust syllabus throughout the semester

Book Club Options

Cunningham, P. M., & Allington, R. L. (2015). *Classrooms that work: They can all read and write* (6th ed.). Boston, MA: Pearson. 240 pgs

Duffy, G. G. (2009). *Explaining reading: A resource for teaching concepts, skills, and strategies* (2nd ed.). New York, NY: Guilford. 244 pgs

Johnson, P., & Keier, K. (2010). *Catching readers before they fall: Supporting readers who struggle K-4*. Portland, ME: Stenhouse. 227 pgs

Miller, D. (2012). *Reading with meaning: Teaching comprehension in the primary grades* (2nd ed.). Portland, ME: Stenhouse. 228 pgs

Routman, R. (2002). *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann. 272 pgs