

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

**Concentration
Teaching Culturally & Linguistically Diverse and Exceptional Learners**

**EDRD 515-DL1/6F1 CRN 74741/83344
Language and Literacy in Global Contexts
3 Credits, Fall 2020**

Synchronous and Asynchronous

Online, Synchronous on Tuesdays at 7:30 pm on 8/25, 9/29, 10/20, 11/10, 12/15

Synchronous Meeting at 7:30 on 9/1 with Anne Driscoll Melville

Meetings will use Zoom. I will send you a link the night of class

Instructor: Karen Banks, Ph.D.
Email: kbanks@gmu.edu
Office Hours: By appointment
Office Location: Thompson 2604, Fairfax Campus
Course dates: 8/24 to 12/16
Office Number: 703 620-1297
Meeting Time: New unit begins every Tuesday and ends every Monday.
Meeting Location: Blackboard (<https://mymasonportal.gmu.edu>)

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>

Prerequisites/Corequisites

None

University Catalog Course Description

Focuses on the relationship of language to reading and the connection between language structure and how we learn to read. Examines theories of language acquisition, the complexity of language development, and that of the reading process are examined. Explores key factors that influence and enhance language learning and development. Introduces literacy instruction and literacy assessment for all learners. Explores sociocultural perspectives on literacy. (NOT THIS SEMESTER Requires 15 hours of PK-12 classroom fieldwork.)

Course Overview

Not applicable

Course Delivery Method

This course will be delivered fully online using an synchronous and asynchronous format via the Blackboard learning management system (LMS) and Zoom, housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on August 18, 2020.

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 required undivided attention to course content and communication.

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

Nature of the course

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

Technical Requirements

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

High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard). 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 plug-ins for PCs and Macs, respectively, are available for free download:

- o Adobe Acrobat Reader: <https://get.adobe.com/reader/>
- o Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
- o Apple Quick Time Player: www.com/quicktime/download/

Expectations

Course Week:

This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Tuesdays** and **finish on Mondays**.

Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week.

Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines and due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or What's App. 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 offences. *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 the George Mason University Disability Services.

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

Learner Outcomes or Objectives

This course is designed to enable students to:

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

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

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

CAEP K-6 Elementary Teacher Preparation Standards

STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

STANDARD 4 – Supporting Each Child’s Learning Using Effective Instruction. Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

TESOL/CAEP Standards:

Standard 1: Knowledge about Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas.

1a Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as languages for ELs.

Standard 2: ELs in the Sociocultural Context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELs as supported by research and theories. Candidates investigate the academic and personal characteristics of each EL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELs' strengths and needs.

2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELs.

2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELs.

2c Candidates devise and implement methods to understand each EL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELs.

2d Candidates devise and implement methods to learn about personal characteristics of the individual EL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

Standard 3: Planning and Implementing Instruction

Candidates plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction.

Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELs.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELs in the content areas.

3b Candidates instruct ELs using evidence-based, student-centered, developmentally appropriate interactive approaches.

Standard 4: Assessment and Evaluation

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency

assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELs, and ELs' families.

4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determine language and content learning goals based on assessment data.

Standard 5: Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELs, advocating for ELs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

INTASC Standards:

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

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

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

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

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

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

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

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

ACTFL Standards:

Standard 2.1: Students demonstrate an understanding of the relationship between the

practices and perspectives of the culture studied

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

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

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

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

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

F. Teaching methodologies and the support of learning

G. Differentiated teaching strategies

H. Selection and evaluation of teaching and learning materials

I. The principles of assessment

N. The principles of reflective practice

And aligns with the **IB Programme Standards and Practices**

03. Culture

04. Learning

Required Texts:

Herrera, S. G, Perez, D. R., & Escamilla, K. (2015). 2nd Edition. *Teaching reading to English language learners: Differentiating literacies*. New York, NY: Pearson.

Moats, L.C. (2020). *Speech to print: Language essentials for teachers*. 3rd Edition. Baltimore, MD Paul H. Brookes Publishing Co.

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

Resources Available on Blackboard (Bb):

Additional Required Readings will be posted on Bb under Course Content.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard). Grades are posted in Grade Center.

