

George Mason University
College of Education and Human Development
Program: Elementary Education – Licensure – Yearlong Cohort

ELED 556.DL2 – Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II
3 Credits, Fall 2020
Wed 9:00-11:40 Online

Faculty

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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 PK-6 learners. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum. Note: School-based field experience required.

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 Elementary Program for teachers of grades PK-6, and meets state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Literacy Association (ILA) Standards for Literacy Professionals and Paraprofessionals.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous 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. The course site will be available on June 1.

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.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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:
This course week begins on Mondays and ends on Fridays.
- 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 ensure 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:

- Demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of writing processes.
- Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling."
- Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
- Demonstrate the ability to assess individual and group literacy needs in a classroom situation, and incorporate writing instruction that demonstrates an understanding of children's writing development.
- Survey technological tools, print materials, and other resources for teaching writing and demonstrate understanding of appropriate classroom use
- Describe the literacy needs of diverse learners, including English Language Learners and students with other unique needs, and adapt writing instruction to meet those needs.
- Explore and explain the role of families, communities, and schools on writing instruction.
- Demonstrate an understanding of the knowledge, skills, and various diverse processes necessary for teaching writing, including attention to form, purpose, audience, voice, process, grammar, punctuation, and spelling.
- Be proficient in, understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.
- Demonstrate an understanding of the structure of the English language.
- Demonstrate an understanding of the unique needs of students who have special needs in the area of literacy and language development.
- Demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama.
- Demonstrate the ability to observe and assess individual and group literacy development and needs in a classroom situation, and organize classroom instruction to facilitate the literacy development of all learners.
- Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing.
- Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
- Survey technological tools, print materials, and other resources for teaching writing and demonstrate understanding of appropriate classroom use.
- Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
- Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate

- 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.

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

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

INTASC	Assignments
1. Learner Development	Journal, Spelling Inventory; Sort Introductions; Literacy Analysis; Writing Lesson
2. Learning Differences	Journal, Spelling inventory; Sort Introductions; Writing Lesson; Literacy Analysis
3. Learning Environments	Journal, Sort Introductions; Writing Lesson
4. Content Knowledge	Journal, Spelling Inventory; Sort Introductions; Literacy Analysis; Writing Lesson
5. Application of Content	Journal, Spelling Inventory; Sort Introductions; Writing Lesson
6. Assessment	Journal, Spelling inventory; Literacy Analysis
7. Planning	Journal, Sort Introductions; Literacy Analysis; Writing Lesson
8. Instructional Strategies	Journal, Spelling Inventory; Sort Introductions; Writing Lesson
9. Professional Learning and Ethical Practice	Journal, Literacy Analysis
10. Leadership and Collaboration	Journal, Literacy Analysis

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

ISTE NETS	ASSIGNMENTS
I. Technology Operations and Concepts	Writing Lesson
II. Planning and Designing Learning Environments and Experiences	Journal, Literacy Analysis
III. Teaching Learning and the Curriculum	Journal, Writing Lesson
VI. <i>Social, Ethical, Legal, and Human Issues</i>	Journal, Writing Lesson

Standards: ILA (http://www.literacy.org/resources/issues/reports/professional_standards.html)

I. Foundational Knowledge	Journal, Spelling Inventory; Sort Introductions; Writing Lesson; Literacy Analysis
II. Instructional Strategies and Curriculum Materials	Journal, Sort Introductions; Writing Lesson; Literacy Analysis
III. Assessment, Diagnosis and Evaluation	Journal, Spelling Inventory; Literacy Analysis
IV. Creating a Literate Environment	Journal, Sort Introductions; Writing Lesson

Required Texts

Anderson, C. (2018). *A teacher's guide to writing conferences: Grades K-8*. Heinemann

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (7th edition). Merrill.

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

Recommended Texts

- Blevins, W. (2017). *Phonics from A to Z: A practical guide*. Teaching Resources.
- Dorfman, L. R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through children's literature, K-6*. Stenhouse.
- Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Heinemann.
- Fountas, I.C. & Pinnell, G.S. (2017) *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching* (Expanded ed.). Heinemann.
- Fox, B. (2013). *Phonics and word study for the teacher of reading: Programmed for self-instruction* (11th ed.). Pearson.
- Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Heinemann.
- Seravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Heinemann.

