

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT GRADUATE SCHOOL OF**  
**EDUCATION**  
**Literacy Program**

EDRD 301-002: Facilitating Literacy in School or Community Settings  
3 Credits, Spring 2016  
Tuesday/Thursday, 12:00-1:15 pm, Thompson Hall 2022

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

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

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

**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.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

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 different 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 (International Reading Association (IRA)):**

Standards for Education Support Personnel Candidates from the IRA's 2010 Standards for Reading Professionals addressed in this course:

- 1.1a Identify examples of reading instruction for developing word recognition, language comprehension, strategic knowledge, and reading-writing connections.

- 1.1b Identify conditions that support an individual's 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.
- 4.1a Recognize the forms of diversity in their own lives and understand how these may limit or enable their reading and writing.
- 4.1b 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.
- 4.2a Describe specific aspects of school and community experiences that can be used to reveal students' diversity and engage them in learning.
- 4.2b Assist in instructional practices that are linked to students' diversity and which also acquaint them with others' traditions and diversity.
- 4.2c Assist in instructional practices that engage students as agents of their own learning.
- 6.2a Respect the importance of confidentiality.
- 6.2b Care for the well-being of students.
- 6.2c Demonstrate a belief that all students can learn.
- 6.2d Demonstrate a curiosity and interest in practice that results in student learning.

### **NATURE OF COURSE DELIVERY:**

This course primarily uses a face-to-face seminar format (though occasional online meetings or activities may be required).

### **REQUIRED TEXTS:**

Johnston, F. R., Invernizzi, M., Juel, C., & Lewis-Wagner, D. (2009). *Book buddies: A tutoring framework for struggling readers* (2nd ed.). New York, NY: Guilford.

Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2014). *All children read: Teaching for literacy in today's diverse classrooms* (4th ed.). Boston, MA: Pearson.

### **COURSE ASSIGNMENTS AND EXAMINATIONS:**

#### **A. Assignment Descriptions**

(See Blackboard for specific guidelines and evaluation rubrics for assignments.)

#### **1. Participation (10 points) – ongoing**

Attendance and class participation in the form of active discussion of issues and readings are integral parts of this course. Lack of participation or involvement in activities not related to the course will result in a lower participation grade.

Class participation will be evaluated using the following rubric:

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

## 2. Reading Journal (15 points (5 points each)) – February 4, March 22, April 26

Over the course of the semester, you are expected to maintain a reading journal that demonstrates your understanding and synthesis of the course readings. In your journal you should include notes on your reading along with connections between the assigned readings, our class discussions, and the experiences you are having in your field experience setting. *You should bring your reading journal with you to each class meeting to help guide your discussion of the assigned reading.*

We will use a double-entry journal format for the reading journals. Your journal should consist of two columns. In the left column, you'll keep notes on your readings. In the right column, you'll add your personal and professional reactions to the readings. (For examples, see: <http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>, <http://www.mandan.k12.nd.us/lewisclark/teachers/Garland/include/files/documents/Double%20Entry%20Journal%20Information.pdf>, <http://www.adlit.org/strategies/22091/>.)

You will be submit your journal for grading 3 times over the course of the semester. Each submission will be worth 5 points. You may keep your reading journal in a written or electronic format. However, if you choose to keep your journal in a written format, you will need to scan your journal pages in order to submit them through Blackboard.

## 3. Literacy Autobiography (10 points) – February 2

You will share your previous experiences in literacy by writing your literacy autobiography. This should be a short, informal paper (2-3 double-spaced pages). Be sure to address each of the following questions as part of your autobiography:

- 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?

#### **4. Children's Trade Book Annotated Bibliography (10 points) – March 31**

You will locate and read at least five children's trade books appropriate for use in an elementary classroom. You will provide a full bibliographic citation for each book using APA format (see Blackboard for resources). You will also summarize each book in your own words and provide 2 to 3 suggestions for how each might be used in an elementary classroom to support students' literacy development.

#### **5. Literacy Strategy Demonstration (15 points) – March 1 or April 5 (as assigned)**

With a partner, you will research and demonstrate a literacy strategy appropriate for use in an elementary classroom or tutoring setting. Together you will prepare any necessary materials for modeling the strategy. You will also create a written summary of the strategy to be posted on Blackboard for class use. This demonstration should last 15 to 20 minutes and include your classmates as active participants.

