

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

ELED 556.A04 – Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II  
3 Credits, Summer 2020  
MTWR/4:30-6:30 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 [select either a synchronous or an 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. 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](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](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/](http://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 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:

- 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	Sort Introductions; Reading, Writing, Spelling Analysis; Writing Lesson; Wikis
2. Learning Differences	Sort Introductions; Writing Lesson; Reading, Writing, Spelling Analysis
3. Learning Environments	Sort Introductions; Writing Lesson

4. Content Knowledge	Sort Introductions; Reading, Writing, Spelling Analysis; Writing Lesson; Wikis
5. Application of Content	Sort Introductions; Writing Lesson; Wikis
6. Assessment	Reading, Writing, Spelling Analysis
7. Planning	Sort Introductions; Reading, Writing, Spelling Analysis; Writing Lesson
8. Instructional Strategies	Sort Introductions; Writing Lesson
9. Professional Learning and Ethical Practice	Reading, Writing, Spelling Analysis
10. Leadership and Collaboration	Wikis, Reading, Writing, Spelling Analyses

*Standards: ISTE NETS*

*(<http://cnets.iste.org/teachstand.html>)*

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

*Standards: ILA ([http://www.literacy.org/resources/issues/reports/professional\\_standards.html](http://www.literacy.org/resources/issues/reports/professional_standards.html))*

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

### **Required Texts**

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

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Pearson. **\*from 555**

### **Recommended Texts**

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.

Ganske, K. (2013). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. (2<sup>nd</sup> edition). Guilford.

Heard, G. (2002). *The revision toolbox*. Heinemann.

### 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](http://writingcenter.gmu.edu/?page_id=177)

### Assignments

Participation	10%	Ongoing
Wikis	15%.	Dates noted on syllabus
Writer’s Notebook	10%.	Ongoing
Class Spelling Inventory Analysis	10%	6/8
Sort Introduction	10%	6/15
Writing Lesson (reflection)	20%	6/17 (plan); 6/22 (implement) 6/24
Reading, Writing, Spelling Analysis	25%	6/10; 6/15; 6/18; 6/30 (Final PBA submission)

### Assignments and/or Examinations

#### 1. Participation 10%

It is expected that you attend all scheduled classes and field work outlined within 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 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.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

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.

## **Evaluation**

Participation will be evaluated based on ongoing readiness and contribution.

### **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.

### **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.

### **4. Interactive Writing Lesson 20%**

Interactive writing is an activity that allows you to "share the pen" with students and compose writing together. In this activity, the teacher and the students model writing. A real benefit of this

instructional technique is that it allows 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 writing lesson with a small group of classmates. The lesson should be 10-15 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.

### **5. Writer's Notebook 10%**

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 participate in writer's workshop, which includes keeping a writer's notebook. Our writer's workshop will run like writer's workshop in elementary classrooms. I will model mini-lessons and conferences, and you will have time to write in class. You will complete weekly 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. You will take one piece of writing through the entire writing process: planning, drafting, revising, editing, and publishing. Additional information will be provided in class.

### **6. Reading, Writing, Spelling Analysis 25%**

#### **ACEI Standards Assessed: 2.1, 3.1, 4.0**

This is the programmatic **Performance Based Assessment** for ELED 555 and ELED 556. Each student should select a child to read with frequently in order to gather data on the child's reading ability, level, strategy use, and comprehension. Written analysis will include instructional decisions, as well as when and how that instruction would be provided.

Each student should also analyze at least three writing samples from the target child. Based on these samples, students will prepare an assessment of the child's writing ability, including ideas for further instruction.

Spelling should be evaluated based on writing samples as well as information from the qualitative spelling inventory. Instructional decisions should be outlined, including implementation.

Additional information will be provided in class.

Outcomes: 1, 3, 4, 7, 10, 12, 13

#### *Evaluation*

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade. (25%)

### **7. Wikis 15%**



During the course we will collaboratively create a set of wiki guides for various class topics. These guides will remain available to each member of the course as teaching tools for future use. Formats, topics, and structure will be discussed in class.

