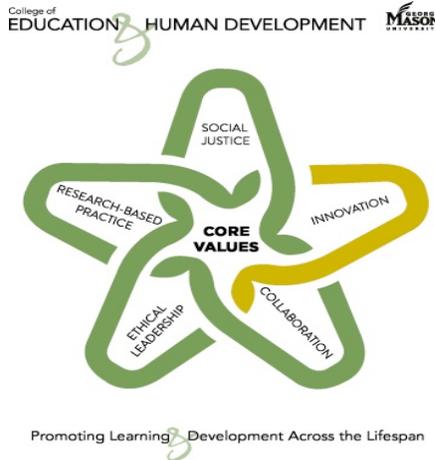


**George Mason University
College of Education and Human Development
Graduate School of Education**



**Concentration:
Teaching Culturally & Linguistically Diverse & Exceptional Learners Program**

**EDRD 515-6F1
Language and Literacy in Global Contexts
3 Credits, Spring 2018
Online**

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Office Hours: By appointment

Office: 2604 Thompson Hall

Course dates: January 24 – May 15, 2018

Meeting Time: Asynchronous online; new unit starts every Wednesday

Meeting Location: Blackboard (<https://mymasonportal.gmu.edu>)

Prerequisites/Corequisites

None

University Catalog Course Description

Focuses on the relationship of language to reading and the connection between language structure and how we learn to read. Examines theories of language acquisition, the complexity of language development, and that of the reading process are examined.

Explores key factors that influence and enhance language learning and development. Introduces literacy instruction and literacy assessment for all learners. Explores sociocultural perspectives on literacy. Requires 20 hours of PK-12 classroom fieldwork.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered fully online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on **January 24, 2018 at 8:00AM.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This online course is **not self-paced. You will be expected to complete one module every week.** Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Weekly Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

Nature of the Course

This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing traditional lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion language and literacy in global contexts. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Wednesdays**, and **finish on Tuesdays**.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus

can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Develop an understanding of literacy, how students develop as readers and writers, and how to support that development
2. Develop a deep understanding of the theoretical orientations that have and continue to be influential in teaching reading and writing
3. Develop an awareness of the cultural factors that influence a student's development of literacy skills
4. Develop an understanding of ways to assess students' understanding and use of literacy and to provide instruction related to what they need to learn
5. Determine ways in which to engage students in literacy activities
6. Develop an awareness of literacy assessments and resources for developing student literacy skills

Professional Standards: (ACEI / TESOL / INTASC / ACTFL Standards)

Upon completion of this course, students will have met the following professional standards:

ACEI Standards:

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking,

viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.2 Collaboration with families, colleagues, and community agencies—

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

TESOL Standards:

Standard 2. Culture as It Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Standard 4.a. Issues of Assessment for English Learners

Candidates demonstrate understanding of various assessment issues as they affect ELs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.c. Classroom-Based Assessment for ESL

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELs.

INTASC Standards:

Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Sub-standard 1g: The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Sub-standard 1h: The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

Sub-standard 1j: The teacher takes responsibility for promoting learners' growth and development.

Sub-standard 1k: The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Sub-standard 2j: The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

Sub-standard 2k: The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

ACTFL Standards:

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Further, EDRD 515 addresses the following essential understandings in the **IB Teaching & Learning Certificate**

F. Teaching methodologies and the support of learning

G. Differentiated teaching strategies

H. Selection and evaluation of teaching and learning materials

I. The principles of assessment

N. The principles of reflective practice

Required Texts

Herrera, S. G., Perez, D. R., & Escamilla, K. (2015). *Teaching reading to English language learners: Differentiating literacies*. New York, NY: Pearson.

Moats, L. C. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MD: Paul H. Brookes Publishing Co.

Recommended Text:

Helman, L., Bear, D., Templeton, S., Invernizzi, M., Johnston, F. (2012). *Words Their Way*. New York, NY: Pearson.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard assignment link, TK20).

