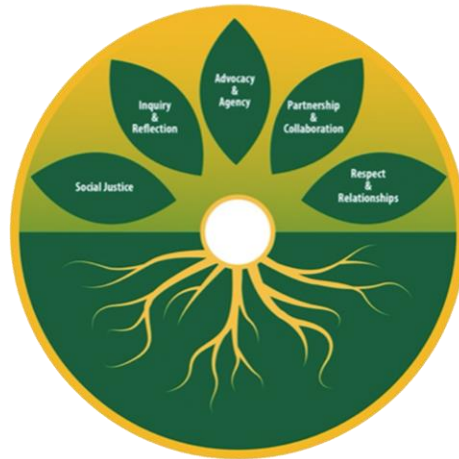**George Mason University**
College of Education and Human Development
Secondary Education Program

SEED 669-004
Advanced Methods of Teaching English in the Secondary School (3 Credits)
Spring 2021

Monday, 4:30-7:10 pm
Innovation Hall 131 & Online via Zoom

Instructor: Michelle Lague
Office Hours: By Appointment
Office Location: Thompson Hall 1800
Email: mlague@gmu.edu

Prerequisites:

SEED 569: Methods of Teaching English in the Secondary School and SEED 522: Foundations of Secondary Education. 15 hours school-based field experience required.

Corequisites:

EDRD 619: Literacy in the Content Areas.

Course Overview

Continuation course in methods (SEED 569). Guides students in working effectively with national and local standards for teaching secondary English.

Course Delivery Method

This course will be delivered using a hybrid (approximately 50% synchronous online sessions + 50% face-to-face sessions) format. Please note that our class will meet face-to-face on the Fairfax campus for **six** class sessions, and via Zoom for **seven** sessions. Individual writing/instruction conferences will also be held across the semester.

Face-to-Face meetings: In-person attendance is required on **January 25; February 1 and 22; March 22; and April 12 and 26.**

Synchronous, individual and small group meeting times and/or discussion online will be required on the following dates: **February 8 and 15; March 1, 15, and 29; April 5 and 19.**

During class meetings there will be large group, small group, and individual activities. Your GMU email address is required for communication with the course instructors and must be active by the first week of class. Please inform me of any accessibility issues the first day of class. In general, we will engage in four activities during our time together:

1. Mini-lectures, activities, and discussions related to English instructional methods led by the instructor and course participants and supported by the course texts and other selected readings.
2. Discussions of the week's readings led by the course instructor and course participants.
3. Small group meetings in which students concentrate on selected activities and readings, providing feedback and support for each other's lesson plans and projects.
4. Individual, small group, and whole group meetings to engage in writing conferences and discuss readings, teaching planning efforts, class projects, and clinical experiences.

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching skills.

This course will be delivered online using synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class.

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. See a list of Blackboard's supported browsers here. See a list of supported operating systems on different devices here.
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader
    - Windows Media Player:
    - Apple Quicktime Player

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 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 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.

Professional Standards

This course focuses on best practices in English education including the use of technology and meeting the needs of diverse learners and English language learners as called for by the Standards of Learning (SOLs) for Virginia Public Schools and English/language arts standards as outlined by National Council of Teachers of English (NCTE).

NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12
Approved October 2012

Content Knowledge

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

> Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

> Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

> Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

> Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

> Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

> Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Content Pedagogy: Planning Composition Instruction in ELA

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Learners and Learning: Implementing English Language Arts Instruction

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Professional Knowledge and Skills

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Relationship to Program Goals and Professional Organizations

SEED 669 is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage the integrated study of language arts. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing diverse learners as called for by the *Standards of Learning for Virginia Public Schools* and *National English Education Standards* and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA).

Required Texts

Christenbury, L., & Lindblom, K. (2016). *Making the journey: Being and becoming a teacher of English language arts* (4th ed.). Heinemann. ISBN 978-0325078212

Gallagher, K., & Kittle, P. (2018). *180 days: Two teachers and the quest to engage and empower adolescents*. Heinemann. ISBN 978-0325081137

Martel, Y. (2009). *Life of pi*. Canongate Books.

Moon, B. (2001). *Studying Poetry: Activities, resources, and texts.* Urbana, Ill: National Council of Teachers of English. ISBN 978-0814148501

Recommended Texts

Foster, T. C. (2012). *How to read literature like a professor*: *A lively and entertaining guide to reading between the lines.* HarperCollins Publishers.

Students should consider obtaining a student membership to the National Council of Teachers of English and/or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

Course Performance Evaluation

Students are expected to submit all assignments on time. All written work must be typed, double-spaced, in 12 pt. font, with 1-inch margins, and must be submitted electronically. All projects are due by midnight (Eastern time) on the day of the given course session.