Course Performance Evaluation

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. Failure to submit the assessment to 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 Blackboard submission, the IN will convert to an F nine weeks into the following semester. **The Literacy Analysis assignment described below serves as a performance-based assessment (PBA) for this course.**

****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.**

*****All subject to change with notification to students due to COVID-19 changes and restrictions.**

Assignments and/or Evaluations:

Course Performance Evaluation

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

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 Reading, Writing, Spelling Analysis.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman). APA format is expected. If you do not have a 7th 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

Participation Journal/Writer's Notebook	35%	Ongoing
Class Spelling Inventory Analysis	10%	September 23 rd
Sort Introduction	10%	September 30 th ; October 21 st
Writing Lesson	20%	November 4 th (plan); November 18 th (implement); December 2 nd (reflection)
Literacy Analysis	25%	December 9 th Interim dates noted on syllabus; (Final PBA submission)

Assignments and/or Examinations

1. Participation journal/writer's notebook 35%

It is expected that you attend all scheduled classes and field work outlined within the syllabus. As this class is fully online, participation is expected. Please ensure that your webcam and microphone are in good working order so that you can fully participate in synchronous classes. Video and audio participation are expected. 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 anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to login on time to synchronous classes** unless 48 hours advance notice has been provided to the instructor.

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. In addition, **you are expected to be prepared for each synchronous class**, which means having completed all assigned readings and tasks for that class. It is expected that you will refrain from other web use (social media, etc.) during synchronous classes. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

Your participation includes completion of all synchronous and asynchronous application activities. You will reflect on your learning at the end of each class session. You will keep a participation journal/writer's notebook where you will reflect at the end of each class and/or complete writing assignments. This journal will include a narrative explanation and reflection on your learning of course material and the class using the following prompts:

- 1) This week/today I learned...
- 2) A question I have is... or a comment I have is...

A primary focus of this course is to explore instructional techniques that support students' development as writers. The writer's notebook is a tool for writers. It is a place for you to capture ideas for writing. In this course, you will keep a writer's notebook. You will complete tasks outside of class to be entered into your Writer's Notebook. Each task will be discussed in class the week before it is due. Additional information will be provided in class.

Evaluation

Participation will be evaluated based on ongoing readiness, contribution, and reflection.

2. Classroom Spelling Inventory 10%

Spelling inventories are informative assessments that are easy to implement. They provide the teacher important information about students' language development. For this assignment, you will analyze a spelling inventory conducted in an elementary classroom. With the students' spelling inventories, you will complete a

Feature Guide for each student, a **Spelling-by-Stage Classroom Organization Chart**, and a **Classroom Composite**. Using this information, you will put students in word study groups, explaining the primary need of each group and the instruction you would use to meet this need. You will turn in the feature guide, the classroom organization chart, the classroom composite, and the groups with explanations of your grouping and instructional decisions. We will explain and model all of these in class.

Evaluation

The spelling inventory will be evaluated based on consistency with instructional methods taught in the course, appropriate evaluation and interpretation of data and mechanics.

3. Sort Introduction 10%

Using your graded spelling inventory assignment, select one of your student groups and identify a sort that meets their targeted needs. Plan an explicit sort introduction using techniques shared in class, including sound, pattern, and position explanations as well as declarative, procedural, and conditional knowledge. Then video-record yourself modeling your sort introduction and post your video on Blackboard. Write a justification of your sort choices and a reflection of your modeling. We will explain and model all of this in class.

Evaluation

The sort introduction will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

4. Interactive/Shared Writing Lesson 20%

Shared writing involves sharing some part/s of the writing process with students. Interactive writing is an activity that allows you to “share the pen” with students and compose writing together. In these activities, the teacher models writing. A real benefit of these instructional techniques is that they allow the teacher to provide immediate feedback and teaching. That is, the instruction you provide is responsive to the students’ actions, so you can provide immediate instruction that is right at their level (what they are “using but confusing”). Lessons should include technology. You will complete (and video record) your interactive/shared writing lesson with your placement class. The lesson should be 10-20 minutes. In addition to sharing your video, you will turn in your lesson plan and a reflection on the process, outlining what you learned from this experience. This will be discussed and modeled in class.