- **Assignments and/or Examinations**

All assignments should be turned in on the due date indicated in the schedule below via Blackboard in Assignments **except** for the final assignments Student Literacy Study (PBA) and the Field Experience Record & Evaluation must be uploaded into **Bb-TK20**. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. ***Late papers and projects will not be accepted without penalty, except in extraordinary circumstances.***

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
1. Participation	15	All	At least 3 posts due weekly
2. Discussion Board Moderator	10	All	Twice throughout semester
3. Reading Responses	15	All	Six throughout semester
4. Creating a Culture of Literacy	15	1, 2, 3, 5	March 27
5. Draft of Student Literacy Study	5	All	April 24
6. Fieldwork Log and Evaluation	10	All	May 15
7. Student Literacy Study*	30	All	May 15

***Designated Performance Based Assessment**

- **Other Requirements**

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Teaching Culturally & Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time 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.

Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory

grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

See the University Catalog for details:

<http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

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/>.

DETAILED ASSIGNMENT INFORMATION

1. PARTICIPATION—Discussion Board (15%)

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course. Don't forget the policy stated above: **Students with two or more absences will not receive credit for the course.**

The discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course. Follow these parameters for your discussion board participation:

- Good posts tend to be around **150 - 250 words** per post.
- You are expected to post, at a minimum, **3 times each week**.
- Deadline for first post: **Saturday 11:59pm EST**. This post should be a response to the discussion board moderator's question(s).
- Deadline for other posts: **Tuesday 11:59pm EST**. Post at least two responses to your classmates' posts to further the discussion.

Discussion Board Rubric 10 points per weekly discussion

Total possible points	=	Quantity of posts	+	Quality of posts
0 – 10pts Reflects 0 - 3 posts with various levels of quality		6pts Posted 3 messages of required length		4pts Posts reflect high level of critical analysis of course unit content and of others' ideas. Posts made contributions that incorporated new perspectives on course content and others' ideas to further the discussion.
		4pts Posted 2 messages of required length		3pts Posts reflect some analysis of course unit content and of others' ideas. Posts made valid contributions to group discussions.
		2pts Posted 1 message of required length		2pts Posts reflected analysis of course unit content, but did not reflect analysis of others' ideas.
		0pts Posted no messages of required length		1pt Posts did not reflect analysis of course unit content, but reflected some analysis of others' ideas.
				0 points Posts did not reflect analysis of course unit content or others' ideas

2. DISCUSSION BOARD MODERATOR (10%)

For each weekly unit, two students will be responsible for managing the Discussion Board. These two people will respond to classmates' posts and ask questions that challenge, connect, and extend information posted to the discussion board.

The moderators will propose the main topics to discuss during the week, in relation to the themes, reading assignments and tasks, and will ensure that there is enough depth of discussion on the proposed topics. If needed, they may propose new questions to enrich the discussions within the themes presented. Moderators ensure that everyone participates and that nobody monopolizes the discussions. One of the moderators will have to prepare ahead of time and start the weekly discussion with a meaningful questions based on the readings. Then the other moderator will be responsible for summarizing the main conclusions reached by the group at the end of the week.

The two discussion board moderator roles are called **starter** and **wrapper**.

- **Starter:** This person will start the discussion by identifying an issue related to the topics and readings of the unit. S/he should post motivating starter questions and/or pose relevant problems **by Thursday**. S/he will also keep the discussion going by getting participants to share ideas, explore the question(s), and think critically about the topics or problems posed. S/he should continue to pose questions and respond to participants **through Monday**.
- **Wrapper:** This person will encourage participants to find solutions and real-life applications to the problems posed by using motivating questions (like the starter). S/he should start moderating the discussion **by Monday**. S/he will integrate the ideas shared by the group and try to conclude the unit by highlighting all new ideas, solutions, and applications constructed through the discussion. S/he will continue the discussion **through Wednesday** and write a wrap-up message that summarizes the main points and issues from the discussion.

NOTE: I will be the starter and wrapper for the first unit. My starter posts will be in blue. My wrapper posts will be in green.

Please email me at jshin23@gmu.edu and let me know which weeks you would like to be a starter or wrapper. You must serve as the starter once and the wrapper once during the course. You cannot serve as the starter and wrapper in the same week. I will assign the schedule for the Discussion Board starters and wrappers by the end of the first week of class. I will try to honor your requests, but you may not receive your first choice.