Assignments and/or Examinations

All assignments should be turned in on the due date indicated in the schedule below via Blackboard in Assignments. The submission deadline for assignments is 11:59 pm EST

of the due date indicated for each assignment. All projects must be typed in a legible 12-point font, with one-inch margins. Writing quality (including mechanics, organization and content) is figured into the overall points for each writing assignment, so please proofread carefully. *Late papers and projects will not be accepted without penalty, except in extraordinary circumstances.*

| Assignment | Percent of Final Grade | Outcomes Addressed | Due Date |
|--|------------------------|--------------------|--------------------------|
| Participation | 10 | All | Throughout class |
| Discussion Board Moderator | 10 | All | Once during the semester |
| Reading Responses | 15 | All | 9/22; 10/13; 10/27 |
| Creating a Culture of Literacy | 15 | 1, 2, 3, 5 | 11/3 |
| Independent Reading Project | 15 | 1, 2 | 11/24 |
| Field Experience Log NOT THIS SEMESTER | S/U | All | |
| Draft of Student Literacy Study | 5 | All | 12/1 |
| Student Literacy Study | 30 | All | 12/8 |

Other Requirements

NOT THIS SEMESTER

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

NOT THIS SEMESTER Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field**

experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

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

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

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

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

NOT THIS SEMESTER

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

| | Status of Student Work | |
|---|------------------------|--------------|
| | S | U |
| Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature. | Complete | Not Complete |

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

Grading

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

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

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

See the University Catalog for details:

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

Honor Code & Integrity of Work

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

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 15 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.*

Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation, Covid) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

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

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence.

Students with two or more absences will not receive credit for the course.

Incomplete (IN)

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

Core Values Commitment

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

Course Assignments Descriptions

Each assignment is described below. Evaluation criteria for the Performance-Based Assessment in this course is located at the end of the syllabus. **Faculty reserves the right to alter the schedule as necessary, with notification to students.**

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. **These can be found on the syllabus link in Bb. The field work log, must be uploaded into Bb-TK20 by midnight of the last class. (NOT THIS SEMESTER)** All projects must be typed, in a legible 12-point font, with one-inch margins and double-spaced unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. *Late papers and projects will not be accepted without penalty (20% of the grade) except in extraordinary circumstances.*

Note: It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.

DETAILED ASSIGNMENT INFORMATION

1. Discussion Board Participation (10%)

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

- Questions requiring reflection/extension on the weekly readings will be posted on Tuesdays.
- Deadline for responses to questions is: **Saturday 11:59pm EST**. This post is different from the post from the Moderator, and is a check for understanding on selected readings in course content.

2. Discussion Board Moderator (10%)

Db Moderators will be taking turns to guide and extend discussions on topics from the weekly units. I will post the first discussion topic and lead the first discussion. Good discussion responses tend to be about 150 words. Moderators will ensure that all posted responses to posed questions by class members are responded to, with constructive comments that extend the conversation. Moderators must post discussion questions by **Tuesday 11:59 EST**. Classmates must post a response by **Friday 11:59 EST** and Moderators must respond by **Monday 11:59 EST**. Class members will choose a date from the course syllabus to lead the discussion. There is a Db link so you can state your choice.

3. Reading Responses (15%)

Writing about what you have read is a useful way to synthesize your learning. In the reading responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about literacy development and instruction. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. While the response should provide evidence that you did the reading **it should not simply be a summary of the readings**. The response is an opportunity to demonstrate your careful reading of the assigned texts; it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete **six (6)** reading responses, and you

may pick and choose which readings to which you wish to respond. Responses should be one page and in a legible 12-point font. Use the Literature Circle roles posted in Bb to guide your summary.

4. Creating a Culture of Literacy (15%)

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

Creating a Culture of Literacy Rubric

15 points total

| Criteria | Exemplary 3 pts | Accomplished 2 pts | Developing 1 pts | Not acceptable 0 pts |
|------------------------------|--|---|---|---|
| Connection to course content | Ideas expressed in paper are accurately connected to the content learned in the course. The classroom practices described show deep understanding of course content. | Ideas expressed in paper are not always connected to the content learned in the course. The classroom practices described show understanding of course content. | Ideas expressed in paper are not connected well to the content learned in the course. The classroom practices described show some misunderstanding of course content. | Ideas expressed in paper are not connected to the content learned in the course. The classroom practices described do not show understanding of course content. |

| | | | | |
|--------------------------------|---|---|---|---|
| Connection to teaching context | Classroom practices described are all connected to/appropriate for the specified teaching context. | Classroom practices described are mostly connected to/appropriate for the specified teaching context. | Classroom practices described are somewhat connected to/appropriate for the specified teaching context. | Classroom practices described are not connected to/appropriate for the specified teaching context. |
| Clarity of explanation | Provides clear and detailed explanations for how the classroom practices are implemented. | Provides reasonably clear explanations for how the classroom practices are implemented, but some important details are missing. | Provides some clear explanations for how the classroom practices are implemented, but many important details are missing. | Does not provide clear and detailed explanations for how the classroom practices are implemented. |
| Variety of resources | Utilizes one's own creativity and includes additional sources of ideas from field experience and other resources (e.g., articles, videos, websites, teacher blogs). | Includes additional sources of ideas from field experience and other resources (e.g., articles, videos, websites, teacher blogs). | Includes additional sources of ideas from field experience. | Solely relies on classroom texts, webpages, videos, etc. as sources of ideas. No mention of field experience or additional resources. |
| Accuracy (includes APA format) | Paper is formatted correctly and has no errors. | Paper has some format issues and some errors. | Paper has many format issues and many errors. | Paper not formatted correctly and has many errors. |

5. Independent Reading Project (15%)

Each student will select a current text in the field of literacy education and create a book review. The purpose of the book review is to examine how the concepts and ideas of literacy are portrayed in contemporary and seminal literature. Texts must be pre-approved by the instructor, and only one student may review a given text. The book reviews, when completed, will be posted online on Blackboard, so that all participants in the class will have the opportunity to get a quick glimpse of the text and perhaps find additional texts on the subject that they wish to read.

