

**George Mason University**  
**College of Education and Human Development**  
**Literacy Program**

EDRD 630-6L2: Literacy Foundations and Instruction for Diverse Populations:  
Birth through Middle Childhood  
3 Credits, Fall 2017

Wednesday, 5:00-7:40, FCPS Gatehouse Administration Center, Room 4050-4051

**Faculty**

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**Prerequisites/Corequisites**

admission to the literacy emphasis, or permission of program coordinator

**University Catalog Course Description**

Study of literacy theory, research, and practice as it relates to younger learners. Includes teaching of reading to English Language Learners and language acquisition for diverse populations (Special Education students who access the general curriculum). Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a hybrid (2-75%) format, including face-to-face and online class meetings.

**Face to Face** meetings: Wednesdays, 5:00-7:40 pm, FCPS Gatehouse Administration Center, Room 4050-4051  
In-person attendance is required on August 30; September 6 & 20; October 4 & 18; November 1 & 15; December 6.

**Asynchronous** meetings: Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online module is planned to take approximately 5 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. Asynchronous individual and small group meeting times and/or discussion online will be required on the following dates: September 13 & 27; October 11 & 25; November 8 & 29; December 13.

*Technical Requirements*

- High-speed Internet access with a standard up-to-date browser. Chrome is the recommended browser for Blackboard Collaborate Ultra. Opera and Safari are not compatible.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

*Expectations*

- Technical Competence: Students are expected to demonstrate competence in the use of all course

technology. Students are expected to seek assistance if they are struggling with technical components of the course.

- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

### **Learner Outcomes or Objectives**

This course is designed to enable students to:

- Understand and inform other educators about major theories and empirical research that describes the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- Interpret and summarize instructional strategies and theories that address the needs of all readers.
- Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
- Understand the relationship between first- and second-language acquisition and literacy development.
- Read and critique the scholarship of the profession.

### **Professional Standards (International Literacy Association)**

Standards for Reading Specialist/Literacy Coach Candidates from the International Reading Association's 2010 *Standards for Reading Professionals* addressed in this course:

- 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- 1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
- 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
- 4.1 Candidates assist teachers in understanding the relationship between first and second language acquisition and literacy development.

Virginia Standards for Reading Specialist Programs addressed in the course:

- 2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening).
- 2b. Demonstrate expertise in developing students' phonological awareness skills.
- 2d. Demonstrate an understanding of the unique needs of students with language differences and delays.
- 2e. Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.
- 3a. Demonstrate expertise in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills.
- 3b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships.
- 3d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development.
- 4b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," the orthographic patterns, and strategies for promoting generalization of spelling study to writing.
- 6c. Demonstrate an understanding of the significance of cultural contexts upon language.

## Required Texts

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2017). *Early intervention for reading difficulties: The interactive strategies approach* (2nd ed.). New York, NY: Guilford.

## Recommended Texts

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Blevins, W. (2017). *Phonics from A to Z: A practical guide* (3rd ed.). New York, NY: Scholastic.

Morrow, L. M. (2015). *Literacy development in the early years: Helping children read and write* (8th ed.). Boston, MA: Pearson. (Earlier editions are also acceptable.)

## 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 and/or Examinations** (See Blackboard for specific guidelines and evaluation rubrics.)

### 1. Participation (15 points)

In-person and online participation is required. This includes individual, small group, and class discussions, book club meetings, online meetings, online module assignments, and other assignments as deemed necessary during class.

Our course Blackboard site (<https://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 and/or module to download readings and other pertinent course documents.

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities in person and online, *it is critical for you to complete all readings prior to the class for which they are assigned and to fully participate in class*. As you read, examine both the content and the writing style (craft) of the piece. Consider the historical context, adequacy of the research, application in diverse classrooms, and overall impact on the field of each reading. Readings will be selected from a variety of sources (journals, edited books, and selected book chapters) and time periods (current and seminal work). It is your responsibility to come to class with insights, questions, comments, and concerns from the readings, including your reading for book club. Failure to do so may result in a lower participation grade.

Class participation will be evaluated using the rubric that follows:

Criteria for Evaluation	Excellent	Satisfactory	Minimal	Unacceptable
	5 points	4 points	3 points	0 points
<b>Class Attendance</b>	Missed no more than 1 class session. <b>AND</b> Arrived late or left class early no more than 2 times.	Missed 2 class sessions. <b>OR</b> Arrived late or left class early 3-4 times.	Missed 3 class sessions. <b>OR</b> Arrived late or left class early 5-6 times.	Missed more than 3 class sessions. <b>OR</b> Arrived late or left class early more than 6 times.
<b>Face-to-Face/ Synchronous Class Participation</b>	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. <b>AND</b>	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. <b>OR</b>	Rarely asked questions or made observations that indicated familiarity with the topic. <b>OR</b>	Never asked questions or made observations that indicated familiarity with the topic. <b>OR</b>

	Actively participated in <i>all</i> small group activities and class discussions.	Actively participated in <i>most</i> small group activities and class discussions.	Rarely actively participated in small group activities and class discussions.	Never actively participated in small group activities and class discussions.
<b>Asynchronous Class Participation</b>	Submitted all activities within asynchronous course modules, with no more than 1 late submission. <b>AND</b> All submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Submitted all activities within asynchronous course modules, with no more than 2 late submissions. <b>OR</b> Most submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Submitted all activities within asynchronous course modules, with 3 or more late submissions. <b>OR</b> Some submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Failed to submit all activities within asynchronous course modules. <b>OR</b> Few submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.

## 2. Article Critiques (each worth 10 points, 20 points total)

The objective of this assignment is to read seminal and current work in the field of early literacy, and to learn to provide effective critique regarding the research foundation, content, and impact of the piece. You will choose two (2) articles (denoted by an \*) from the assigned readings to summarize and critique. The critiques are due on the day the article is discussed (as listed on schedule). You will also discuss and critique the articles with a peer group (see Small Group Blog Discussion below).

In each two-page critique:

- Include the purpose of the article; main points of the article; critical comments/reflection on the strengths and weaknesses of the research (including lingering questions you have after reading); and, your own brief reflection on the article (based on your previous knowledge or experience).
- Demonstrate graduate level writing. At a minimum this means that words are properly spelled, punctuation is appropriate, sentences are complete, verbs/subjects and pronouns/antecedents agree, and the writing is appropriately concise and clear.
- Include the article reference in APA style.

*Please note that this assignment (combined with the small group online article discussions below) serves as a Performance-Based Assessment (PBA) for this course. Once you have completed both article critiques, you will upload one (graded) article critique to Tk20 to serve as one performance-based assessment for the course. All PBAs must be completed in order to receive credit for this course.*

## 3. Small Group Online Article Discussions (10 points (4 leadership, 6 participation))

The objective of this assignment is to explore within an ongoing small group the early literacy content and writing craft of selected research-based reading. You will also make connections between class content, personal experiences, and assigned reading while developing leadership skills within a small group of peers.

You will work within a fixed small group of four peers. Each of you will take turns leading online discussions on Blackboard using a blog/vlog format. By the scheduled due date for your chosen articles, the discussion leader will begin a new blog entry by posting his/her critique paper and giving a brief written (1-2 paragraphs; blog) or video (1 to 2 minutes; vlog) summary and critique of the article to begin an informal discussion within the group. All initial posts by discussion leaders must include at least two questions for the group or a few discussion points that include strengths or weaknesses of the article. (*NOTE: You should briefly summarize the article's key points, not re-state the article in full since your group members have also read it.*) Then, group members will blog/vlog their responses to the article and the discussion leader's critique, making connections to course content and other assigned readings. The ongoing discussion should fully integrate the topic into your expanding knowledge of the field of early literacy research and practice. The discussion leader is responsible for facilitating the online discussion.

Each person is responsible for leading 2 article discussions and participating in the other 6 article discussions within your group. The discussion leader role is worth 2 points for each article (total of 4 points), and your blog responses for each article discussion are worth 1 point each (total of 6 points). Please note that your work will be assessed in terms of quality: Thoughtful responses that synthesize readings and course topics will earn full points.

*Please note that this assignment (combined with the article critique above) serves as a Performance-Based Assessment (PBA) for this course. Your ability to facilitate meaningful discussions will be evaluated as seen in the scoring rubric on Blackboard. All PBAs must be completed in order to receive credit for this course.*

#### **4. Theory Map (10 points)**

The objective of this assignment is to blend theories with classroom application. You will create a visual representation of literacy practices occurring in your classroom (may include photographs, drawings, or other materials). You may then add other literacy practices or strategies that are used in instructing students in literacy.

The theory application assignment will consist of aligning literacy practices with literacy theories (behaviorism, psycholinguistics, cognitive psychology, sociolinguistics, motivation, engagement) – discussed throughout the course. You will need to be specific about what aspects of the instructional approach reflect the theories learned. Note that instructional implications/examples may draw from more than one theory.

Once you have completed your map, create a brief written description of your map and explain how it demonstrates your understanding of the connections between your practice and theory.

#### **5. Annotated Bibliography (20 points)**

An annotated bibliography is a collection of source references about a specific topic. The goal of an annotated bibliography is to provide researchers interested in a specific problem or topic with information about a source's contents and usefulness. You will research a literacy topic (see those stated on the course schedule) addressing literacy learners in the birth to grade 4 range. The research needs to draw from multiple sources (including library resources and assigned class readings) and address your understanding of the literacy needs of diverse families and children. You will locate and read at least 10 related, peer-reviewed research articles and provide annotated bibliographic information for each, including a detailed synthesis statement explaining the overall message in the articles and how they relate and support each other. You'll share this information with your peers.

#### **6. Performance-Based Assessment - Emergent Literacy Scenario (25 points)**

The objective of this assignment is to demonstrate and model your understanding of emergent literacy and how it impacts young students' reading and writing development (including the linguistic, motivational, cognitive, and sociocultural factors that influence early literacy) and to share with other educators ways to create an environment to support the emerging literacy development of their diverse classroom populations.

##### *Scenario*

As a literacy coach/reading specialist for a diverse elementary school (50% of the children are identified as English Language Learners) you have been designated to teach the Kindergarten teachers about emergent literacy. From observations, you have seen that some of the instructional practices the teachers are using are consistent with the theory of emergent literacy; however, the teachers have never heard this term and several of their practices are not representative of emergent literacy theory. You decide to create a presentation on the elements of emergent literacy, the relationship of this concept with other major literacy theories, the comparison with reading readiness, and suggestions for how the Kindergarten teachers can incorporate the

principles of emergent literacy within their current program to scaffold emerging literacy behaviors in young children, including those who speak English as a first or second language. What would your presentation look like? What points do you need to stress about emergent literacy? What examples would you use to promote practices to improve literacy of second language learners? How would you communicate to the teachers the importance of fair-mindedness and empathy for all their students, particularly the second language learners?

For this Performance-Based Assessment (PBA) you will create a digital presentation (using PowerPoint, Prezi, iMovie, etc.) directed to the audience described in the scenario above. The presentation first will be shared with your peers in order to receive their feedback on how it might be improved (accuracy as well as overall design). You then will be required to make the presentation available electronically, either on your school's website, Googlesites, or other venue so that educators at your school and/or elsewhere can view it as a professional development activity. *All PBAs must be completed in order to receive credit for this course.*

Your presentation should demonstrate your understanding of the essential components of emergent literacy and include:

- Information on the historically shared knowledge on emergent literacy principles and how the principles of emergent literacy contribute to a student's writing and reading process (social, cognitive and physical processes).
- Explanation of the relationship of emergent literacy with other literacy theories and comparison with reading readiness.
- Practices that focus on strategies to help support classroom teacher's knowledge of implementation of emergent literacy in the classroom (e.g., phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation and writing).
- Evidence of fair-mindedness and empathy for all students, particularly second language learners and the necessity to be responsive to all students' needs, including specific examples of ways children can be taught to understand one another and work together in an emergent literacy environment.
- Information to assist teachers in understanding the relationship between first- and second-language acquisition and its importance in a child's emerging literacy.
- Explanation and examples of how instruction may need to be differentiated for second language learners' emergent literacy (use of first language funds of knowledge in classroom, labeling, etc.) or students with special needs.

## **Other Requirements**

### ***Class Attendance & Participation***

Class attendance (face-to-face and online) 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 and more than two absences may result in a dropped letter grade or loss of course credit. 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.

You are expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Our online course sessions and modules will be hosted on Blackboard. A variety of Blackboard media will be used for asynchronous class meetings.

You are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor cannot be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments

are critical to participation. For a helpful guide, please visit <http://www.albion.com/netiquette/corerules.html>

### ***Assignment Guidelines***

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by class time (or by the time noted in the schedule for online assignments) on the date noted in the course schedule. (For asynchronous classes, assignments are due by 11:59 p.m. on the date in the 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 follow APA (6th ed.) formatting (including 12-point Times New Roman font, 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. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first and last name and assignment titles (ex: JOHN\_DOE\_ArticleCritique1.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

### ***Advising***

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

### **Grading**

	<i>Grading Scale</i>
A	= 93 – 100%
A-	= 90 – 92%
B+	= 85 – 89%
B	= 80 – 84%
C	= 75 – 79%
F	= below 75%

Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite. EDRD 630 is a prerequisite for all other literacy courses.