Starter Rubric

Criteria	Exemplary (2)	Developing (1)	Not acceptable (0)
Encourage positive interaction	Starter encourages positive interaction among classmates by following good netiquette.	Starter encourages some positive interaction but doesn't always follow good netiquette.	Starter does not encourage positive interaction among classmates.
Show Depth of Understanding	All posts show deep understanding of the reading and course content.	Posts reflect an effort to make sense of the reading and course content.	Posts don't show an understanding of the reading and course content.
Critical Thought and Reflection	Starter posts questions and responds regularly to others' posts. S/he helps deepen classmates' understanding of the course content by getting participants to share ideas, explore questions, and think critically.	Starter posts questions and responds to classmates' posts but doesn't always deepen classmates' understanding of the readings and course content.	Moderator doesn't post questions or doesn't respond to classmates' posts.
Timing of first and last post	Starter's first post by Thursday Starter's last post by Monday	First post is not on time, or last post is not on time.	Did not post first and last post on time.
Initial starter post(s)	Starts the discussion by identifying an issue (or issues) related to unit topics and readings and posing motivating and relevant questions.	Starts discussion by identifying an issue related to unit topics and readings and posing somewhat motivating and relevant questions.	First post does not identify a relevant or useful issue and doesn't pose motivating and relevant questions.

Wrapper Rubric

Criteria	Exemplary (2)	Developing (1)	Not acceptable (0)
Encourage positive interaction	Wrapper encourages positive interaction among classmates.	Wrapper encourages some positive interaction but doesn't always follow good netiquette.	Wrapper does not encourage positive interaction among classmates.
Show Depth of Understanding	All posts show deep understanding of the reading and course content.	Posts reflect an effort to make sense of the reading and course content.	Posts don't show an understanding of the reading and course content.
Critical Thought and Reflection	Wrapper posts questions and responds regularly to others' posts. S/he helps deepen classmates' understanding of the readings and course content by getting participants to integrate ideas, find solutions and real-life applications to problems posed.	Wrapper posts questions and responds semi-regularly to classmates' posts but doesn't always deepen classmates' understanding of the readings and course content.	Wrapper doesn't post questions or doesn't respond to classmates' posts.
Timing of first and last post	Wrapper's first post by Monday Wrapper's last post by Wednesday	First post is not on time, or last post is not on time.	Did not post first and last post on time.
Final wrapper post	Wraps up the discussion by summarizing the main points from the discussion and highlighting new ideas, solutions, and applications constructed through the discussion.	Last post summarizes most main points and highlights some new ideas, solutions, and applications.	Last post does not summarize the discussion thoroughly or accurately.

3. READING RESPONSES (15%)

Writing about what you have read is a useful way to synthesize your learning. In the reading responses, you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about literacy development and instruction. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. The response is an opportunity to demonstrate your careful reading of the assigned texts; it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching and life experiences.

While the response should provide evidence that you did the reading **it should not simply be a summary of the reading**. You should start with a brief summary of one reading (3-4 sentences). Then you should use one of these strategies to respond to the reading:

- Apply the reading to your own experience as a teacher or learner
- Express your opinion on the ideas presented in the reading
- Evaluate the validity of the information and ideas expressed in the reading
- Reflect on challenges to your beliefs/attitudes/worldview

You will need to complete **six (6)** reading responses, and you may pick and choose which reading you wish to respond to. Responses should be one page, single-spaced and in a legible 12-point font and should focus on one of the weekly reading assignments.

Reading Response Rubric 20 points per response

	Exemplary 4-5 pts	Developing 2-3 pts	Not acceptable 0-1 pt
Organization and Structure	Response starts with a concise summary and uses one (or more) of the reading response strategies.	Response starts with a summary but doesn't use one of the reading response strategies.	Response has no summary and/or doesn't use one of the reading response strategies.
Depth of Understanding	Response shows deep understanding of the reading.	Response reflects an effort to make sense of the reading and respond to it.	Response doesn't make sense and/or doesn't show an understanding of the reading.
Critical Thought and Reflection	Response shows critical thought and reflection; writing demonstrates personal insight, originality, inferences, synthesis, and analysis of the reading.	Response shows some critical thought and reflection; writing demonstrates some insights, originality, inferences, synthesis, or analysis of the reading	Response does not show critical thought and reflection; writing demonstrates few or no insights, originality, inferences, synthesis, or analysis of reading
Submission and Accuracy	Response is on time; is formatted correctly; has few errors.	Response is on time; has some format issues; has some errors.	Response is late; is not formatted correctly; and/or has many errors.