6. NOT THIS SEMESTER Fieldwork Log and Evaluation (S/U)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

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

7. Draft Student Literacy Project (5%)

It is helpful to get peer feedback on projects. Be prepared to share the project draft on Db to receive peer feedback. Each student should receive feedback from two classmates. Drafts must be posted on Db by 12/1 and feedback needs to be posted by 12/4.

6. Student Literacy Project (30%) NOT A PBA THIS SEMESTER

The purpose of the study is to begin to learn about literacy learners in a holistic sense; it provides the student with an opportunity to learn about one student, the community in which he/she lives, and how the student views him/herself as a literacy learner.

NOT THIS SEMESTER Students will conduct interviews, perform reading inventories, and engage the learner in developmentally appropriate literacy activities. It is important to note that these activities are introductory in nature. Each student will be required to select a child or adolescent with which to work for this project. It is important to begin planning for your Student Literacy Study very early in your Field Experience in order to complete sufficient activities and observations with your target student. The Student Literacy Study will count for **35%** of your final grade.

Guidelines for Student Literacy Study

Current description in the syllabus:

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

ADJUSTMENT OF ASSIGNMENT:

You are not expected to have gathered substantial data during your field placement, since the placements were cancelled. Please, instead, substitute a “composite student” of your own creation. Use any observations you may have collected during your time in the classroom, descriptions of students presented in Herrera, et al, any images you may have of students/their home and community environment, etc., you have seen/worked with, to guide you. Then, describe hypothetically how you could collect data from that student, what that data may tell you about the student, and what you could do to instruct that student.

You can then follow the rest of the description of the project from the syllabus.

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

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

All reports must use pseudonyms (fictitious names) to protect the confidentiality of the school, parent, student, and teacher. At no point should anyone be able to identify the

student or school. Your final report will be given directly to your instructor; no copies should be distributed or disseminated.

Each case study will include the following:

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

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

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

NOT THIS SEMESTER

Each student is required to complete a minimum of 15 hours of fieldwork. Your fieldwork should provide your evidence for your Student Literacy Study. *If you cannot use your fieldwork site to complete your Student Literacy Study, then you will need to arrange other opportunities to complete your Student Literacy Study.*

EDRD 515 PBA Language and Literacy in Global Contexts

Student Literacy Study Rubric (30%)

| Criteria/Level | Exceeds Standards 5 | Meets Standards 4 | Approaches Standards 3 | Not Met 2-0 |
|--|--|---|---|--|
| Description of the student CAEP K-6 1 TESOL 2 | Description of the student gives a comprehensive picture of the student | Description of the child gives a clear picture of the student | Description of the child gives an incomplete picture of the student | Little to no description of the student is provided |
| Socio-cultural context CAEP K-6 1 TESOL 2 | Provides a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status | Provides a satisfactory description of the family, school, community and culture, including language and socio-economic status | Provides a limited description of the family, school, community and culture, including language and socio-economic status | Description of sociocultural background is vague and unclear |
| Student attitude and response to reading TESOL 1b CAEP K-6 2 | Provides a clear and descriptive picture of the student's attitude towards reading with strong evidence to support the analysis | Provides a mostly clear and descriptive picture of the student's attitude towards reading with ample evidence to support the analysis | Provides a limited description of the student's reading attitude with some evidence to support the analysis | Provides little to no description of the student's attitude towards reading and/or provide little to no evidence to support the analysis |
| Summary of the student's reading profile CAEP K-6 3 TESOL 4b | Provides a clear and robust description of the student as a reader and writer, and provides an in-depth description of the student's strengths and areas | Provides a clear description of the student as a reader and writer, and provides a full description of the student's strengths and | Provides a limited description of the student as a reader and writer, and provides limited description of the student's strengths and areas for | Lacks a clear description of the student as a reader and writer, and/or provides little to no description of the student's |