Evaluation

The writing lesson will be evaluated on consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. Post implementation reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

5. Literacy Analysis 25%

ACEI Standards Assessed: 2.1, 3.1, 4.0

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child’s literacy and the instructional program you would implement for that child based on the assessment. This analysis addresses content from both literacy classes (ELED 555 and ELED 556).

Spelling: Based on provided writing samples, information from the qualitative spelling inventory, and other provided data, identify the student’s developmental spelling level as well as the word study strategies the student uses. Supporting documents should be attached as appendices and cited in the text. Include a specific, research-based instructional plan.

Writing: Analyze three provided writing samples. Based on these samples you will assess the child’s writing ability and growth over time. This will include the developmental level as well as specific examples of their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Craft a concluding statement that synthesizes the provided spelling and writing data and justifies your instructional plans. Incorporate provided reading assessment information to access the literacy braid in your discussion.

Evaluation

Depth of analysis, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade.

See scoring rubric below.

Additional information will be provided in class.

Course Performance Evaluation Weighting: ELED 358

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
1-19	Participation/Writer’s Notebook	35%	Ongoing
2, 3, 10, 13	Classroom Spelling inventory	10%	September 23 rd
2, 3, 10, 13	Spelling Sort Introduction	10%	September 30 th October 21 st
1, 4, 5, 6, 8, 10, 12, 13, 14, 16	Shared/Interactive Writing Lesson	20%	November 4 th November 18 th December 2 nd
1, 2, 4, 6, 8, 11, 13	Literacy Analysis	25%	December 9 th

Grading Policies

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
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	

**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*

Professional Dispositions

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

Class Schedule

Dates & Topics	Assignments Due (Before Class Begins)
<p>1. Wednesday, August 26th (together)</p> <ul style="list-style-type: none"> • Getting to know ourselves as literate beings • Review ELED 555 • What do you want to learn in this course? KWL • Review Syllabus • Synchrony of Literacy Development 	<p>Obtain a notebook, scissors, and a glue stick that you can keep in your class materials. Add a pencil or pen with blue or black ink, and a pen with another color ink (think brights- you will use colored ink for revising and editing). You will need these items in each class.</p> <p>Review ELED 555 notes and assignments. Reflect on content (particularly stages of literacy development) and field experiences.</p>
<p>2. Wednesday, September 2nd (together)</p> <ul style="list-style-type: none"> • Course overview/syllabus discussion • Word Study principles and developmental approaches to word knowledge • Review of Literacy Stages • Assessment • Reading discussion groups 	<p>Have notebook, scissors, glue stick ready for in-class sorting</p> <p>Read WTW Chs 1-3; Review Zarillo Ch 7 (from 555) <i>Helman, L. (2005)</i>. (Bb)</p>
<p>3. Wed, September 9th (together)</p> <ul style="list-style-type: none"> • Emergent word knowledge development • Phonological awareness • Concept of Word (COW) • Emergent writing development • Reading discussion groups 	<p>Read WTW Chs 4-5; <i>Calkins & Ehrenworth (2016)</i>(Bb)</p> <p><i>Optional reading: Gerde, Bingham, & Wasik (2012); Flanigan, K. (2006). Daddy, where did the words go?</i></p> <p>Writer’s Notebook Entry: 2 pictures for emergents</p>
<p>4. Wednesday, September 16th (together)</p> <ul style="list-style-type: none"> • Beginner word knowledge development: Letter Name stage spelling • Writer’s workshop (introduction) 	<p>Have notebook, pens, scissors, glue stick ready for in-class sorting & writing</p> <p>Writer’s Notebook entry: 1 picture, 1 prompt for beginners</p> <p>Jigsaw reading: <i>Graham, S. & Hebert, M. (2010)</i> (Bb)</p>

