

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT GRADUATE SCHOOL OF
EDUCATION
Elementary Education Program

EDCI 555-001: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 Credits, Spring 2016
Wednesday, 4:30-7:10 pm, Robinson Hall B222

PROFESSOR(S):

Name: Jennifer I. Hathaway, Ph.D.

Office hours: by appointment

Office location: 1604 Thompson Hall, Fairfax Campus

Office phone: 703-993-5789

Email address: jhathaw2@gmu.edu

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission to elementary education licensure program. Yearlong cohort course sequence.

B. University Catalog Course Description

Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

Notes: School-based field experience required.

C. Expanded Course Description

Not Applicable

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

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

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 builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

PROFESSIONAL STANDARDS:

International Reading Association (IRA) Standards

(<http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>)

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

InTASC Core Teaching Standards

(http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Association for Childhood Education International (ACEI) Elementary Education Standards

(<http://www.acei.org/sites/default/files/aceielementarystandardssupportingexplanation.5.07.pdf>)

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

NATURE OF COURSE DELIVERY:

This face-to-face 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. **This course also requires 15 hours of field experience.**

REQUIRED TEXTS:

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

Fountas, I. C. & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

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

one professional book (*to be assigned*) for book club:

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.

Miller, D. (2008). *Teaching with intention: Defining beliefs, aligning practice, taking action, K-5*. Portland, ME: Stenhouse.

Thompson, T. (2015). *The construction zone: Building scaffolds for readers and writers*. Portland, ME: Stenhouse.

other assigned readings available online or distributed in class

RECOMMENDED TEXTS:

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Boston, MA: Pearson.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford.

Cunningham, P. M., & Allington, R. L. (2016). *Classrooms that work: They can all read and write* (6th ed.). Boston, MA: Pearson.

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

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.

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

COURSE ASSIGNMENTS AND EXAMINATIONS:

A. Assignment Descriptions

**More details will be provided for this assignment before it is due.*

1. Professional Behavior (10 points) – ongoing

Learner Outcomes Addressed: all

Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found at: <https://cehd.gmu.edu/teacher/professional-disposition>.) Teaching is a demanding career that requires you to conduct yourself in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. It involves initiating tasks and following through in a timely manner. Establishing habits supportive of these dispositions is an important part of your preparation as an educator and as such will be emphasized throughout this course. The criteria for assessment of your professional behavior include your class attendance, punctuality, and participation as noted on the rubric below.

Criteria for Evaluation	Proficient Professional Behavior	Developing Professional Behavior	Emerging Professional Behavior	Unacceptable Professional Behavior
	5 points	3 points	1 points	0 points
Class Attendance	Missed no more than 1 class session. AND Arrived late or left class early no more than 2 times.	Missed 2 class sessions. OR Arrived late or left class early 3-4 times.	Missed 3 class sessions. OR Arrived late or left class early 5-6 times.	Missed more than 3 class sessions. OR Arrived late or left class early more than 6 times.
Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. AND Actively participated in <i>all</i> small group activities and class discussions.	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. OR Actively participated in <i>most</i> small group activities and class discussions.	Rarely asked questions or made observations that indicated familiarity with the topic. OR Rarely actively participated in small group activities and class discussions.	Never asked questions or made observations that indicated familiarity with the topic. OR Never actively participated in small group activities and class discussions.

2. Book Club Participation (10 points) – February 3, February 17, March 2

Learner Outcomes Addressed: 1, 2, 10

Throughout the semester you will participate in a professional book club. It is important that you prepare for each book club discussion by completing the assigned reading and capturing your thinking about the text. During each book club meeting, your notes about the reading will be collected or evaluated. *If you are absent from the discussion, you may submit your reading notes via email by the end of class time to receive partial credit.*

3. *Read-Aloud Lesson Plan & Reflection (20 points) – March 16 (draft); April 13 (final)

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

In interactive read-alouds, teachers demonstrate their own thinking and ask questions throughout the reading of a text. This allows students to see the meaning-making process in action, and keeps them involved as active participants as they engage in strategic thinking of their own. Drawing on strategies presented in class, found in your textbooks, or from other sources, you will plan a whole-group interactive read-aloud lesson appropriate for your field placement classroom. You will teach (and video record) this lesson in your field experience classroom. Your recorded lesson will be uploaded to Edthena where you will also complete a written analysis of your students' learning and your instruction.

4. *Guided Reading Lesson Plan & Reflection (20 points) – April 6 (draft); April 27 (final)

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

Guided reading is a critical component of balanced literacy instruction. Drawing on strategies presented in class, found in your textbooks, or from other sources, you will plan a small-group guided reading lesson appropriate for your field placement classroom. You will teach (and video record) this lesson in your field experience classroom. Your recorded lesson will be uploaded to Edthena where you will also complete a written analysis of your students' learning and your instruction.

5. *Field Experience Reflection (20 points) – April 20

Learner Outcomes Addressed: 3, 8, 10, 12

This assignment will be completed in your field experience classroom. You will complete several activities from a menu that includes opportunities to analyze the literate environment of the classroom, reflect on observed literacy instruction, and conduct assessments with a student. You will provide a concise written description and analysis for each activity you complete.