- **Other Requirements**

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 is expected.

- **Grading**

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/polices-procedures/>

## Class Schedule

Dates & Topics	Assignments Due (Before Class Begins)
<p>1. Monday, June 1 (Async)</p> <ul style="list-style-type: none"> <li>• Review ELED 555</li> <li>• What do you want to learn in this course? (Wiki- link will be emailed)</li> <li>• Review Syllabus</li> <li>• Synchrony of Literacy Development</li> </ul>	<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 Fall 2019 ELED 555 notes and assignments. Reflect on content (particularly stages of literacy development) and field experiences.</p> <p>Read WTW Chs 1-3; Zarillo Ch 7  <i>Optional: Helman, L. (2005). Using literacy assessment results to improve teaching for English-language learners. The Reading Teacher.</i></p>
<p>2. Tues, June 2 (synchronous)</p> <ul style="list-style-type: none"> <li>• Course overview/syllabus discussion</li> <li>• Word Study principles and developmental approaches to word knowledge</li> <li>• Review of Literacy Stages</li> <li>• Assessment</li> <li>• Reading discussion groups</li> </ul>	<p>Have notebook, scissors, glue stick ready for in-class sorting</p>
<p>3. Wed, June 3 (asynchronous)</p> <ul style="list-style-type: none"> <li>• Emergent word knowledge development</li> <li>• Phonological awareness</li> <li>• Concept of Word (COW)</li> <li>• Emergent writing development</li> <li>• Reading discussion groups</li> </ul>	<p>Read WTW Chs 4-5; RR Ch 1-4  <i>Optional reading: Gerde, Bingham, &amp; Wasik (2012); Calkins &amp; Ehrenworth (2016)</i></p> <p><i>Optional reading: Yopp, H.K., &amp; Yopp, R.H. (2000). Flanigan, K. (2006). Daddy, where did the words go?</i></p> <p>Writer's Notebook Entry: 2 pictures for emergents</p> <p>Wiki entry- link will be emailed</p>

<p>4. Thurs, June 4 (synchronous)</p> <ul style="list-style-type: none"> <li>• Beginner word knowledge development: Letter Name stage spelling</li> <li>• Writer’s workshop (introduction)</li> <li>• Craft v. Process</li> <li>• <b>RWSA: introduction</b></li> </ul>	<p>Have notebook, pens, scissors, glue stick ready for in-class sorting &amp; writing</p> <p>Writer’s Notebook entry: 1 picture, 1 prompt for beginners</p>
<p>5. Mon., June 8 (asynchronous)</p> <ul style="list-style-type: none"> <li>• Beginner word knowledge, cont’d</li> <li>• Shared writing</li> <li>• Reading-writing connections</li> <li>• Word Walls</li> </ul>	<p>Read RR Ch 5-10; WTW ch 6</p> <p>Jigsaw reading: Graham, S. &amp; Hebert, M. (2010); Dollins (2016)</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><b>1. Classroom Spelling Inventory Analysis DUE</b>  <b>2. Writer’s Notebook entry</b>  <b>3. Wiki entry- link will be emailed</b></p>
<p>6. Tues., June 9 (sync)</p> <ul style="list-style-type: none"> <li>• Transitional word knowledge: Within Word pattern spelling</li> <li>• Writing Workshop &amp; Daily Writing</li> <li>• Writing Assessment</li> <li>• Conferences</li> </ul>	<p>Have notebook, pens, scissors, glue stick ready for in-class sorting &amp; writing</p> <p><b>1. Writer’s Notebook entry</b>  <b>1. Sort Introduction 1 DUE</b></p>
<p>7. Wed., June 10 (async)</p>	<p>Read WTW ch 7-8; RR 10</p> <p>Jigsaw reading: Timmermans &amp; Johnson (2017); Gibney (2012)</p> <p><i>Optional reading: DeFauw (2013); Kim &amp; Covino (2015)</i></p> <p><b>1. RWSA: Analyze first student writing sample</b>  <b>2. Writer’s Notebook entry</b>  <b>3. Wiki entry- link will be emailed</b></p>
<p>8. Thurs, June 11 (sync)</p> <ul style="list-style-type: none"> <li>• Intermediate word knowledge: Syllables and Affixes pattern spelling</li> <li>• Advanced word knowledge: Derivational Relations stage</li> <li>•</li> </ul>	<p>Have notebook, pens, scissors, glue stick ready for in-class sorting &amp; writing</p> <p><b>2. Writer’s Notebook entry</b>  <b>3. Wiki entry- link will be emailed</b></p>