4. CREATING A CULTURE OF LITERACY (15%)

One of the most important things to think about as literacy instructors is how to create a literacy rich and friendly environment in which reading and writing are encouraged. For this assignment, each student will craft a 4-6 page paper (double-spaced and in a legible 12-point font) in which the following issues are considered: 1) In what ways will you work to develop a culture of reading? In other words, what classroom routines and practices will you establish to promote and sustain literacy development? 2) How will you ideally set up a literacy space in your classroom? Define the space physically, describe the resources that would be available in the space, and explain how you envision the space being used.

Creating a Culture of Literacy Rubric 25 points total

Criteria	Exemplary 5	Accomplished 3-4 pts	Developing 1-2 pts	Not acceptable 0
Connection to course content	Ideas expressed in paper are accurately connected to the content learned in the course. The classroom practices described show deep understanding of course content.	Ideas expressed in paper are not always connected to the content learned in the course. The classroom practices described show understanding of course content.	Ideas expressed in paper are not connected well to the content learned in the course. The classroom practices described show some misunderstanding of course content.	Ideas expressed in paper are not connected to the content learned in the course. The classroom practices described do not show understanding of course content.
Connection to teaching context	Classroom practices described are all connected to/appropriate for the specified teaching context.	Classroom practices described are mostly connected to/appropriate for the specified teaching context.	Classroom practices described are somewhat connected to/appropriate for the specified teaching context.	Classroom practices described are not connected to/appropriate for the specified teaching context.
Clarity of explanation	Provides clear and detailed explanations for how the classroom practices are implemented.	Provides reasonably clear explanations for how the classroom practices are implemented, but some important details are missing.	Provides some clear explanations for how the classroom practices are implemented, but many important details are missing.	Does not provide clear and detailed explanations for how the classroom practices are implemented.
Variety of resources	Utilizes one's own creativity and includes additional sources of ideas from field experience and other resources (e.g., articles, videos, websites, teacher blogs).	Includes additional sources of ideas from field experience and other resources (e.g., articles, videos, websites, teacher blogs).	Includes additional sources of ideas from field experience.	Solely relies on classroom texts, webpages, videos, etc. as sources of ideas. No mention of field experience or additional resources.
Accuracy (includes APA format)	Paper is formatted correctly and has no errors.	Paper has some format issues and some errors.	Paper has many format issues and many errors.	Paper not formatted correctly and has many errors.

5. DRAFT OF STUDENT LITERACY STUDY (5%)

Read the guidelines for the Student Literacy Study (see below in #7). You will write a draft of this assignment and submit it for feedback a few weeks before the due date. You will be required to submit the following:

1. Rough draft of your Student Literacy Study (8-10 pages): Even if you are still completing your fieldwork, write as much as you can based on the information you have now.
2. Student Literacy Study Rubric: Fill out the rubric based on a self-assessment of the draft you wrote.

You will receive feedback on your draft before you have to submit your final draft at the end of the course. The goal of this assignment is to help you be successful in your final assessment.

6. FIELD EXPERIENCE RECORD AND EVALUATION (10%)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

***Field Experience Record and Evaluation Form to be uploaded to TK20 on Blackboard** (Link labeled: Fieldwork Log of Hours Evaluation Form)

Field Experience Record and Evaluation Form Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Details for finding fieldwork placements are on pp. 8-9.

7. STUDENT LITERACY STUDY (30%) *Performance Based Assessment (PBA)

The Performance Based Assessment (PBA) for this course is the *Student Literacy Study*. The purpose of the study is to begin to learn about literacy learners in a holistic sense; it provides the student with an opportunity to learn about one student, the community in which he/she lives, and how the student views him/herself as a literacy learner. Students will conduct interviews, perform reading inventories, and engage the learner in developmentally appropriate literacy activities. It is important to note that these activities are introductory in nature. Each student will be required to select a child or adolescent with which to work for this project. It is recommended to work with a small group of students, even if the data is being collected for one student for this study.

It is important to begin planning for your Student Literacy Study very early in your Field Experience in order to complete sufficient activities and observations with your target student. The Student Literacy Study will count for **30%** of your final grade.

Guidelines for Student Literacy Study

The student literacy study is a robust profile of one focal student that you observed and worked with in a school context. The study is based on your written observations, interactions with the student, and literacy activities with which you engaged the student. The study should include general descriptive information about the student, a contextualization of the student's home, school and community, and an analysis of the student's relationship with literacy. The purpose of this assignment is to not only observe your student, but also to collect data systematically so that you gain insight into his or her literacy skills, literacy development, and relationship to literacy.

Data for this project can be collected through a variety of means: lesson plans, narratives, sampling, anecdotal records, review of academic records, teacher or parent interviews, checklists, observations, directed activities, reading protocols, or other student work products. It is not necessary to use all of these means to collect data during your Student Literacy Study; however, it is very important to use a *variety of means to collect your evidence*.

If you are not currently a teacher, be sure to get permission from teachers or parents for activities in which you are an active participant and collecting data. Most schools will allow you to collect general information about a child as a normal part of your field experience. In some schools, you will need specific permission both from a supervisor, your teacher and/or parents, be sure to obtain any needed permissions before you begin. If you are a practicing professional follow the guidelines in your school policies.

All reports must use pseudonyms (fictitious names) to protect the confidentiality of the school, parent, student, and teacher. At no point should anyone be able to identify the student or school. Your final report will be given directly to your instructor; no copies should be distributed or disseminated.

Each case study will include the following:

1. Description on the focal student (age, language skills, school context)
2. Description of the sociocultural context (home, school, and community)
3. Description of the student's attitude and response to reading
4. Description of the student's reading profile
5. Recommendations for the student's literacy development
6. Reflection of what you've learned by doing a child study describing your experience

Support your analysis and conclusions with specific examples from your observations, field notes, lessons, student products, or interviews. Do not send all of your evidence - just submit those samples that support the statements in your analysis. Do not rely on a single source of data (e.g. observational) to support your analysis - you must demonstrate the use of multiple methods to collect your evidence.

The paper should be written in narrative form, double-spaced, and between 12 to 15 pages in length. Use APA format. Attach samples, field notes, or other artifacts as an appendix (these samples should be the ones you draw upon in your paper as evidence of your analysis).

Each student is required to complete a minimum of 20 hours of fieldwork. Your fieldwork should provide your evidence for your Student Literacy Study. *If you cannot use your fieldwork site to complete your Student Literacy Study, then you will need to arrange other opportunities to complete your Student Literacy Study.*

Student Literacy Study Rubric

Criteria/Level	Exceeds Standards 4	Meets Standards 3	Approaches Standards 2	Not Met 1
Description of the student ACEI 1.0	Description of the student gives a comprehensive picture of the student	Description of the child gives a clear picture of the student	Description of the child gives an incomplete picture of the student	Little to no description of the student is provided
Socio-cultural context TESOL 2	Provides a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status	Provides a satisfactory description of the family, school, community and culture, including language and socio-economic status	Provides a limited description of the family, school, community and culture, including language and socio-economic status	Description of sociocultural background is vague and unclear
Student attitude and response to reading TESOL 1b ACEI 2.1	Provides a clear and descriptive picture of the student's attitude towards reading with strong evidence to support the analysis	Provides a mostly clear and descriptive picture of the student's attitude towards reading with ample evidence to support the analysis	Provides a limited description of the student's reading attitude with some evidence to support the analysis	Provides little to no description of the student's attitude towards reading and/or provide little to no evidence to support the analysis
Summary of the student's reading profile ACEI 1.0	Provides a clear and robust description of the student as a reader and writer, and provides an in-depth description of the student's strengths and areas for improvement in reading and writing	Provides a clear description of the student as a reader and writer, and provides a full description of the student's strengths and areas for improvement in reading and writing	Provides a limited description of the student as a reader and writer, and provides a limited description of the student's strengths and areas for improvement in reading and writing	Lacks a clear description of the student as a reader and writer, and/or provides little to no description of the student's strengths and areas for improvement in reading and writing
Recommendations for literacy development TESOL 4c ACEI 2.1	Thoroughly and effectively describes the connection between collected data and literacy development recommendations that are supported by research	Satisfactory description between collected data and literacy development recommendations that are supported by research	Provides a limited description of the relationship between data collected and literacy development implications supported by some research	Description is vague and unclear. No clear research support is given for literacy development implications
Process Reflection ACEI 5.1 TESOL 5b	Demonstrates in-depth and comprehensive reflection on the student literacy study experience	Demonstrates a satisfactory reflection on the literacy study experience	Demonstrates a limited reflection on the literacy study experience	Demonstrates little or no reflection on the literacy study experience
Overall:	Individual case study is comprehensive and presented in a professional and timely manner	Individual case study is clearly presented in a professional and timely manner	Individual case study is incomplete but presented in a professional and timely manner	Individual case study is incomplete and not presented in a professional or timely manner