6. *Literature Idea File (20 points) – May 4

Learner Outcomes Addressed: 4, 5, 6, 7, 8, 9, 11

As a culminating assignment for the course, you will select appropriate pieces of children's literature and create a collection of related instructional activities supportive of students' learning in the areas of emergent literacy, phonological awareness, phonics, word recognition, fluency, vocabulary, and/or comprehension. These activities should build on the strategies shared in class, but be specific to your chosen texts.

B. Assignment Weighting

Assignment	Points (%)
Professional Behavior	10
Read-Aloud Lesson Plan & Reflection	20
Guided Reading Lesson Plan & Reflection	20
Field Experience Reflection	20
Book Club Participation	10
Literature Idea File	20
Total	100

C. Grading Policies/Scale

A	= 93 – 100%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C	= 70 – 79%
F	= below 70%

D. Other Expectations

Class Attendance

Class attendance is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines

All assignments should be submitted on Blackboard (and Edthena when required) by class time on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should be word processed using 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH_LessonPlan1.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

E. Performance-Based Assessment

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.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

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.

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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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/>.

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

PROPOSED CLASS SCHEDULE:(F&P = *Guided Reading: Good First Teaching for All Children*; GRW = *Guiding Readers and Writers Grades 3-6*; Z = Zarrillo text)

Date	Topics	Readings and Assignments
Class 1: January 20	Course Overview Reading Process	<ul style="list-style-type: none"> - F&P – Ch. 2 - GRW – Ch. 18
Class 2: January 27	Balanced Literacy Overview Emergent Literacy	<ul style="list-style-type: none"> - F&P – Ch. 3, 4, 5 - GRW – Ch. 1 - Z – Ch. 1, 3
Class 3: February 3	Phonological Awareness	<ul style="list-style-type: none"> - Z – Ch. 4 - Yopp & Yopp – “Phonological Awareness is Child’s Play” - DUE: Come prepared for Book Club Meeting 1
Class 4: February 10	Phonics	<ul style="list-style-type: none"> - F&P – Ch. 13 - Z – Ch. 5 - Block & Duke – “Letter Names Can Cause Confusion” - Honig et al. – “Structure of English” (OPTIONAL)
<i>February 15 – last day to submit your online field experience registration</i>		
Class 5: February 17	Word Recognition Fluency	<ul style="list-style-type: none"> - Z – Ch. 6 - Clark – “What Can I Say Besides ‘Sound it Out?’ Coaching Word Recognition in Beginning Reading” - Rasinski – “Why Reading Fluency Should be Hot!” - DUE: Come prepared for Book Club Meeting 2
Class 6: February 24	Read-Alouds Shared Reading	<ul style="list-style-type: none"> - Barrentine – “Engaging with Reading Through Interactive Read-Alouds” - Fisher et al. – “Interactive Read-Alouds – Is There a Common Set of Implementation Practices?” - Parkes – “Using Shared Reading for Implicit and Explicit Instruction” (pp. 1-3, 25-36) - Fisher et al. – “Shared Readings – Modeling Comprehension, Vocabulary, Text Structures, and Text Features for Older Readers”
Class 7: March 2	Text Selection	<ul style="list-style-type: none"> - F&P – Ch. 9, 10, 11 - GRW – Ch. 14, 15, 16 - DUE: Come prepared for Book Club Meeting 3
March 9	Spring Break – NO CLASS	

Date	Topics	Readings and Assignments
Class 8: March 16	Guided Reading	<ul style="list-style-type: none"> - F&P – Ch. 1 - GRW – Ch. 11, 12, 13, pp. 249-250 - DUE: Read-Aloud Lesson Plan DRAFT
Class 9: March 23	Assessment	<ul style="list-style-type: none"> - F&P – Ch. 6, 7, 8 - GRW – Ch. 28 (pp. 483-496) - Z – Ch. 2
Class 10: March 30	Differentiation Strategic Reading	<ul style="list-style-type: none"> - F&P – Ch. 12 - GRW – Ch. 20, 22, pp. 111-113, pp. 186-187, 299-300 - Z – Ch. 15
Class 11: April 6	Vocabulary	<ul style="list-style-type: none"> - Z – Ch. 9 - Kucan – “What is Most Important to Know about Vocabulary?” - DUE: Guided Reading Lesson Plan DRAFT
Class 12: April 13	Vocabulary (cont.) Comprehension	<ul style="list-style-type: none"> - GRW – Ch. 17, 19, 21 - Z – Ch. 8, 11 - DUE: Read-Aloud Lesson Plan & Reflection
Class 13: April 20	Comprehension (cont.)	<ul style="list-style-type: none"> - GRW – Ch. 23, 26 - Z – Ch. 10 - DUE: Field Experience Reflection
Class 14: April 27	Designing Effective Literacy Instruction Motivation	<ul style="list-style-type: none"> - GRW – Ch. 4, 7, 8 - Z – Ch. 12 - Gambrell – “Seven Rules of Engagement – What’s Most Important to Know About Motivation to Read” - DUE: Guided Reading Lesson Plan & Reflection
May 4	Exam Period	<ul style="list-style-type: none"> - DUE: Literature Idea File