Course Grading

Assignment	Point Value
Attendance & Participation	20
Wonder Notebook	15
Lesson of the Week	5
Literature Response Group Project	15
Clinical Experience Project	15
Unit Plan	30

Course Assignments

Participation (20 points)

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Students are expected to complete assignments and readings before class, attend all classes, arrive on time, fully engage in class activities and discussions, and stay until the end of class. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants.

Note: You are expected to be in class-- virtually or face-to-face --during the entirety of our synchronous sessions. You are expected to have your camera on, to mute your microphone responsibly, and to use the chat options for course purposes (e.g., an alternative means of participation, to ask questions, etc) or when directed as part of course activities. If you are unable to keep your camera on consistently in class, please communicate with me (whether it is due to poor connection or other reasons -- you are not required to give a reason). **If you anticipate any issues or have concerns about these expectations please contact me as soon as possible.**

Lesson of the Week (5 points)

During each virtual class session, a pair of students will facilitate a 10-15 minute "Lesson of the Week" guiding us through analyzing a short text (or "text") relating to our unit/weekly theme. Lessons should be discussion-based and/or highly interactive and should be used as an opportunity for our class to explore a variety of strategies, genres, and virtual tools. **Lessons should also reflect at least one of the assigned readings due on the presentation class session.**

Texts could include, but are not limited to essays, short stories, poems, videos, podcasts, speeches, news or research articles, infographics, comics, or other *complex* visuals, etc.

All texts must take 20 minutes or less to read or watch. At least one week prior to the presentation date, students should send any texts that need to be read ahead of class to the instructor for distribution.

Additionally, on the presentation day, those presenting must **provide a one-page handout** to the instructor and classmates detailing the strategies used in their lessons, components of the readings referenced, and any research-based practices employed. References should be included in APA format. More information will be provided in class.

Wonder Notebook (15 points)

Field Experience notes, learning reflections, and assignments -- some completed in class and others as homework -- will enable students to explore and/or practice the ideas presented in class sessions and in the required readings. These assignments should reflect a careful consideration of the course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today's secondary classrooms. Wonder Notebook assignments should be brought to all class sessions; they will be used as the basis of class discussions and activities and will be shared periodically with classmates and the instructor. **Your Wonder Notebook should include sections for (1) Field experience observation notes and reflections, and (2) Reflections on assigned course readings.**

In the **Field Experience** section of your **Wonder Notebook**, please consider the following questions as *possible* foci for observation and reflection:

- **Curriculum and Instruction in Writing**. Write a brief description of the approach to the teaching of writing used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the writing curriculum described? What strategies are recommended? What approach to the teaching of writing seems to be reflected in the document? (b) Discuss with your cooperating teacher his/her own approaches to writing instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a writing lesson/activity. Observe the teacher's instructional procedures very

carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.

- **Student Writing**. Arrange one of the teachers in your field placement to read through a class set of student writings. (a) Describe the content of the writing: what was the assignment? How much time, in-class, and/or at-home, was allotted for writing? What format/genre of writing was done? Are these drafts or revised versions? (b) Based on what you see in these papers, assess the strengths and needs of these student writers. What do these student writers do well? What difficulties are evident in their writing? Using what you have learned from your reading about writing instruction, try to identify patterns in the student writing. What instructional "next steps" would you recommend for these writers? (c) How does this teacher record/evaluate student writing? (If the cooperating teacher approves it and provides guidelines, try responding to or grading the student writing. (d) Make a copy of at least one student paper (with the students' names deleted), and try writing comments on it.
- **Curriculum and Instruction in Reading/Literature**. Write a brief description of the approach to the teaching of reading/literature used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the literature curriculum described? What strategies are recommended? What approach to the teaching of reading/literature seems to be reflected in this document? (b) Discuss with your cooperating teacher his/her own approaches to literature instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a reading/literature lesson/activity. Observe the teacher's instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.
- **Works of Literature in the Curriculum**. What works of literature are included as part of the curriculum at your assigned school? Who teaches what books at what grade level? In order to get a sense of the literature taught at your assigned school, ask for a copy of the departments' book list, browse the English department's book room, and/or interview the department chair and/or your cooperating teacher. Are there any newly-purchased books? If so, what are they and how/why were they selected? Are multicultural works included in the curriculum? How about adolescent literature? How many works are assigned each academic year? How often do students read self-selected works?
- **Online Learning**. Due to the unprecedented COVID-19 pandemic, most classes are being conducted virtually this school year. How have the teacher(s) and students you are observing this semester adapted? What specific instructional strategies are teachers employing? What is working or NOT working online? How are students' and teachers' emotional, mental, and social needs being met or NOT being met in the online environment? With the appropriate permissions, you may want to speak directly with students and school staff about their experiences with online learning.