<p>5. Wednesday, September 23rd (together)</p> <ul style="list-style-type: none"> • Beginner word knowledge, cont'd • Shared writing • Reading-writing connections • Word Walls 	<p>Read WTW ch 6; Anderson Ch 1; <i>Dollins (2016)</i> (Bb)</p> <p><i>Optional reading:</i> <i>Graham, Bollinger, Olson, D'Aoust, MacArthur, McCutchen, Olinghouse (2012).</i> <i>Harward et al., (2014)</i> <i>Morabito (2017)</i></p> <p>1. <u>Classroom Spelling Inventory Analysis DUE</u> 2. <u>Writer's Notebook entry</u></p>
<p>6. Wednesday, September 30th (together)</p> <ul style="list-style-type: none"> • Transitional word knowledge: Within Word pattern spelling • Writing Workshop & Daily Writing 	<p>Have notebook, pens, scissors, glue stick ready for in-class sorting & writing</p> <p>Read: WTW ch 7-8 and Zarillo Ch. 9</p> <p>1. <u>Writer's Notebook entry</u> 2. <u>Sort Introduction 1 DUE</u></p>
<p>7. Wednesday, October 7th (together)</p> <ul style="list-style-type: none"> • Writing Assessment • Conferences 	<p>Read: Anderson Ch 2; <i>Ward Parsons & Irish</i> print-rich chapter (Bb)</p> <p><i>Optional reading: DeFauw (2013)</i> <i>Kim & Covino (2015)</i> <i>Routman Ch 10</i></p> <p>1. <u>Writer's Notebook entry</u></p>
<p>8. Wednesday, October 14th (together)</p> <ul style="list-style-type: none"> • Intermediate word knowledge: Syllables and Affixes pattern spelling • Advanced word knowledge: Derivational Relations stage • 	<p>Have notebook, pens, scissors, glue stick ready for in-class sorting & writing</p> <p>Jigsaw reading: <i>Timmermans & Johnson (2017); Gibney (2012)</i> (Bb)</p> <p>1. <u>LA: Analyze student spelling sample</u> 2. <u>Writer's Notebook entry</u></p>
<p>9. Wednesday, October 21st (together)</p> <ul style="list-style-type: none"> • Advocating for high quality writing instruction • Print-rich classrooms 	<p>Read: Anderson Ch 3</p> <p><i>Optional: Routman Ch 11-12</i></p> <p>1. <u>Sort Introduction 2 DUE</u></p>
<p>10. Wednesday, October 28th (together)</p> <ul style="list-style-type: none"> • Genre studies • Narrative writing • Poetry writing • Memoir writing • Opinion and persuasive writing 	<p>Have notebook & pens ready for in-class writing</p> <p>Jigsaw reading: <i>Coskie, & Hornof (2013); Kara-Soteriou, Zawilinski, & Henry (2007)</i>(Bb)</p> <p>1. <u>LA: Analyze first student writing sample</u></p>

11. Wednesday, November 4 th (together)	Read: <i>Hessel & Greenberg (2007)</i> (Bb) 1. <u>Interactive/Shared Writing Lesson Plan DUE</u> 2. <u>Writer's Notebook entry</u>
12. Wednesday, November 11 th (together) <ul style="list-style-type: none"> • Informational writing • Critical literacy • Incorporating technology 	Have notebook, pens, scissors, & glue stick ready for in-class sorting & writing Jigsaw reading: <i>Van Sluys & Laman (2006)</i> (Bb) 1. <u>Writer's Notebook entry</u>
13. Wednesday, November 18 th (together)	Read: Anderson Ch 4 1. <u>Interactive/Shared Writing Lesson Implementation DUE</u>
14. Wednesday, December 2 nd (together) <ul style="list-style-type: none"> • Writing engagement and motivation • Revision techniques • Grammar 1 • Peer writing conferences 	Have notebook, colored pens, and a piece of draft writing ready for in-class activities 1. <u>Interactive Writing Lesson Reflection DUE</u> 2. <u>Writer's Notebook entry</u>
15. Wednesday, December 9 th (together) <ul style="list-style-type: none"> • Editing techniques • Publishing • Bringing it all together/course review <ul style="list-style-type: none"> • Synchrony of literacy development 	1. <u>Writer's Notebook entry</u> 2. <u>Revision practice in Writer's Notebook & online</u> 3. <u>LA complete DUE</u>

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

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/>

Guidelines for Literacy Analysis (ELED 556 PBA)

Due **December 2nd**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child’s literacy and the instructional program you would implement for that child based on the assessment. This analysis addresses content from both literacy classes (ELED 555 and ELED 556).

