



Promoting Learning  Development Across the Lifespan

EDCI 669-001
Advanced Methods of Teaching English in the Secondary School
(3 Credits)
Spring 2018
Mondays 4:30-7:10 pm; Peterson Hall 1109 – Fairfax Campus

Instructor: Dr. Arvinder Johri
Office Hours: By Appointment
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Prerequisites:

EDCI 569 and EDUC 522. 15 hours school-based field experience required.

Corequisite:

EDRD 619

Course Description

Continuation course in methods (See EDCI 569). Guides students in working effectively with national and local standards for teaching secondary English. School-based field experience required. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDCI 479.

Course Delivery Method

This course will be delivered using a hybrid format. Please note that our class will meet face-to-face on the Fairfax campus twelve of our class sessions and via Blackboard for asynchronous sessions during two classes. During class meetings there will be large group, small group, and individual activities. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class.

Course Materials Online

The Blackboard site can be found at <http://courses.gmu.edu>

Use the same login as your Mason email

Blackboard 9.1 will be used for the course. Access Blackboard by following these steps:

1. Go to <http://mymason.gmu.edu>
2. Login using your NETID and password.
3. Click on the “Courses” tab.

Double-click on our course number under the “Blackboard 9.1 Course” heading

Course Learning Outcomes and Objectives

This course focuses on best practices in English education including the use of technology and meeting the needs of diverse learners and English language learners as called for by the Standards of Learning (SOLs) for Virginia Public Schools and English/language arts standards as outlined by National Council of Teachers of English (NCTE).

NCTE/NCATE Standards for Initial Preparation of Teachers of
Secondary English Language Arts, Grades 7-12 Approved
October 2012

Content Knowledge

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Content Pedagogy: Planning Composition Instruction in ELA

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Learners and Learning: Implementing English Language Arts Instruction

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.

Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Professional Knowledge and Skills

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Relationship to Program Goals and Professional Organizations

EDCI 669 is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage the integrated study of language arts. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing diverse learners as called for by the *Standards of Learning for Virginia Public Schools* and *National English Education Standards* and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA).

Required Texts

Adiga, A (2008). *The white tiger*. Free Press. ISBN 978-1416562603

Campbell, K., & Latimer, K. (2012). *Beyond the five-paragraph essay*. Portland, Maine: Stenhouse. ISBN 978-1571108524

Christenbury, L., & Lindblom, K. (2016). *Making the journey: Being and becoming a teacher of English language arts* (4th ed.). Heinemann. ISBN 978-0325078212

Moon, B. (2001). *Studying Poetry: Activities, resources, and texts*. Urbana, Ill: National Council of Teachers of English. ISBN 978-0814148501

Spandel, V. (2012). *Creating writers: 6 traits, process, workshop, and literature*. (6th ed.). Pearson. ISBN 978-0132944106

Students are also recommended to obtain a student membership in either the National Council of Teachers of English or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

Course Performance Evaluation

Students are expected to submit all assignments on time. All written work must be typed, double-spaced, in 12 pt. font, with 1-inch margins, and must be submitted electronically. All projects are due by midnight (Eastern time) on the day of the given course session.

Performance Based Assessment Submission

Every student registered for any Masters of Education course with a required performance-based assessment is required to submit this assessment, the Unit Plan Project, 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.

Course Assignments

Wonder Notebook

Field Experience notes, learning reflections and assignments, some completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class sessions and in the required readings; these assignments should reflect a careful consideration of the course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today's secondary classrooms. Wonder Notebook assignments should be brought to all class sessions; they will be used as the basis of class discussions and activities and will be shared periodically with classmates and the instructor. Your Wonder Notebook can be set up in any fashion that suits you, but should include sections for (1) Field experience observation notes and reflections, and (2) Reflections on assigned course readings, at a minimum. Feel free to add other sections as you deem useful.

In the **Field Experience** section of your **Wonder Notebook**, please consider the following questions as *possible* foci for observation and reflection:

- **Curriculum and Instruction in Writing.** Write a brief description of the approach to the teaching of writing used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the writing curriculum described? What strategies are recommended? What approach to the

teaching of writing seems to be reflected in the document? (b) Discuss with your cooperating teacher his/her own approaches to writing instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a writing lesson/activity. Observe the teacher's instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.