The performance-based assessments are designed to provide evidence that program candidates meet required program completion standards. Successful completion of these performance-based assessments is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>



## Proposed Class Schedule

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

(F2F = meet face-to-face; ASYNC = activities completed asynchronously)

Date	Topics	Readings	Assignments Due
Class 1: Aug. 30 F2F	Course Overview  Historical Perspectives on Reading Research & Practice	<ul style="list-style-type: none"> <li>- Duke &amp; Martin, 2011</li> <li>- NAEYC, 1998 &amp; 2009</li> <li>- Vogt &amp; Shearer, 2011</li> </ul>	<ul style="list-style-type: none"> <li>- none</li> </ul>
Class 2: Sept. 6 F2F	Theoretical Perspectives on Literacy Development	<ul style="list-style-type: none"> <li>- Alexander &amp; Fox, 2013</li> <li>- Mason &amp; Sinha, 1993</li> <li>- Tracey &amp; Morrow, 2017</li> </ul>	<ul style="list-style-type: none"> <li>- Module 1 activities on Bb</li> <li>- Module 2 activities on Bb</li> <li>- Consider your options for leading a Small Group Online Article Discussion. Articles marked with an * are eligible for this assignment. Be ready to share your choices in class.</li> </ul>
Class 3: Sept. 13 ASYNC	Developing Literacy Motivation & Engagement	<ul style="list-style-type: none"> <li>- Morrow, Ch. 8 (optional)</li> <li>- Scanlon et al., Ch. 3</li> <li>- *Baroody &amp; Diamond, 2016</li> <li>- Jang et al., 2015</li> <li>- Parsons et al., 2015</li> <li>- Taboada et al., 2007</li> </ul>	<ul style="list-style-type: none"> <li>- Module 3 activities on Bb</li> </ul>
Class 4: Sept. 20 F2F	Diverse Learners	<ul style="list-style-type: none"> <li>- Morrow, Ch. 3</li> <li>- Scanlon et al., Ch. 1</li> <li>- Hill &amp; Miller, 2013</li> <li>- ILA Dyslexia Research Advisory &amp; Addendum, 2016</li> <li>- IDA's Response to ILA</li> <li>- IDA's Effective Reading Instruction for Students with Dyslexia Fact Sheet, 2017</li> </ul>	<ul style="list-style-type: none"> <li>- Module 4 activities on Bb</li> <li>- Theory Map (Bb)</li> </ul>
Class 5: Sept. 27 ASYNC	Oral Language Development	<ul style="list-style-type: none"> <li>- Morrow, Ch. 4</li> <li>- *Boyd, 2015</li> <li>- Flynn, 2016</li> <li>- Johnston et al., 2011</li> </ul>	<ul style="list-style-type: none"> <li>- Module 5 activities on Bb</li> <li>- Topic for Annotated Bibliography (Bb)</li> </ul>
Class 6: Oct. 4 F2F	Concept of Word  Print Awareness  Phonological Awareness	<ul style="list-style-type: none"> <li>- Morrow, Ch. 5 (optional)</li> <li>- Scanlon et al., Ch. 4, 5</li> <li>- Flanigan, 2006</li> <li>- Gerde et al., 2016</li> <li>- *Mesmer &amp; Williams, 2015</li> <li>- Yopp &amp; Yopp, 2009 (optional)</li> </ul>	<ul style="list-style-type: none"> <li>- Module 6 activities on Bb</li> <li>- Reference List for Annotated Bibliography (Bb)</li> </ul>

Date	Topics	Readings	Assignments Due
Class 7: Oct. 11 ASYNC	Alphabetics	Scanlon et al., Chs. 6-11	<ul style="list-style-type: none"> <li>- Module 7 activities on Bb</li> <li>- 2 Completed Annotated Bibliography Entries (Bb, also bring a copy with you to class)</li> </ul>
	Phonics	<ul style="list-style-type: none"> <li>- *Jones &amp; Reutzel, 2012</li> </ul>	
Class 8: Oct. 18 F2F	Word Study	<ul style="list-style-type: none"> <li>- Amendum et al., 2013</li> <li>- Invernizzi &amp; Hayes, 2004</li> <li>- Stahl et al., 1998</li> <li>- Williams et al., 2009</li> </ul>	<ul style="list-style-type: none"> <li>- Module 8 activities on Bb</li> </ul>
Class 9: Oct. 25 ASYNC	Word Recognition	<ul style="list-style-type: none"> <li>- Scanlon et al., Ch. 12, 13</li> <li>- *Ankrum et al., 2014</li> <li>- Clark, 2004</li> <li>- Ehri, 2005</li> <li>- Helman &amp; Burns, 2008</li> </ul>	<ul style="list-style-type: none"> <li>- Module 9 activities on Bb</li> </ul>
Class 10: Nov. 1 F2F	Fluency	<ul style="list-style-type: none"> <li>- Scanlon et al., Ch. 14</li> <li>- *Hiebert, 2005</li> <li>- Kuhn et al., 2014</li> </ul>	<ul style="list-style-type: none"> <li>- Module 10 activities on Bb</li> <li>- Bring a current draft of your annotated bibliography with you to class.</li> </ul>
Class 11: Nov. 8 ASYNC	Vocabulary	<ul style="list-style-type: none"> <li>- Scanlon et al., Ch. 15</li> <li>- *Beck &amp; McKeown, 2007</li> <li>- Briceño, 2015</li> <li>- Zoski &amp; Erickson, 2016</li> </ul>	<ul style="list-style-type: none"> <li>- Module 11 activities on Bb</li> <li>- Annotated Bibliography (Bb)</li> </ul>
Class 12: Nov. 15 F2F	Comprehension	<ul style="list-style-type: none"> <li>- Morrow, Ch. 6 (optional)</li> <li>- Scanlon et al., Ch. 16</li> <li>- *Duke, 2000</li> <li>- Ness &amp; Kenny, 2016</li> <li>- Shanahan et al., 2010</li> </ul>	<ul style="list-style-type: none"> <li>- Module 12 activities on Bb</li> <li>- Bring a current draft of your Emergent Literacy Scenario presentation.</li> </ul>
Nov. 22	No Class – Thanksgiving Recess		
Class 13: Nov. 29 ASYNC	Writing Theory & Reading-Writing Connections	<ul style="list-style-type: none"> <li>- Morrow, Ch. 7 (optional)</li> <li>- Choose 3 articles from the folder on Bb.</li> </ul>	<ul style="list-style-type: none"> <li>- Module 13 activities on Bb</li> </ul>
Class 14: Dec. 6 F2F	Interactive Read-Aloud Techniques  Comprehensive Literacy Instruction	<ul style="list-style-type: none"> <li>- Morrow, Ch. 9 (optional)</li> <li>- Scanlon et al., Ch. 2, 17</li> <li>- Giroir et al., 2015</li> <li>- *Hammet-Price et al., 2009</li> <li>- Zucker et al., 2009</li> </ul>	<ul style="list-style-type: none"> <li>- Module 14 activities on Bb</li> <li>- Bring a copy of your Emergent Literacy Scenario for in-class peer-review.</li> </ul>
Exam Period Dec. 13 ASYNC		<ul style="list-style-type: none"> <li>- none</li> </ul>	<ul style="list-style-type: none"> <li>- Emergent Literacy Scenario (Tk20 via Bb)</li> </ul>

(See Blackboard for a full reference list for required readings.)

## 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/>

## 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](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

## Assessment Rubrics

### Emergent Literacy Scenario Rubric

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
<b>1.1a</b> Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	Provides exemplary evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	Provides satisfactory evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	Provides partial evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	Provides little or no evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
<b>1.1e</b> Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	Provides exemplary evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning.	Provides satisfactory evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning.	Provides partial evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning.	Provides little or no evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning.
<b>1.2a</b> Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.	Provides exemplary evidence of interpreting and summarizing historically shared knowledge regarding the principles of emergent literacy that addresses the needs of all readers.	Provides satisfactory evidence of interpreting and summarizing historically shared knowledge regarding the principles of emergent literacy that addresses the needs of all readers.	Provides partial evidence of interpreting and summarizing historically shared knowledge regarding the principles of emergent literacy that addresses the needs of all readers.	Provides little or no evidence of interpreting and summarizing historically shared knowledge regarding the principles of emergent literacy that addresses the needs of all readers.

<b>IRA Standards/ Elements</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>
<b>1.2b</b> Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	Provides exemplary evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	Provides satisfactory evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	Provides partial evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	Provides little or no evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
<b>1.3a</b> Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.	Provides exemplary evidence of modeling fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.	Provides satisfactory evidence of modeling fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.	Provides partial evidence of modeling fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.	Provides little or no evidence of modeling fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
<b>4.1c</b> Assist teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides exemplary evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides satisfactory evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides partial evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides little or no evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.

### Article Critique Rubric

<b>IRA Standards/ Elements</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>
<b>1.1c</b> Demonstrate a critical stance toward the scholarship of the profession.	Provides exemplary evidence of a critical stance toward the scholarship of the profession.	Provides satisfactory evidence of a critical stance toward the scholarship of the profession.	Provides partial evidence of a critical stance toward the scholarship of the profession.	Provides little or no evidence of a critical stance toward the scholarship of the profession.