

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
OFFICE OF EDUCATION SERVICES**

**EDPD 502: Essential of Literacy Instruction I
Fall 2015 Spring 2016
October 30, 2015 to April 26, 2016**

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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 with 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
- Participants will participate in an online learning community for the completion of coursework.

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 writers, 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 creates 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 implement a reading/writing workshop in their classrooms.

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:

Calkins, Lucy et al. (2014). *Units of Study in Argument, Information, and Narrative Writing*. Portsmouth, NH: Heinemann.

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
 - Reading assignment

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 3 Young Adult Literature texts.
- Participants will participate in a writing group, bringing drafts of writing as a model for their students or another writing piece of their choosing.
- Participants will make reflective comments on at least one other participant's portfolio (blog) entry each month.

Final Portfolio	April 26th	80 points
Professional Book Review	February 3rd	5 points
Young Adult Literature Top 3 Picks	February 3rd	5 points
Active Participation	Ongoing	5 points
Writing Group (Attends and brings a piece to share to each meeting).	Ongoing	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 (December 1, 2015)

Month	Hours	Focus
October LJ Session October 30 Portfolio Blog Post & Comments	7.5 hours	Modeling and Habits of Mind
November LJ Coaching Session* Portfolio Blog Post & Comments	2.5 hours	Targeted Minilessons
December LJ Session LJ Coaching Session*	10 hours	Environment Differentiated Support
January LJ Session January 14 Portfolio Blog Post & Comments	7.5 hours	Targeted Feedback, Conferring and Strategic Groups
February LJ Coaching Session* Portfolio Blog Post & Comments	2.5 hours	Targeted Feedback, Conferring and Strategic Groups
March LJ Session March 30th Portfolio Blog Post & Comments	7.5 hours	Community of Learners: Book Clubs and Writing Groups
April LJ Session April 26 th Final Portfolio Due	7.5 hours	Community of Learners Final Portfolio Due
*Dates of coaching sessions are to be determined by each participant and coach		

Literacy Journey Assignment Checklist

Blog Portfolio (80 points):

Points	Complete in:	Blog Post	Description	Artifact Needed?	Is It Complete ?	Is it Reflective ?	Contains an Artifact?
10	October	Initial Reflection	Write a post about where you are in regards to the implementation of reading/writing workshop in the classroom.	N			n/a
10	December	Environment/Time	Write a post about the three aspects of classroom environment: emotional, physical and time. You must address all three in your post.	Y			
10	December	Choice/Authentic Audience	Write a post about how students are given choice (reading/writing) and ways to create an authentic audience.	Y			
Literacy Journey Session: October 30th							
10	October	Modeling/Habits of Mind	Write a post about how you as a teacher model being a reader and writer. Reflect on using read-alouds and using your own writing in the classroom.	Y			
10	November	Minilessons	Write a post about two minilessons that you have taught in your class (one reading and one writing.) Include the lesson plans for both as well as any artifacts. Reflect on the experience.	Y			
Literacy Journey Sessions: December and January 14th							
10	January	Conferring/ Targeted Feedback/Strategic Groups	Write a post about conferring, small groups and feedback that is going on in your classroom. (Ex: ways to organize, how you choose groups, teaching points, etc.)	Y			
Literacy Journey Session: March 30th							
10	April	Community of Learners	Write a post about how your classroom functions as a community. How do students interact with one another and with their reading and writing?	Y			
10	April	Post Reflection	Write a post about your journey in regards to the implementation of reading/writing workshop in the classroom.	N			n/a
Literacy Journey Session: April 26th							

Additional Assignments (20 points):

Points	When?	Assignment	Description	Location	Is It Complete
5	February	Professional Book Review	Read a professional book and write a review (include highlights and practical applications of what you've learned)	Blog Post	
5	February	Young Adult Literature Top 3 Picks	Choose 3 books that you would recommend for the middle school classroom and write a review of each	Blog Post	
5	Ongoing	Class Participation	Active participation in class discussions, regular attendance in class, and online participation through the blog	Class & Online	
5	Ongoing	Writing Group	Attend writing group meetings and bring a piece of your own writing to share each time. Give feedback to other group members.	Writing Group Meetings	

Total Points Earned:

<i>Blog Portfolio:</i>	_____ / 80 points	GRADING SCALE: A 100-94 A- 93-90 B 89-84 B- 83-80 C 79-70 F 69 and below
<i>Additional Assignments:</i>	_____ / 20 points	
Total:	_____ / 100 points	