- **Student Writing.** Arrange one of the teachers in your field placement to read through a class set of student writings. (a) Describe the content of the writing: what was the assignment? How much time, in-class, and/or at-home, was allotted for writing? What format/genre of writing was done? Are these drafts or revised versions? (b) Based on what you see in these papers, assess the strengths and needs of these student writers. What do these student writers do well? What difficulties are evident in their writing? Using what you have learned from your reading about writing instruction, try to identify patterns in the student writing. What instructional "next steps" would you recommend for these writers? (c) How does this teacher record/evaluate student writing? (If the cooperating teacher approves it and provides guidelines, try responding to or grading the student writing. (d) Make a copy of at least one student paper (with the students' names deleted), and try writing comments on it.
- **Curriculum and Instruction in Reading/Literature.** Write a brief description of the approach to the teaching of reading/literature used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the literature curriculum described? What strategies are recommended? What approach to the teaching of reading/literature seems to be reflected in this document? (b) Discuss with your cooperating teacher his/her own approaches to literature instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a reading/literature lesson/activity. Observe the teacher's instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.
- **Works of Literature in the Curriculum.** What works of literature are included as part of the curriculum at your assigned school? Who teaches what books at what grade level? In order to get a sense of the literature taught at your assigned school, ask for a copy of the departments' book list, browse the English department's book room, and/or interview the department chair and/or your cooperating teacher. Are there any newly-purchased books? If so, what are they and how/why were they selected? Are multicultural works included in the curriculum? How about adolescent literature? How many works are assigned each academic year? How often do students read self-selected works?
- **Teacher Interview.** At some point during the semester, please arrange a convenient time for an interview /discussion with the cooperating teacher, department chair and/or the school administrator in charge of the English department. Find out as much as you can about the profession. Why did this teacher become an English teacher? Why does he/she stay in the field? What are the most rewarding aspects of teaching English? What are the most discouraging aspects? What important issues face English teachers today? What are the biggest challenges for the future? What suggestions does this teacher have for you as you enter the profession? Write a summary of your interview and what you learned from it.

In the Field Experience section of your Wonder Notebook, you are required to take notes on **4 to 6 areas of foci** which can be self-selected or derived from the list of suggested areas. Number of entries will depend on your area of foci (e.g., if one of your areas of foci is "Curriculum and Instruction in Writing" you might need multiple entries to gather information related to your school's writing curriculum, your cooperating teacher's approach to writing, and observations of writing lesson plans but if your area of

focus is “Teacher Interview” you might be able to complete the entry in a single sitting).

Fieldwork Form

Although you will use your Wonder Notebook to capture what is happening in your field placement during your observations, you are expected to submit the following separately.

- **SUMMARY OF FIELD ASSIGNMENT.** Please organize a typed record of (a) basic school and classroom information about your assigned field placement, (b) a list of the dates and times of your visits, and (c) a brief description of your observations and activities. Please ask your cooperating teacher(s) to sign your summary. One possible format:

School Information: *Description of school-based information obtained from school website, your observations, and informal discussions with teachers.*

Department Information: *Teachers, courses offered, meetings, issues, approaches.*

Teachers/Classes Observed: *Brief listing/description of teachers and classes observed.*

Date	Arrival	Departure	Observation/Participation	# of hours
Monday 10/30	8am	12pm	Observed English 9 discussing a Cheever short story (Mrs. Smith) Assisted with peer response groups in creative writing class (Mr. Gomez)	4 hours

Literature Response Group Project.

You will collaborate with your group members (4-5 members per group) to complete the following:

1. Conduct a 10-minute literature circle on assigned chapters of the text **The White Tiger** which should include completed lit. circle notes on assigned/selected responsibilities and perceptive and thoughtful contributions to the discussion
2. An originally created (by your group), recorded trailer on the assigned chapters or a self-selected technology-based artifact, which should be discussed with the instructor prior to the presentation. Check out the following resources for book trailer tips:
<http://www.movellas.com/blog/show/201410221257345866/project-remix-authors-corner-extract>
<http://www.worldbookday.com/booktrailers-online/> <http://readingagency.org.uk/young-people/003-skills/5-tips-for-making-a-book-trailer-that-works.html>
3. Implement one lesson plan for the entire class which should include 2 instructional strategies from your recommended texts, writing application, text pairing that could be taught in conjunction with the chapters, and a formative assessment for understanding. The lesson should focus on critical discourses and exploration of essential questions, overarching themes, plot elements, cultural and historical milieu, and global issues in the assigned chapters.

