

George Mason University
College of Education and Human Development
Program: Elementary Education – Licensure – Semester-long Cohort

ELED 555 001: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 credits

Summer, 2020

Monday and Wednesday, Synchronous Online, 1:30-3:35

Tuesday and Thursday, Asynchronous Online

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Prerequisites/Corequisites

Admission to Elementary Education program; must be taken in programmatic sequence.

University Catalog Course Description

Provides research-based introduction to literacy teaching and learning for children ages 4-12 years. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

Course Overview

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

Course Delivery Method

This course will be delivered online (76% or more) using synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. Individual session formats will vary and may include lecture; small group/ large group discussion; hands-on, interactive work; student presentations; and cooperative learning.

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 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:
 - 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: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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:

This course is designed to enable teacher candidates to:

1. Demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Demonstrate an understanding of the structure of the English language and syntax.
4. Integrate children's literature across content areas (INTASC 1, 4, 5, 7; ACEI 2.1, ACEI 2.2, ACEI 2.3, ACEI 2.4, ACEI 2.5, ACEI 3.2)
5. Engage in book discussion to deepen knowledge about and appreciation of children's literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8; ACEI 1.0, ACEI 2.1, ACEI 2.2)
6. Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections.
7. Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
8. Demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.
9. Understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.
10. Observe, develop, and assess the reading development and needs of emergent literacy learners, including alphabets, word recognition, concepts about print, concept of word, phonological awareness, phonemic awareness, and phonics.
11. Use formal and informal assessments as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension
12. Use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation
13. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate interest and reading levels.
14. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.
15. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.
16. Plan reading instruction that demonstrates an understanding of connections between phonemic awareness, word recognition, fluency, accuracy, meaningful expression (prosody), comprehension strategies and proficient reading.
17. Plan reading instruction using strategies in literal, interpretive, critical, and evaluative comprehension.
18. Survey technological tools, print materials, and other resources for teaching reading and demonstrate understanding of appropriate classroom use.

19. Plan instruction that facilitates reading fluency, reading comprehension and vocabulary development across content areas.
20. Describe the literacy needs of diverse learners, including English Language Learners and students with specific reading disabilities, and they will adapt reading instruction to meet those needs.

Professional Standards:

Standards: INTASC (<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Read Aloud; Explicit Teaching
2. Learning Differences	Read Aloud; Explicit Teaching
3. Learning Environments	Read Aloud; Explicit Teaching
4. Content Knowledge	Read Aloud; Children’s Literature; Explicit Teaching
5. Application of Content	Read Aloud; Children’s Literature; Explicit Teaching
6. Assessment	Read Aloud; Explicit Teaching
7. Planning	Read Aloud; Children’s Literature; Explicit Teaching
8. Instructional Strategies	Read Aloud; Children’s Literature; Explicit Teaching
9. Professional Learning and Ethical Practice	Read Aloud; Explicit Teaching
10. Leadership and Collaboration	Read Aloud; Children’s Literature

Standards: ISTE NETS (<http://cnets.iste.org/teachstand.html>)

ISTE NETS	Assignments
1. Learner Development	Children’s Literature; Explicit Teaching
2. Learning Differences	Children’s Literature; Explicit Teaching
3. Learning Environments	Read Aloud; Children’s Literature; Explicit Teaching
4. Content Knowledge	Read Aloud; Children’s Literature; Explicit Teaching

Standards: IRA (http://www.reading.org/resources/issues/reports/professional_standards.html)

IRA	Assignments
1. Foundational Knowledge	Children’s Literature; Read Aloud; Explicit Teaching
2. Instructional Strategies and Curriculum Materials	Children’s Literature; Read Aloud; Explicit Teaching
3. Assessment, Diagnosis, Evaluation	Read Aloud; Explicit Teaching
4 Creating a Literate Environment	Children’s Literature; Read Aloud; Explicit Teaching

Standards: ACEI
(<http://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>)

ACEI	Assignments
2.1 Reading, Writing, Oral Language	Read Aloud; Explicit Teaching
3.1 Integrating and applying knowledge for instruction	Children’s Literature; Read Aloud; Explicit Teaching
4.0 Assessment	Read Aloud; Explicit Teaching

Required Texts:

Morrow, L. M., Kunz, K., & Hall, M. (2018). *Breaking through the language arts block: Organizing and managing the exemplary literacy day*. Guilford.

**Additional selected readings will be posted on Blackboard.

Related Texts (excellent resources):

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Pearson.

***Students report that this is an excellent resource for studying for state reading exam.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). Guilford.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.

Duffy, G. G. (2014). *Explaining reading: A resource for teaching concepts, skills, and strategies* (3rd ed.). New York, NY: Guilford.

Fields, M. V., Groth, L. A., & Spangler, K. L. (2007). *Let's begin reading right* (6th edition). Pearson.

Course Performance Evaluation:

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

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Please note the Performance-Based Assessment for this class is the Strategic Read Aloud Lesson.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Assignments	Points
1. Participation and Fieldwork [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	20
2. Children’s Literature Catalogue – Whole Class Assignment [Outcomes 1, 4, 8, 10, 11]	15
3. Strategic Read Aloud (PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	25
5. Assessment-Guided, Small-Group, Explicit-Teaching Lesson [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	20
6. Vision Statement	20
Total	100

1. Participation and Fieldwork (20 points)

It is expected that you attend and participate in all scheduled classes outlined in the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you need to be absent for any of these reasons, please make arrangements at least 48 hours in advance. **You are expected to be on time to class.**

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same.