CLASS SCHEDULE

Note: Faculty reserves the right to alter the schedule or modify assignments and tasks as necessary to maximize the learning experience, with notification to students.

Module 1	<i>Introduction to Literacy</i>
Dates	January 24 – January 30
Readings	<ul style="list-style-type: none"> • Moats, Chapter 1 – <i>Why Study Language?</i> • Herrera, Perez, & Escamilla, Chapter 1 – <i>Literacy and the CLD Student</i>
Assignments	<ul style="list-style-type: none"> • Introduction Discussion Board Your introduction by Saturday Respond to 2 classmates by Tuesday • Module 1 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Email Dr. Shin preference for discussion board moderator (i.e., which week, starter or wrapper)—due January 27 • Student Profile Form—due January 30 • Option for Reading Response—due January 30

Module 2	<i>Readers and Writers in Context, Part 1</i>
Dates	January 31 – February 6
Readings	<ul style="list-style-type: none"> • Herrera, Perez, & Escamilla, Chapter 2 – <i>Contextualizing Literacy Development for the CLD Student in the Grade-Level Classroom</i>
Assignments	<ul style="list-style-type: none"> • Module 2 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due February 6

Module 3	<i>Readers and Writers in Context, Part 2</i>
Dates	February 7 – February 13
Readings	<ul style="list-style-type: none"> • Muschell & Roberts – <i>Bridging the Cultural Gap</i> • Wurdeman-Thurston & Kaomea – <i>Fostering Culturally Relevant Literacy Instruction: Lessons from a Native Hawaiian Classroom</i>
Assignments	<ul style="list-style-type: none"> • Module 3 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due February 13

Module 4	<i>Becoming a Reader: Understanding the Structure, Part 1</i>
Dates	February 14 – February 20
Readings	<ul style="list-style-type: none"> • Temple Adger, Snow, & Christian, Chapter 1 – <i>What Teachers Need to Know about Language</i> • Moats, Chapter 2 – <i>Phonetics: The Sounds in Speech</i> • Herrera, Perez, & Escamilla, Chapter 3 – <i>Rethinking Phonemic Awareness: A Cross-Linguistic Transfer Perspective</i>
Assignments	<ul style="list-style-type: none"> • Module 4 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due February 20

Module 5	<i>Becoming a Reader: Understanding the Structure, Part 2</i>
Dates	February 21 – February 27
Readings	<ul style="list-style-type: none"> • Herrera, Perez, & Escamilla, Chapter 5 – <i>Vocabulary Development: A Framework for Differentiated and Explicit Instruction</i>
Assignments	<ul style="list-style-type: none"> • Module 5 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due February 27

Module 6	<i>Becoming a Reader: Understanding the Structure, Part 3</i>
Dates	February 28 – March 6
Readings	<ul style="list-style-type: none"> • Moats, Chapter 7 – <i>Semantics: Word and Phrase Meanings</i> • Herrera, Perez, & Escamilla, Chapter 7 – <i>Fluency in Practice: More than Reading the Text</i>
Assignments	<ul style="list-style-type: none"> • Module 6 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due March 6

Module 7	<i>Becoming a Reader: Understanding the Structure, Part 4</i>
Dates	March 7 – March 13
Readings	<ul style="list-style-type: none"> • Moats, Chapter 8 – <i>Language and Reading Instruction</i> • Herrera, Perez, & Escamilla, Chapter 6 – <i>Strategies-based Comprehension Instruction: Linking the Known to the Unknown</i>
Assignments	<ul style="list-style-type: none"> • Module 7 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due March 13

Spring Break: March 14 – March 20

Module 8	<i>Becoming a Writer: Understanding the Structure, Part 1</i>
Dates	March 21 – March 27
Readings	<ul style="list-style-type: none"> Moats, Chapter 4 – <i>The Structure of English Orthography</i>
Assignments	<ul style="list-style-type: none"> Module 8 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday Option for Reading Response—due March 27 Creating a Culture of Literacy—due March 27

Module 9	<i>Becoming a Writer: Understanding the Structure, Part 2</i>
Dates	March 28 – April 3
Readings	<ul style="list-style-type: none"> Moats, Chapter 6 – <i>Syntax: How Sentences Work</i>
Assignments	<ul style="list-style-type: none"> Module 9 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday Option for Reading Response—due April 3

Module 10	<i>Becoming a Writer: Understanding the Structure, Part 3</i>
Dates	April 4 – April 10
Readings	<ul style="list-style-type: none"> Herrera, Perez, & Escamilla, Chapter 8 – <i>Implications of Culture and Language in Writing</i>
Assignments	<ul style="list-style-type: none"> Module 10 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday Option for Reading Response—due April 10

Module 11	<i>Assessing Readers and Writers in Culturally and Linguistically Diverse Classrooms</i>
Dates	April 11 – April 17
Readings	<ul style="list-style-type: none"> Herrera, Perez, & Escamilla, Chapter 9 – <i>Assessment Beyond the Politics of High Stakes Tests</i>
Assignments	<ul style="list-style-type: none"> Module 11 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday Dyslexia Awareness Training Module—due April 17 Option for Reading Response—due April 17

Module 12	<i>Selecting Literature</i>
Dates	April 18 – April 24
Readings	<ul style="list-style-type: none"> • Vardell, Hadaway, and Young – <i>Matching Books and Readers: Selecting Literature for English Learners</i> • Kim and Snow – <i>Text Modification: Enhancing ELLs’ Reading Comprehension</i>
Assignments	<ul style="list-style-type: none"> • Module 12 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due April 24 • Draft of Student Literacy Study—due April 24

Module 13	<i>Developing Readers and Writers in Culturally and Linguistically Diverse Classrooms, Part 1</i>
Dates	April 25 – May 1
Readings	<ul style="list-style-type: none"> • Cambria & Guthrie – <i>Motivating and Engaging Students in Reading</i> • Gambrell – <i>Seven Rules of Engagement: What’s Most Important to Know about Motivation to Read</i>
Assignments	<ul style="list-style-type: none"> • Module 13 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due May 1

Module 14	<i>Developing Readers and Writers in Culturally and Linguistically Diverse Classrooms, Part 2</i>
Dates	May 2 – May 8
Readings	<ul style="list-style-type: none"> • Au – <i>Social Constructivism and the School of Literacy Learning of Students of Diverse Backgrounds</i>
Assignments	<ul style="list-style-type: none"> • Module 14 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due May 8

Module 15	<i>Literacy for All</i>
Dates	May 9 – May 15
Readings	<ul style="list-style-type: none"> • Herrera, Perez, & Escamilla, Chapter 10 – <i>Inclusive Literacy Instruction for CLD Students</i>
Assignments	<ul style="list-style-type: none"> • Module 15 Discussion Board 1st post by Saturday 2nd and 3rd posts by Tuesday • Option for Reading Response—due May 15 • Fieldwork Log and Evaluation—due May 15 • Student Literacy Study (PBA)—due May 15

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

GMU Policies and Resources for Students

Policies

- 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://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/>.