#### **6. Fieldwork Journal (10 points) – March 3, April 28**

You are expected to complete 45 hours of documented school-based field experience (spread over approximately 9 weeks, 5 hours per week). You MUST complete the Request for Field Placement Form (provided to you during the first class) by January 21, 2016. As part of the field experience requirement, you are expected to reflect on your observations of your school setting. You may choose to keep this in a journal format where you record your thinking after each week's observations (about a half-page per hour observed) or as an overall summary of your experiences.

You will submit your fieldwork journal 2 times over the course of the semester. Each submission will be worth 5 points. As you reflect on your experiences, consider these questions:

- What connections do you see between your coursework and fieldwork setting?
- What literacy practices do you see teachers engaging in?
- 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?

#### **7. Fieldwork Artifacts and Reflections (10 points) – March 3, April 28**

You are expected to identify two artifacts related to your fieldwork. These artifacts may include digital images (*you must have teacher and parental permission to take pictures of a student or classroom*) or examples of student work (with names and identifying information covered). For each artifact, you will reflect on how it relates to your fieldwork and the course content. Each reflection should be approximately one double-spaced page in length.

#### **8. Literacy Educator Interview (10 points) – March 17**

You will conduct a minimum 10-question, 20 minute interview with a literacy professional (e.g., classroom teacher, reading teacher/specialist, resource teacher, media center specialist) in a school setting. You will then write a summary report of the interview (no more than 3 double-spaced pages) to share your findings.

Possible questions to ask during the interview include:

- What is your current title? How many years have you been teaching?
- What are the primary literacy challenges your students are facing?
- Describe the reading/writing program utilized in your classroom/school.
- Describe a literacy lesson you have used to serve the needs of your students.
- Describe other literacy activities you utilize in your classroom/school to serve students' needs.

- What do you believe are the assets of your classroom/school literacy program?
- What do you believe are the limitations of your classroom/school literacy program?
- 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?
- What do you consider a successful literacy lesson?
- What are the most enjoyable aspects of your job?

### 9. Final Reflection (10 points) – May 5

At the end of the semester, you will critically reflect on your coursework in relation to your fieldwork. You should connect the literacy theory learned in the course to your fieldwork experiences. Because this is a reflection, you are expected to show what you have learned (about students, literacy, and yourself) from the beginning of the semester to the end (e.g., “Initially I didn’t know anything about phonics...but now I know that phonics includes decoding. I helped my student with decoding using word sorts and I found that...”).

You should use your Literacy Autobiography, Fieldwork Journal, and Fieldwork Artifacts and Reflections as scaffolds for writing your final reflection. It should be 5 to 6 double-spaced pages in length.

## B. Assignment Weighting

Assignment	Points
<u>Course Assignments</u>	
1. Participation	10
2. Reading Journal	15
3. Literacy Autobiography	10
4. Children’s Trade Book Annotated Bibliography	10
5. Literacy Strategy Demonstration	15
<u>Field Experience Assignments</u>	
6. Fieldwork Journal	10
7. Fieldwork Artifacts and Reflections	10
8. Literacy Educator Interview	10
9. Final Reflection	10
<b>Total</b>	<b>100</b>

## C. Grading Policies/Scale

A+	= 100%
A	= 93 – 99%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C+	= 77 – 79%
C	= 73 – 76%
C-	= 70 – 72%
D	= 65 – 69%
F	= below 65%

## D. Other Expectations

### Class Attendance & Participation

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. Missing 30% or more of class meetings or fieldwork hours may result in automatic failure of the course. 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.

Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents. At times, you may also be required to participate in online activities.

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to fully participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

As you'll see in the course schedule, some class days are *Professional Work Days*. On these days we will NOT meet face-to-face (though you may still have assignments due). You should use this time to complete your course assignments, work in your field experience setting, meet with your partner to work on your Literacy Strategy Demonstration, or meet with me to discuss your progress or get feedback on your work.

### Assignment Guidelines

All assignments should be submitted on Blackboard by class time if we are meeting face-to-face (or by 1:30 p.m. on professional work days) 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.

All 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. 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.

## TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any [Name of Program] course with a required performance-based assessment is required to submit this assessment, [Name of 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:**(ACR = *All Children Read*; BB = *Book Buddies*)

Date	Topic	Readings & Assignments Due
Tuesday, Jan. 19	Course Overview Field Experience Expectations	– Field Experience Presentation <a href="https://cehd.gmu.edu/teacher/internships-field-experience">https://cehd.gmu.edu/teacher/internships-field-experience</a>
Thursday, Jan. 21	Approaches to Teaching Reading Diversity in Today's Schools	– ACR – Chapters 1 & 2 – <b>DUE: Request for Field Placement Form</b>
Tuesday, Jan. 26	What Reading Teachers Need to Know About Language Literacy Tutoring Framework	– ACR – Chapter 3 – BB – Chapter 1
Thursday, Jan. 28	Emergent Readers	– ACR – Chapter 4 – BB – Chapter 3
Tuesday, Feb. 2	Beginning Readers	– BB – Chapter 4, Beginning Reader Lesson Video – <b>DUE: Literacy Autobiography</b>
Thursday, Feb. 4	Transitional Readers	– BB – Chapter 5, Late Beginning Reader Lesson Video – <b>DUE: Reading Journal 1</b>
Tuesday, Feb. 9	Initial Reading Assessment	– BB – Chapter 2
Thursday, Feb. 11	<i>Professional Work Day</i>	– none
Tuesday, Feb. 16	Phonics & Word Knowledge	– ACR – Chapter 5
Thursday, Feb. 18	<i>Professional Work Day</i>	– none
Tuesday, Feb. 23	Fluency & Vocabulary	– ACR – Chapter 6
Thursday, Feb. 25	<i>Professional Work Day</i>	– none
Tuesday, March 1	Literacy Strategy Demonstrations	– <b>DUE: Assigned Literacy Strategy Demonstrations</b>
Thursday, March 3	<i>Professional Work Day</i>	– <b>DUE: Field Work Journal 1</b> – <b>DUE: Fieldwork Artifact &amp; Reflection 1</b>
March 8 & 10	<b>Spring Break – NO CLASS</b>	

Date	Topic	Readings & Assignments Due
Tuesday, March 15	Comprehending Literature	– ACR – Chapter 7
Thursday, March 17	<i>Professional Work Day</i>	– <b>DUE: Literacy Educator Interview</b>
Tuesday, March 22	Comprehending Informational Text	– ACR – Chapter 8 – <b>DUE: Reading Journal 2</b>
Thursday, March 24	Spelling	– ACR – Chapter 10 (pp. 284-295)
Tuesday, March 29	Writing	– ACR – Chapter 10 (pp. 295-318)
Thursday, March 31	<i>Professional Work Day</i>	– <b>DUE: Children's Trade Book Annotated Bibliography</b>
Tuesday, April 5	Literacy Strategy Demonstrations	– <b>DUE: Assigned Literacy Strategy Demonstrations</b>
Thursday, April 7	<i>Professional Work Day</i>	– none
Tuesday, April 12	Critical Thinking & Critical Literacy	– ACR – Chapter 9
Thursday, April 14	<i>Professional Work Day</i>	– none
Tuesday, April 19	Supporting English Language Learners	– ACR – Chapter 15
Thursday, April 21	<i>Professional Work Day</i>	– none
Tuesday, April 26	Effective Literacy Instruction	– ACR – Chapters 12, 13, or 14 (choose one) – <b>DUE: Reading Journal 3</b>
Thursday, April 28	<i>Professional Work Day</i>	– <b>DUE: Field Work Journal 2</b> – <b>DUE: Fieldwork Artifact &amp; Reflection 2</b>
Thursday, May 5	Exam Period (10:30-1:15)	– <b>DUE: Final Reflection</b>

**Tutoring Schedule for Oak View Elementary (Wednesdays, 1:30-3:00)**

**Tutor Training** (3 hours) - January 27 & February 3

**Book Buddies Tutoring** (15 hours) – February 10, 17, 24

March 2, 16, 30

April 6, 13, 20, 27

\*\*All other field experience hours will be completed at the times you schedule with your field setting.

**ASSESSMENT RUBRIC(S):**