You are required to turn in an electronic copy of the lesson plan (one per group) as well as completed lit. circle notes (handwritten or typed) on assigned/selected responsibilities on the day of your presentation. *EDCI 479/669 Differentiation Note: Students enrolled in the graduate section of this course will turn in a brief reflection on the collaborative process.*

Individualized Instruction and Assessment Plan Task

In the SEED program, the Individualized Instruction and Assessment Plan Task is completed during Methods II and is assessed by the Methods II instructor. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both

best practice and identified gaps in developing and assessing a specific lesson plan to impact on individual learning.

Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum. The lesson does not have to be taught, though it can be taught or co-taught, based upon your program and clinical placement options. The individualized instruction and assessment plan should include the following sections:

Section 1. Description of the Learner (2-3 pages)

Who is the learner? Seek out an individual who can provide you with a picture of who the individual is as a learner. Describe the individual include cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress and statement of educational need.

Include in your planning a response to the following question: How do you address the special needs of the learner? Write a description of and rationale for instructional adaptations and accommodations needed.

Section 2. Learning Objectives and Rationale (1/2 – 1 page)

What should they learn? Identify at least three learning objectives/goals and develop a rationale that supports why the objectives/goals are meaningful learning outcomes. (Virginia Standards of Learning (SOLs), ASOLs, College-and-Career-Ready skills, and other content specific objectives should be included in lesson plans.)

Section 3. Instructional Strategies (1-2 pages)

How will you teach, and how will the individual learn? Describe at least three evidence-based instructional strategies that address the identified learning objectives/goals and reflect the learner's cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests and educational needs. Include the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies used to address learning needs. Write a rationale for each showing how the strategies support learning and success for this learner.

Section 4. Assessment and Documentation of Learner Progress (1-2 pages)

How will I know the learning objectives/goals were achieved? Write a plan for the assessment and documentation of the learner's progress toward the identified objectives/goals.

Clinical Experience Project and Critical Incident Analysis Task

During field experience or your internship, you will record yourself teaching a lesson for which you have developed a detailed lesson plan. Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.

This assignment consists of two parts: (a) the holistic reflection, and (b) the critical incident analysis. To complete this assignment, you must develop a lesson plan and record the lesson* while teaching it. The lesson and the video will not be scored but will provide context during scoring the assessment. *(A videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor so an incident can be identified, is an acceptable option.)

Section 1: Holistic Reflection

Following the lesson presentation, write a reflective statement that includes technical, practical, and critical reflections related to your lesson. (See Blackboard for additional information.)

Section 2: Identify, Analyze, and Critically Reflect on a Critical Incident

From your recorded lesson, select a segment (5-10 minutes in length) that contains a critical incident, an incident that did not go as you anticipated, causing you to adjust and/or rethink your instruction. Use the following to guide your description of and reflection on the critical incident captured that occurred during your lesson.

a. Provide a brief description of what is happening in the selected clip. (A review of a videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor where an incident can be identified, is an acceptable option.) b. Explain why this particular segment was selected.

c. Analyze the critical incident using critical reflection strategies.

- Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- Summarize what was learned and how it will impact your future teaching.

SUBMIT: (a) the lesson plan for the recorded lesson, (b) the holistic reflection, (c) the critical incident video clip or a detailed description/transcript of the critical incident, and (d) critical reflection of the critical incident.

Unit Plan/Performance Based Assessment

As a culminating project for this course you will use the “backwards design” process to develop a plan for teaching a two to four-week long, literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing and oral language; and provides authentic assessment. Please include at least one ‘paired text’ as a part of the unit. The unit must include at least one literary work(s), **and center on a theme**, as well as build on the strengths and needs of a diverse student population. Specific daily lesson plans, including all support materials, should be included for any five block-length lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment. You may integrate components of the instruction and assessment plan in your unit plan.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the units will be scored using an evaluation rubric based on those standards.

WORK NOT COMPLETED OR FAILURE TO UPLOAD TO Tk20 BY DUE DATE WILL RESULT IN AN “F” IN THE COURSE. FINAL PRODUCT IS DUE BY MIDNIGHT ON MAY 7, 2018.

EDCI 479/669 Differentiation Note: Students enrolled in the graduate section of this course will be required to confer with their cooperating teacher on the assessments for the unit plan. They are encouraged to modify their assessments based on the feedback received from their cooperating teacher.

Eligible, *complete* Unit Plans may be revised and/or edited and resubmitted for a “higher grade” up until the final deadline. Each *complete* Unit Plan handed in will receive either (1) R/E (needs to be revised, edited and resubmitted), (2) R (needs to be revised and resubmitted), (3) E (needs editing before resubmission), or (4) A (accepted – no revision required). ***Incomplete Unit Plans handed in on the initial due date or late will not be eligible for revision and resubmission.*** Eligible Unit Plans may be revised and resubmitted as many times as you wish until the final deadline. At that point of “final deadline,” codes become letter grades (A = A, E = B, R = C, and R/E = D) and no more resubmissions will be considered.

