

George Mason University
College of Education and Human Development
Literacy Program

EDRD 301-001: Facilitating Literacy in School or Community Settings
 3 Credits, Spring 2017
 Monday/Wednesday, 1:30-2:45 pm, West 1004

Faculty

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Prerequisites/Corequisites

None

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.

Course Overview

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.

Course Delivery Method

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

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 Literacy Association (ILA)):

Standards for Education Support Personnel Candidates from the ILA'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.

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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments (See Blackboard for specific guidelines and evaluation rubrics for all 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	Excellent	Satisfactory	Minimal	Unacceptable
Class Attendance	Missed no more than 1 class session. (4 points)	Missed 2 or 3 class sessions. (3 points)	Missed 4 or 5 class sessions. (2 points)	Missed more than 5 class sessions. (0 points)
Tardiness	Arrived late or left class early no more than 1 time. (2 points)	Arrived late or left class early 2 or 3 times. (1.5 points)	Arrived late or left class early 4 or 5 times. (1 point)	Arrived late or left class early more than 5 times. (0 points)
Class Participation	Actively participated in <i>all</i> small group activities and class discussions. AND <i>Never</i> engaged in distracting behaviors. (4 points)	Actively participated in <i>most</i> small group activities and class discussions. OR <i>Sometimes</i> engaged in distracting behaviors. (3 points)	<i>Rarely</i> participated in small group activities and class discussions. OR <i>Frequently</i> engaged in distracting behaviors. (2 points)	<i>Never</i> participated in small group activities and class discussions. AND <i>Frequently</i> engaged in distracting behaviors. (0 points)

2. Reading Quizzes (10 points) – February 1 & 15; March 8; April 12; May 1

Throughout the semester, there will be five reading quizzes on Bb. Four of these quizzes will count toward your final grade (each worth 2.5 points). Your lowest quiz score will be dropped. Each quiz will focus on the big ideas and vocabulary presented in your assigned readings and may include multiple-choice, short answer, matching, and/or other brief response questions. Each quiz will have a time limit and may only be attempted once. Each quiz will open one week prior to its assigned date and close at 11:59 p.m. on the date indicated on the course schedule. Missed quizzes may not be made up. You are allowed to use your text and notes as a resource during the quizzes.

3. Literacy Autobiography (10 points) – February 8

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) in which you explain how you learned to read and write, how you have evolved as a reader and writer, the role teachers or other adults played in your development as a reader and writer, and how all of your personal experiences with literacy might influence your future work.

4. Literacy Strategy Demonstration (15 points) – Feb. 27, March 27, April 3 or 17 (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 approximately 10 minutes and include your classmates as active participants.

5. Children's Picture Book Annotated Bibliography (15 points) – May 3

You will locate and read at least five children's picture books appropriate for use in an elementary classroom. At least one of these books must be appropriate for use in a Kindergarten to 2nd grade classroom and one must be appropriate for use in a 3rd to 6th grade classroom. You will provide readability information for and a short summary (in your own words) of each book. Then, for each book, you'll create at least 3 questions that could be used during a read-aloud with the book and at least 2 other suggestions for how it could be used in an elementary classroom to support students' literacy development.

6. Fieldwork Journal (30 points) – March 22, April 5, April 26

You are expected to complete 45 hours of documented school-based field experience (spread over approximately 9 weeks, 5 hours per week). You should keep an up-to-date field experience

documentation form (see Bb for a blank form), adding entries each time you are at your school site. You will submit this documentation form periodically throughout the semester.

As part of the field experience requirement, you will collect artifacts from your field experience settings that are related to your fieldwork. These artifacts should also be connected to the content you are learning in the course. Examples of acceptable artifacts include pictures of your field experience classroom (*you must have teacher and parental permission to take pictures of a student or classroom*), copies of instructional materials used in the classroom, or examples of student work (with names and identifying information covered). Once you have decided on appropriate artifacts, you will explain how they relate to your fieldwork and the course content. You will also reflect on your observations and activities in your school setting. You will submit three separate fieldwork journal entries (each with an associated artifact) over the course of the semester. Each submission will be worth 10 points.

7. Field Experience Reflection (10 points) – May 10

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 an overall reflection, you are expected to show what you have learned (about students, literacy, and yourself) from the beginning of the semester to the end.

Assignment	Points
<u>Course Assignments (60 points)</u>	
1. Participation	10
2. Reading Quizzes	10
3. Literacy Autobiography	10
4. Children's Trade Book Annotated Bibliography	15
5. Literacy Strategy Demonstration	15
<u>Field Experience Assignments (40 points)</u>	
6. Fieldwork Journal Entry 1	10
7. Fieldwork Journal Entry 2	10
8. Fieldwork Journal Entry 3	10
9. Field Experience Reflection	10
Total	100

Other Requirements

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 seen 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 11:59 p.m. 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. When submitting electronic files, please name the files using your first and last name and assignment titles (ex: JOHN_DOE_Fieldwork Journal1.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 10 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.

Grading Policies

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%

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Proposed Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings & Assignments Due
Monday, January 23	Course Overview Field Experience Expectations	– Field Experience Presentation https://cehd.gmu.edu/teacher/internships-field-experience
Wednesday, January 25	Why Literacy Matters	– <i>All Children Read</i> – Chapter 1 – DUE: Submit your Request for Field Placement Form in class.
Monday, January 30	Diversity in Today's Schools	– <i>All Children Read</i> – Chapter 2
Wednesday, February 1	<i>Professional Work Day</i>	– <i>Book Buddies</i> – Chapter 4 & pp. 182-186; watch the Beginning Reader Lesson Video – DUE: Reading Quiz 1 (ACR Ch. 1-2, BB Ch. 4)
Monday, February 6	Stages of Reading Development Language Experience Approach	– <i>All Children Read</i> – Chapter 3
Wednesday, February 8	<i>Professional Work Day</i>	– DUE: Literacy Autobiography
Monday, February 13	Emergent Readers	– <i>All Children Read</i> – Chapter 4 – <i>Book Buddies</i> – Chapter 3
Wednesday, February 15	<i>Professional Work Day</i>	– DUE: Reading Quiz 2 (ACR Ch. 3-4, BB Ch. 3)
Monday, February 20	Beginning Readers	– <i>Book Buddies</i> – Chapter 5 & pp. 187-191; watch the Late Beginning Reader Lesson Video
Wednesday, February 22	Phonics & Word Knowledge	– <i>All Children Read</i> – Chapter 5
Monday, February 27	Phonics & Word Knowledge (cont.) Literacy Strategy Demonstrations	– DUE: Assigned Literacy Strategy Demonstrations
Wednesday, March 1	<i>Professional Work Day</i>	– none
Monday, March 6	Spelling	– <i>All Children Read</i> – Chapter 10 (pp. 284-295)
Wednesday, March 8	<i>Professional Work Day</i>	– DUE: Reading Quiz 3 (ACR Ch. 5 & part of 10, BB Ch. 5)
March 13 & March 15	SPRING BREAK – NO CLASS	
Monday, March 20	Fluency Assessing Text Readability	– <i>All Children Read</i> – Chapter 6 (pp. 146-163) – bring a laptop or tablet with you to class if possible

Date	Topic	Readings & Assignments Due
Wednesday, March 22	<i>Professional Work Day</i>	– DUE: Fieldwork Journal Entry 1
Monday, March 27	Vocabulary Literacy Strategy Demonstrations	– <i>All Children Read</i> – Chapter 6 (pp. 163-179) – DUE: Assigned Literacy Strategy Demonstrations
Wednesday, March 29	<i>Professional Work Day</i>	– none
Monday, April 3	Comprehension Literacy Strategy Demonstrations	– <i>All Children Read</i> – Chapter 7 – DUE: Assigned Literacy Strategy Demonstrations
Wednesday, April 5	<i>Professional Work Day</i>	– DUE: Fieldwork Journal Entry 2
Monday, April 10	Comprehension (cont.)	– <i>All Children Read</i> – Chapter 8
Wednesday, April 12	Read-Alouds	– “The Power of Planning: Developing Effective Read-Alouds” (Bb) – bring one picture book appropriate for K-6 students – DUE: Reading Quiz 4 (ACR Ch. 6-8)
Monday, April 17	Writing Literacy Strategy Demonstrations	– <i>All Children Read</i> – Chapter 10 (pp. 295-318) – DUE: Assigned Literacy Strategy Demonstrations
Wednesday, April 19	<i>Professional Work Day</i>	– none
Monday, April 24	Supporting English Language Learners	– <i>All Children Read</i> – Chapter 15
Wednesday, April 26	<i>Professional Work Day</i>	– DUE: Fieldwork Journal Entry 3
Monday, May 1	Critical Thinking & Critical Literacy	– <i>All Children Read</i> – Chapter 9 – DUE: Reading Quiz 5 (ACR Ch. 9, part of 10, 15)
Wednesday, May 3	<i>Professional Work Day</i>	– DUE: Children’s Picture Book Annotated Bibliography
Wednesday May 10	Exam Period	– DUE: Final Field Experience Reflection

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

Tutor Training – February 1 & 8

Book Buddies Tutoring – February 15

March 1, 8, 22, 29

April 5, 19, 26

May 3

*Time spent as a Book Buddies Tutor (training, session prep, and tutoring sessions) will account for approximately 22 hours of your field experience requirement. Your other 23 hours of field experience will be completed at the times you schedule with your field setting.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.