In the **Field Experience section of your Wonder Notebook**, you are required to take notes on four or five areas of foci which can be self-selected or derived from the list of suggested areas.

- Observations you made about the teacher's role in facilitating student learning during the time when you were observing.
- Observations about classroom community building and classroom management.
- Interesting things you learned about student learning/thinking through your work with the students *prior* to you leading an aspect of instruction.
- New, effective, or ineffective approaches to differentiation, discourse, or assessment that you observed prior to you leading an aspect of instruction.
- Integration of social/emotional learning in the classroom.
- Observations about how students and teachers adapt to the online environment.

Number of entries will depend on your area of foci (e.g., if one of your areas of foci is "Curriculum and Instruction in Writing," you might need multiple entries to gather information related to your school's writing curriculum, your cooperating teacher's approach to writing, and observations of writing lesson plans but if your area of focus is "Teacher Interview" you might be able to complete the entry in a single sitting).

Literature Response Group Project (15 points)

You will collaborate with your group members (3-4 members per group) to complete the following: You will collaborate with your group members (3-4 members per group) to complete the following three tasks, which you will present during an in-person class session:

1. Conduct a 15-minute literature circle on assigned chapters of the text *Life of Pi* in class, which should include completed lit. circle notes on assigned/selected responsibilities and perceptive and thoughtful contributions to the discussion. The notes will be collected after the presentation.
2. Design and implement a 15-20 minute segment of a lesson plan (not a summary of the lesson); the segment should include one instructional strategy (examples - peer collaboration, close reading, fishbowl, discussion, think-pair-share) a writing activity (examples - journaling, prompt response, collaborative writing, reflective commentary) OR a formative assessment (writing activity/strategy can be used as one of the formative assessments). The lesson should focus on critical discourses and exploration of essential questions, overarching themes, plot elements, cultural and historical milieu, and global issues in the assigned chapters. Turn in a written/outline version of your lesson plan for a full 90-minute block. The lesson is not related to your unit plan lessons; it is derived from your assigned chapters of *Life of Pi.*
3. An original, self-selected final assessment for *Life of Pi* that the group completes prior to their presentation day to share after the lit. circle. This should be a meaningful,

technology-based artifact that you could ask future secondary students to produce during a unit. Ideas should be discussed with the instructor prior to the presentation.

You are required to turn in an electronic copy of the lesson plan (one per group) as well as completed lit. circle notes (handwritten or typed) on assigned/selected responsibilities on the day of your presentation. **The entire presentation should not exceed 45 minutes**.

Clinical Experience Reflection Project (15 points)

The Clinical Experience Reflection Project contains **three parts**: (1) Planning and teaching a short lesson in your clinical experience classroom; (2) Interviewing your mentor teacher; and (3) A written reflection focused on your clinical experience as a whole. **You will turn in an outline of your lesson plan and a 3-5 page written reflection -- or 10-15 slide narrated presentation -- in which you describe your takeaways from teaching the lesson, interviewing your mentor teacher, and your clinical experience as a whole.**

1. **The Lesson Plan:** During your clinical experience, you will work with your mentor teacher to develop a 15-30 minute lesson or discussion facilitation strategy, which you will implement in the classroom. You may teach this lesson independently or you may co-teach with your mentor teacher. If possible, you can record yourself teaching this lesson; however, many districts do not allow recordings of online classes, so this is NOT a requirement for this assignment and should be used only for the purpose of reflecting on your own practice. A recorded lesson will NOT be turned in or reviewed by your peers.

2. **Teacher Interview**: At some point during the semester, please arrange a convenient time for an interview/discussion with your cooperating teacher (or, if he or she is unavailable, the department chair and/or the school administrator in charge of the English department). Find out as much as you can about the profession. Why did this teacher become an English teacher? Why does he/she stay in the field? What are the most rewarding aspects of teaching English? What are the most discouraging aspects? What important issues face English teachers today? What are the biggest challenges for the future? What suggestions does this teacher have for you as you enter the profession? Integrate a summary of his or her responses and your takeaways into your Clinical Experience Reflection Project.

3. **A Holistic Reflection:** Following the lesson presentation and teacher interview, write a reflective statement that includes technical, practical, and critical reflections related to your lesson:
   - **Technical reflection** focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: "Will using a timer help Susan stay focused on her work?")

- **Practical reflection** focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: "Did using a 'flipped classroom" design allow my students to learn more, faster-than more traditional instruction?")
- **Critical reflection** includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: "I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?")

SUBMIT: (1) An outline of the lesson or discussion facilitation strategy; and (2) a 3-5 page written reflection OR a 10-15 slide narrated presentation.