<p>9. Mon, June 15 (async)</p> <ul style="list-style-type: none"> <li>• Advocating for high quality writing instruction</li> <li>• Print-rich classrooms</li> </ul>	<p>Read RR Ch 11-12, Ward Parsons &amp; Irish print-rich chapter (Bb)</p> <p>Jigsaw reading: Coskie, &amp; Hornof (2013); Kara-Soteriou, Zawilinski, &amp; Henry (2007)</p> <p><b>1. Sort Introduction DUE</b>  <b>2. RWSA: Analyze second student writing sample</b></p>
<p>10. Tues., June 16 (sync)</p> <ul style="list-style-type: none"> <li>• Genre studies</li> <li>• Narrative writing</li> <li>• Poetry writing</li> <li>• Memoir writing</li> <li>• Opinion and persuasive writing</li> </ul>	<p>Have notebook &amp; pens ready for in-class writing</p> <p><b>1. Wiki entry- link will be emailed</b></p>
<p>11. Wed., June 17 (async)</p>	<p>Jigsaw reading: Van Sluys &amp; Laman (2006); Helsel &amp; Greenberg (2007)</p> <p><b>1. Interactive Writing Lesson <i>Plan</i> DUE</b>  <b>2. Writer’s Notebook entry</b></p>
<p>12. Thurs., June 18 (sync)</p> <ul style="list-style-type: none"> <li>• Informational writing</li> <li>• Critical literacy</li> <li>• Incorporating technology</li> </ul>	<p>Have notebook, pens, scissors, &amp; glue stick ready for in-class sorting &amp; writing</p> <p><b>1. Writer’s Notebook entry</b>  <b>2. RWSA: Analyze third student writing sample</b>  <b>3. Wiki entry- link will be emailed</b></p>
<p>13. Mon., June 22 (async)</p>	<p>Jigsaw reading: TBA</p> <p><b>1. Interactive Writing Lesson <i>Implementation</i> DUE</b></p>
<p>14. Tues., June 23 (sync)</p> <ul style="list-style-type: none"> <li>• Writing engagement and motivation</li> <li>• Revision techniques</li> <li>• Grammar 1</li> <li>• Peer writing conferences</li> </ul>	<p>Have notebook, colored pens, and a piece of draft writing ready for in-class activities</p> <p><b>1. Writer’s Notebook entry</b>  <b>2. Wiki entry- link will be emailed</b></p>
<p>15. Wed., June 24 (async)</p>	<p>Jigsaw reading: TBA</p> <p><b>1. Interactive Writing Lesson <i>Reflection</i> DUE</b>  <b>2. Writer’s Notebook entry</b>  <b>2. Revision practice in Writer’s Notebook &amp; online</b></p>

16. Thurs., June 25 (sync) <ul style="list-style-type: none"> <li>• Grammar 2</li> <li>• Editing techniques</li> <li>• Publishing</li> </ul>	Have notebook, colored pens, and a piece of draft writing ready for in-class activities (different draft than 6/24 class)
17. Mon., June 29 (async)	<b>1. Work on RWSA</b>  <b>2. Writer's Notebook video conferences (sign up)</b>
18. Tues., June 30 (sync) <ul style="list-style-type: none"> <li>• Bringing it all together/course review</li> <li>• Synchrony of literacy development</li> </ul>	<b>1. RWSA complete DUE</b> Course Feedback

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](mailto: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](mailto:titleix@gmu.edu).

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