All other course assignments must be considered final drafts and submitted no later than the posted due dates listed in the course schedule. Late and/or incomplete assignments will not be given full credit; in the case of extenuating circumstances, approval must be granted *in advance* by the instructor.

Attendance and Participation

Attendance at each class session and field experience is critical and required. Your attendance, thoughtfulness, preparedness, clarity and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on class material, complete all

assignments including online discussions on time, attend 100% of the face-to-face class sessions, arrive on time, and contribute both as a listener and thoughtful speaker in class discussions. Absences and tardies, both in class and fieldwork assignments will impact your grade. Two tardies or early departures are equal to one absence, and missing 30% or more of class sessions will result in automatic failure of the course. Every absence will lead to 10% deduction from the attendance and participation grade. If you must be late to or miss a class, you must contact the instructor ahead of time. Please note that this policy makes no distinction between “excused” or “unexcused” absences or tardies. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. If unavoidable circumstances prevent attendance at a class, please call the instructor in advance and contact a classmate to discuss missed assignments.

Expectations

Please **turn off all cell phones, computers and pagers** when conducting fieldwork assignments and during class.

Grading

The grading system for graduate courses at GMU is as follows: A, A-, B+, B, B-, C+, C, F. In this course, the following system will be used:

- A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C = 70-79%
- F = Below 70%

Grades of “A” in the course are earned by students who do exemplary, distinguished work. The A, A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in lesson and unit planning; completes well-organized, well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

EDCI 669 assignments are weighted as follows:

Assignment	Points	Due Date
Attendance and Participation	20	
Literature Response Group Project	15	Groups 1 & 2: 2/26 Groups 3 & 4: 3/5
Instruction and Assessment Plan Task	10	3/26
Clinical Experience Project and Critical Incident Analysis Task	15	4/30
Wonder Notebook	15	4/30
Log of Fieldwork Hours		4/30
Unit Plan	25	5/7

Professional Dispositions:

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

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

Date	Topic	Assignments/Readings due NEXT class
1/22 1	Introduction/Course Overview, Reader/Writer/Thinker Identity, Single Story Writing Activity	<ul style="list-style-type: none"> • Campbell & Latimer, Chapter 2 • Christenbury & Lindblom, Chapter 5 • <i>Work on Unit theme/text proposal</i>
1/29 2	Reader Response Theory, Literature Workshop, Literature Responses, Lit Circle Set-Up/Assignment, Group Profile Activity Due: Unit theme/text proposal	<ul style="list-style-type: none"> • Campbell & Latimer, Chapters 1 & 4 • Christenbury & Lindblom, Chapter 1
2/5 3	Online Class: Blackboard Discussion Formulaic Writing, Teacher, Student, School: The Dance of the Three, Assessing Literature Journals, Wonder Notebook Rubric	<ul style="list-style-type: none"> • Christenbury & Lindblom, Chapter 9 • Read article on Lit. Circles (posted on Bb) • <i>Work on Unit Plan (bring Unit Plan overview draft to class for peer review)</i>
2/12 4	The Craft of Questioning, Teacher and Student Generated Questions, Lit. Circles, Short Story Analysis Peer Review: Unit Plan Overview Draft	<ul style="list-style-type: none"> • Read articles on discussions strategies (posted on Bb) • Reflect in WNB on the readings • <i>Work on Unit Plan</i> • <i>Work on Instruction & Assessment Plan</i>
2/19 5	Critical Inquiry into Literature, Individualized Instruction and Assessment Plan Task Resources/Questions Guest Speaker	<ul style="list-style-type: none"> • Christenbury & Lindblom, Chapter 7 • Readings on teaching grammar (posted on Bb) • Reflect in WNB on the readings • <i>Prepare for Lit. Response Group Project - Groups 1 & 2</i> • <i>Work on Unit Plan (bring copies of one lesson plan for peer review)</i>
2/26 6	Grammar Strategies/Lessons Lit. Response Group Projects - Groups 1 & 2 Peer Review: Unit Plan Lesson	<ul style="list-style-type: none"> • Campbell & Latimer, Chapters 5 & 6 • Christenbury & Lindblom, Chapter 8 • Reflect in WNB on the readings • <i>Prepare for Lit. Response Group Project - Groups 3 & 4</i> • <i>Continue working on Unit Plan</i> • <i>Work on Instruction & Assessment Plan Task</i>
3/5 7	Models of Teaching Writing, Evaluating Essays Lit. Response Group Project - Groups 3 & 4 Peer Review: Instruction and Assessment Plan Task	<ul style="list-style-type: none"> • Read articles on technology integration (posted on Bb) • Campbell & Latimer, Chapters 3 & 7 • Reflect in WNB on readings <i>Work on Clinical Experience Project Task</i>