You are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes beyond enhancing your own learning of course content.

2. Children’s Literature Catalogue (15 points)

Due: July 2

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children’s literature. For this assignment, the entire class will create an online catalogue of children’s literature resources to help you enhance your knowledge of and access to children’s literature. This will be a resource that each of you can access and add to as you enter the teaching profession to aid you in staying current on high-quality children’s literature.

3. Strategic Read Aloud Lesson (25 points)

Lesson Plan Due: June 15

Video Due: June 22

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read

aloud in a mock (i.e., pretend) elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to GoReact. After conducting the read aloud you will reflect on the lesson in GoReact. I will explain and model a strategic read aloud in class.

4. Assessment-Guided, Small-Group, Explicit Teaching Lesson (20 points)

Draft Due: June 25

Final Due: July 2

Assessment-guided, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will design a targeted, explicit lesson for a small group of students who have similar literacy needs (from VA Standards of Learning). The specific elements of an explicit teaching lesson are: (a) Clearly name and define the specific skill or strategy; (b) Clearly tell the students the steps or procedures for completing the skill or strategy; (c) Model the skill or strategy (you may need to think aloud if the skill or strategy is occurring in your head); (d) Explain when and why you use the skill or strategy; (e) Complete the skill or strategy with the students; (f) Encourage the students to use the skill or strategy in their independent work. These steps should be evident in your plan and detailed enough that someone else could teach it how you want it taught. We will discuss this type of lesson in detail in class.

5. Vision Statement (20 points)

Draft Due: June 7

Final Due: July 2

Throughout this course, you will have time to deeply consider your "vision" for teaching. That is, what is it that drove you to enter this program? Teaching is a difficult profession. Some days, weeks, years are very taxing. What is going to keep you going? What is going to make you enthusiastically enter your classroom each day and give everything you have to the children in front of you. The best teachers thrive in a stressful work environment because they have a vision for their teaching, a moral compass that is driving their work. What is yours?

Grading Scale

A	90-100
B	80-89
C	70-79
F	0-69

****Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education***

Class Schedule

Synch = Synchronous class meeting, i.e., we are online together live

A = Asynchronous class meeting, i.e., you complete readings and assignments on your own

Date	Readings	Topics and Activities	Assignment Due
6/1 Synch	Duffy, 1998 Morrow 1	Introductions What do you know about literacy instruction? Importance of early reading instruction Introduce 5 Pillars Introduce Comprehensive Literacy Syllabus My History As a Reader activity Discuss Visioning	
6/2 A		Complete Readings and Work on Assignments	
6/3 Synch	Morrow 2, 5	Literacy Environment and Exemplary Literacy Instruction Language development Alphabetic principle Concepts of print Shared reading Literate environment Morning meeting/message Word recognition Phonological awareness Phonemic awareness Phonics Sight words Decoding Word walls	
6/4 A		Complete Readings and Work on Assignments	Vision Statement Draft Due Sunday 6/7
6/8 Synch	Morrow 4, 6	Vocabulary Tiers Wide reading Word consciousness Word learning strategies: morphological awareness, context clues, cognates, Individual words	

6/9 A		Complete Readings and Work on Assignments	
6/10 Synch	Morrow 8	Comprehension Before-during-after Narrative comprehension instruction Strategic read-alouds Discussion Reciprocal teaching Expository comprehension (KWL, Text structure, Vocabulary)	
6/11 A		Complete Readings and Work on Assignments	
6/15 Synch	Rasinski, 2012	Fluency Wide reading Choral reading Repeated readings Audio books Readers' Theater	Read Aloud Lesson Plan due
6/16 A		Complete Readings and Work on Assignments	
6/17 Synch	Morrow 3	Assessments Informal vs. Formal Concepts of print Retellings Running records IRIs	
6/18 A		Complete Readings and Work on Assignments	
6/22 Synch	Morrow 7 Gersten et al., 2007	Differentiated instruction Guided Reading Heterogeneous grouping Flexible grouping Teaching reading to ELs and diverse learners Explicit Teaching Intervention	Video of Read Aloud with Reflection

6/23 A		Complete Readings and Work on Assignments	
6/24 Synch	Parsons, 2015 Gambrell, 2011	Motivation and Engagement Interest Success Skill and will Choice, collaboration, authenticity Autonomy	
6/25 A		Complete Readings and Work on Assignments	Explicit Teaching Lesson Draft Due Friday 6/25
6/29 Synch	Morrow 10	Types of text Narrative vs. expository High-quality literature Aesthetic read alouds Genres Expository comprehension KWL Text structure Vocabulary	
6/30 A		Complete Readings and Work on Assignments	
7/1 Synch		TBD	
7/2 A			Final Vision Statement due Final Explicit Teaching Lesson Plan due Children's Literature Catalogue due

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

Blackboard Requirements

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. **The Read-Aloud Lesson Plan and Reflection assignment described above serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.**

Professional Dispositions

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such

as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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