Unit Plan (30 points)

As a culminating project for this course you will use the "backwards design" process to develop a plan for teaching a **three to five-week long, literature-based unit** which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing and oral language; and provides authentic assessments. Please include at least one 'paired text' as a part of the unit. The unit must include at least one literary work(s), **and center on a *theme***, as well as build on the strengths and needs of a diverse student population.

Unit plans will include unit objectives, calendar, and an outline of each day in the unit. **Detailed daily lesson plans, including all support materials, should be included for <u>any five block-length lessons</u> from the unit**; each lesson plan should make clear connections between stated objectives and planned assessment. To evaluate how well these unit plans meet the NCTE standards for effective planning, the units will be scored using an evaluation rubric based on those standards.

Eligible, *complete* Unit Plans may be revised and/or edited and resubmitted for a "higher grade" up until the final deadline. Each *complete* Unit Plan handed in will receive either (1) R/E (needs to be revised, edited and resubmitted), (2) R (needs to be revised and resubmitted), (3) E (needs editing before resubmission), or (4) A (accepted – no revision required). *Incomplete Unit Plans handed in on the initial due date or late will not be eligible for revision and resubmission*. Eligible Unit Plans may be revised and resubmitted as many times as you wish until the final

deadline. At that point of "final deadline," codes become letter grades (A = A, E = B, R = C, and R/E = D) and no more resubmissions will be considered.

More details will be provided online and in class.

Professional Dispositions

See the Policies and Procedures page for more information about graduate student policies and professional dispositions.

Course Schedule

Week	Overview	Activities	Assignments Due
1	January 25th ON CAMPUS Lesson 1: Introduction "Yes! No!"	Tales of adventure	Review syllabus
2	February 1st ON CAMPUS Lesson 2: Teaching Literature	Methods of teaching literature: Literature Circles vs. choice novels vs. whole class text	**Unit Plan Proposal due** **Readings** - Christenbury & Lindbolm Ch. 5 - Gallagher & Kittle Ch. 3
3	February 8th ONLINE Lesson 3: Unit Planning: Macro	Big picture thinking Establishing routines Lesson of the week #1	**Unit Plan Overview due** **Readings** - Christenbury & Lindbolm Ch. 2 - Gallagher & Kittle Ch. 1 & 2
4	February 15th ONLINE Lesson 4: Unit Planning: Micro	Micro: making room for micro-lessons, vocabulary, grammar, poetry, current events, etc. Lesson of the week #2	**Unit Plan Calendar due** **Readings** - Christenbury & Lindbolm Ch. 3 - Gallagher & Kittle Ch. 4
5	February 22nd ON CAMPUS	Lit Circle #1	**Lit Circle #1** **Half of *Life of Pi***

		Lesson 5: Facilitating Discussions	Teacher's Theatre Whole class discussions: rules & language	**Readings** - Christenbury & Lindbolm Ch. 8
6	March 1st ONLINE Lesson 6: Meaningful Assessments	Lesson of the week #3		**Lesson Plan draft due** **Readings** - Christenbury & Lindbolm Ch. 7 - Gallagher & Kittle Ch. 5 & 9
	March 8th NO CLASS	None!		None!
7	March 15th ONLINE Lesson 7: Writing & Peer Review	Lesson of the week #4		**Unit Plan Draft due** **Readings** - Christenbury & Lindbolm Ch. 9 - Gallagher & Kittle Ch. 6, 7, or 8
8	March 22nd ON CAMPUS Lesson 8: Differentiating Instruction	Lit Circle #2		**Lit Circle #2** **Finish *Life of Pi*** **Readings** - Christenbury & Lindbolm Ch. 4
9	March 29th ONLINE Lesson 9: Revisiting Micro Lessons	Poetry/visual thinking exercises Lesson of the week #5		Lesson of the week #5 **Readings** - Christenbury & Lindbolm Ch. 6 - Moon Ch. 1 & 2
10	April 5th ONLINE Lesson 10: The Conference	Unit Plan conferences (no class)		**Revised Unit & Lesson Plan due** **Readings** - Christenbury & Lindbolm Ch. 1

11	April 12th ON CAMPUS Lesson 11: Lesson Workshop	**Lesson plan presentations**	TBD
12	April 19th ONLINE? Lesson 12: Lesson Workshop	TBD	TBD
13	April 26th ON CAMPUS Lesson 13: Lesson Workshop	**Lesson plan presentations**	**Unit Plan due Wonder Notebook due**

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. View the Core Values here.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code.
- Students must follow the university policy for 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.
- 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 GMU IT Student Support.
- For information on student support resources on campus, see Student Support Resources.

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](#).