3/12	No Class	Spring Break
3/19 8	Visual & Media Literacy, Technology, Author's Craft, Writing with Mentors Peer Review: Clinical Experience Holistic Reflection	<ul style="list-style-type: none"> • Readings on teaching ELs (posted on Bb) • Reflect in WNB on the readings • <i>Work on Instruction and Assessment Plan Task – due next week</i>
3/26 9	Language Learners in the English Classroom – Strategies, Learning Approaches, Assessments Guest Speaker <i>Due: Instruction and Assessment Plan Task</i>	<ul style="list-style-type: none"> • Moon, Chapters 2 & 3 • Reflect in WNB on readings • <i>Bring copies of Unit Plan Drafts for Peer/Instructor Review</i>
4/2 10	Poetry Analysis, Poetry Composing Activities, Poetry Pastiche Peer/Instructor Review: Unit Plan <i>4:00-5:30 - 7 Unit Plan Conferences</i>	<ul style="list-style-type: none"> • <i>Bring copies of Unit Plan Drafts for Peer/Instructor Review</i> • <i>Bring the Moon text for in-class poetry project</i>
4/9 11	Studying Poetry Chapter Presentations <i>4:00-5:45 – 8 Unit Plan Conferences</i>	<ul style="list-style-type: none"> • Read articles on assessment (posted on Bb) • Spandel, Chapters 5 & 12 • <i>Work on Unit Plan</i>
4/16 12	Online Class: Blackboard Discussion Assessments – Discussions, Seminars, Writings, Self-Assessment	<ul style="list-style-type: none"> • Readings on vocabulary instruction/non-fiction strategies (posted on Bb) • Christenbury & Lindblom, Chapter 6 • Reflect in WNB on readings
4/23 13	Teaching Non-Fiction Strategies Vocabulary Instruction Sharing of Field Experience Section of Wonder Notebook	<ul style="list-style-type: none"> • <i>Bring your WNB with completed entries to class for self- and peer-evaluation</i> • <i>Complete Final Draft of Clinical Experience Project and Critical Incident Analysis Task - due next week</i> • <i>Upload log of fieldwork hours on Bb</i>
4/30 14	Sharing of Field Experience Section of Wonder Notebook Wonder Notebook - Self, Peer, & Instructor Evaluation Dispositions Evaluation <i>Due: Wonder Notebook</i> <i>Due: Clinical Experience Project and Critical Incident Analysis Task</i> <i>Due: Log of Fieldwork Hours</i>	<ul style="list-style-type: none"> • <i>Complete Final Draft of Unit Plan - due next week</i>
5/7 15	<i>Due: Final Draft of Unit Plan</i>	

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

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

GSE/CEHD Information

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

Important Information for Licensure Completion

Student Clinical Practice: Internship

Requirements *Testing*

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

Traditional: September 15

On-the-Job: November 1

Fall internship application:

Traditional: February 15

On-the-Job: May 1

Resources

George Mason library: <http://library.gmu.edu>

What Kids Can Do: www.whatkidscando.org

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vusra.org

International Reading Association: www.reading.org

National Reading Conference: www.nrconlin.org

National Council of Teachers of English: www.ncte.org

Figment: <http://figment.com>

Movella: <http://www.movellas.com/>

The Poetry Foundation: <http://www.poetryfoundation.org/>

Voice of Literacy: <http://www.voiceofliteracy.org/>

Adolescent Literacy: <http://www.adlit.org/>

Association of Literacy Educators and Researchers: www.aleronline.org

TED website: <http://www.ted.com/talks>

Personal Philosophy

As an interactionist and constructivist I see my students as active, creative participants who construct their social worlds, not as passive, conforming objects of socialization (Mead, 1934). The classroom provides the socio-political milieu in which reading and writing skills are socially negotiated, shared meanings are created and skills meaningfully align in a cyclical negotiation (Blumer, 1986). It is important to promote a culturally responsive pedagogy by examining culturally diverse texts and by celebrating students' cultural voices as every student is a storyteller and a "writer with a thousand stories worth reading" (Bloome, 2001, p. 304).