| | for improvement in reading and writing | areas for improvement in reading and writing | improvement in reading and writing | strengths and areas for improvement in reading and writing |
|--|--|---|--|--|
| <p>Recommendations for literacy development</p> <p>CAEP K-6 4</p> <p>TESOL 3, 4b</p> | Thoroughly and effectively describes the connection between collected data and literacy development recommendations that are supported by research | Satisfactory description between collected data and literacy development recommendations that are supported by research | Provides a limited description of the relationship between data collected and literacy development implications supported by some research | Description is vague and unclear. No clear research support is given for literacy development implications |
| <p>Process Reflection</p> <p>TESOL 5C</p> | Demonstrates in-depth and comprehensive reflection on the student literacy study experience | Demonstrates a satisfactory reflection on the literacy study experience | Demonstrates a limited reflection on the literacy study experience | Demonstrates little or no reflection on the literacy study experience |
| <p>Overall:</p> | Individual case study is comprehensive and presented in a professional and timely manner | Individual case study is clearly presented in a professional and timely manner | Individual case study is incomplete but presented in a professional and timely manner | Individual case study is incomplete and not presented in a professional or timely manner |

NOT THIS SEMESTER

Field Experience Record

To the Mentor Teacher/Supervisor:

The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 15 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below. We appreciate your willingness to mentor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact dvrтч@gmu.edu.

| | |
|--------------|--|
| Student Name | Mentor Teacher/ Supervisor Name |
| Gnumber | School Name |
| Course | School Location |
| Semester | Grade or Subject |

| Date | Grade | Activity Related to Performance Based Assessment | Number of Hours |
|-------------|-----------------------|---|------------------------|
| 1/23/16 | 5 th Grade | Met with teacher to co-plan lesson | 1 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Student's Signature: _____ Date: _____

Mentor/Supervisor Signature: _____ Date: _____

Date Class Schedule

| | |
|------------------------------|---|
| 8/25 | <p>Introductions and discussion of teaching experience What do you want to learn?</p> |
| *Synchronous Meeting 7:30 | <p>Review syllabus and assignments Assignment: Complete Language Knowledge Survey then establish personal goals Synchronous overview discussion of Herrera, et al Ch 1; Moats Ch 1</p> |
| 9/1 | <p>Identify moderator dates</p> |
| *Synchronous Meeting 7:30 | <p>Discuss personal goals Library Orientation with Anne Driscoll Melville</p> |
| 9/8 | <p>Teaching CLD students Theories of Multilingual Development Post a data-based research article from GMU databases Review literature circle roles for discussing research articles, then choose a role and analyze the article from that role view, then respond to a peer's article using one of the 4 roles Db Discussion: Herrera, et al, Ch 2 Moderator led discussion on Db</p> |
| 9/15 | <p>Phonemic Awareness and Phonics instruction Develop a glossary of terms Db Discussion: Herrera, et al, Ch 3 and 4; Moats, Ch 2 and 3 Moderator led discussion on Db</p> |
| 9/22 | <p>Strategies to build vocabulary Reading Response (I) DUE on Db Discussion: Herrera, et al, Ch 5 Db discussion of Reading: Assigned articles on Bb Moderator led discussion on Db</p> |
| 9/29 | <p>Strategies to build reading comprehension</p> |
| *Synchronous Meeting 7:30 | <p>Synchronous Discussion: Herrera, et al, Ch 6 Moderator led discussion on Db</p> |
| 10/6 | <p>Fluency in Reading Discussion: Herrera, et al, Ch 7 Db discussion of Reading: Assigned articles on Bb Moderator led discussion on Db</p> |
| 10/13 | <p>Two self-selected data-based research articles from GMU databases Reading Response (II) DUE on Db Use at least two literature circle roles to summarize Moderator led discussion on Db</p> |

- 10/20 Assessment of reading comprehension, running records
Db discussion of Reading Herrera, et al, Ch 9
Complete Dyslexia Module and submit certificate
Moderator led discussion on Db
- 10/27 What is a culture of literacy? Who contributes? How?
Reading Response (III) DUE on Db
Db discussion on Reading: Assigned articles posted on Bb
Moderator led discussion on Db
- 11/3 Supporting writing skills
Creating a Culture of Literacy Project DUE
Db discussion on Reading: Assigned articles posted on Bb
Moderator led discussion on Db
- 11/10 Building spelling skills
*Synchronous Meeting 7:30 Complete spelling inventory for a student, use Moats Appendix A and post on Bb
Db discussion: Moats, Ch 8
Synchronous discussion on Reading: Assigned articles posted on Bb
Moderator led discussion on Db
- 11/17 Using poetry with English learners
Db discussion on Reading: Assigned articles posted on Bb
Moderator led discussion on Db
- 11/24 Explore online resources to support instruction
Independent Reading Project DUE
Moderator led discussion on Db
- 12/1 **Draft of Student Literacy Project DUE**
Provide peer feedback on draft projects by 12/4
- 12/8 **Student Literacy Project DUE**
Db sharing about what was learned
- 12/15 **Share your favorite children's literature book on Bb**
*Synchronous Meeting 7:30 Synchronous presentation of literature books
Wrap Up

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- **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 information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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