Spelling: Based on provided writing samples, information from the qualitative spelling inventory, and other provided data, identify the student’s developmental spelling level as well as the word study strategies the student uses. Supporting documents should be attached as appendices and cited in the text. Include a specific, research-based instructional plan.

Writing: Analyze three provided writing samples. Based on these samples you will assess the child’s writing ability and growth over time. This will include the developmental level as well as specific examples of their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Craft a concluding statement that synthesizes the provided spelling and writing data and justifies your instructional plans. Incorporate provided reading assessment information to access the literacy braid in your discussion.

Evaluation

Depth of analysis, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric below.

Assessment Rubric for Literacy Analysis ELED 556 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
The Writing Analysis includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data analyzed by the teacher candidate to identify the student's writing learning needs are analyzed, referenced, and included in the appendices.	4-4.4 Assessment data analyzed by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The Writing Analysis includes evidence of the child's level, strengths in form, function, and process.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)

<p>The Writing Instructional Plan is developmentally appropriate and pedagogically sound.</p>	<p>9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.</p>	<p>8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.</p>	<p>7-7.9 Instructional plan fails to address child's specific writing needs.</p>	<p>0-6.9 Lacks a writing instructional plan specific to the learner.</p>	<p>(Instruction ACEI 3.1 INTASC 7b CAEP 3d)</p>
<p>The Spelling Analysis includes evidence of multiple assessments and cites references and appendices.</p>	<p>4.5-5 Multiple and appropriate types of assessment data analyzed by the teacher candidate to identify the student's spelling learning needs are collected, referenced, and included in the appendices.</p>	<p>4-4.4 Assessment data analyzed by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.</p>	<p>3.5-3.9 Assessment data lacks references or appendices.</p>	<p>0-3.4 Lacks evidence of assessment data.</p>	<p>(Assessment ACEI 4.0 INTASC 6g CAEP 3a)</p>
<p>The Spelling Analysis includes evidence of the child's level and strategy use.</p>	<p>9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.</p>	<p>8-8.9 Assessment data includes evidence of learner's level and strategy use..</p>	<p>7-7.9 Spelling analysis is incomplete.</p>	<p>0-6.9 Lacks a spelling analysis.</p>	<p>(Development ACEI 1.0 INTASC 6c CAEP 2a)</p>

<p>The Spelling Instructional Plan is developmentally appropriate and pedagogically sound.</p>	<p>9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.</p>	<p>8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.</p>	<p>7-7.9 Instructional plan fails to address child's specific spelling needs.</p>	<p>0-6.9 Lacks a spelling instructional plan specific to the learner.</p>	<p>(Instruction ACEI 3.1 INTASC 7b CAEP 3d)</p>
<p>Conclusion synthesizing the complete analysis is included. Reading assessment information is incorporated to offer a complete picture of the learner's strengths and needs.</p>	<p>9-10 Conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.</p>	<p>8-8.9 Conclusion synthesizes analyses with instructional plans.</p>	<p>7-7.9 Conclusion lacks synthesis.</p>	<p>0-6.9 Lacks a conclusion.</p>	<p>(Assessment ACEI 4.0 INTASC 6g CAEP 3a)</p>
<p>Mechanics: The paper is coherent, proofread, well-organized, error free, and adheres to APA format.</p>	<p>4.5-5 Paper is coherent, well-organized, error free and adheres to APA format.</p>	<p>4-4.4 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.</p>	<p>3.5-3.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics,</p>	<p>0-3.4 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.</p>	<p>(Content ACEI 2.1)</p>

			usage, or APA.		
Total Weighted Score					

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#)

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby

permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
 - Additionally, CEHD course activities and assignments may regularly use web- conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be share with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students

are private and must not be shared.

- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
 - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course
- Locate and select the Help Center button on the LockDown Browser toolbar
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz
- Upon completing and submitting the practice quiz, exit LockDown Browser

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them

outside of your reach

- Clear your desk of all external materials not permitted — books, papers, phones, other devices
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted