

George Mason University
College of Education and Human Development
Elementary Education

ELED 410 Section 003 – Emergent and Early Literacy

3 Credits, Fall, 2021

Mondays, 1:30-4:10 pm

(Note: Class 7 will meet on Tuesday, Oct. 12th)

Thompson Hall L003-Fairfax Campus

Faculty

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Prerequisites/Corequisites

Admission to Elementary Education program

University Catalog Course Description

Provides research-based introduction to literacy teaching and learning for diverse early elementary children. Emphasizes oral and print-based language development; emergent and early literacy pedagogy. Introduces assessment and instruction of phonological awareness, phonics and word study, decoding, vocabulary, and comprehension.

Course Overview

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

Course Delivery Method

This face-to-face course will be delivered using multiple instructional strategies and formats as well resources in our course Blackboard Learning site. Individual session formats may include lecture, small group/large group discussion and reflection, interactive workshop approaches, student-led presentations, and cooperative learning. Practical applications of literature are explored via group activities and discussion board forums in Blackboard.

You will log in to the Blackboard (Bb) course site using your Mason email username and email password. The course site will be available on August 16, 2021. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

Learner Outcomes or Objectives

1. Plan early literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
2. Demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.
3. Demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
4. Explore and explain the role of families, communities, and schools in children’s literacy learning.
5. Reflect on their own literacy learning histories and connect these to current theories of reading instruction.
6. Demonstrate an understanding of the structure of the English language and syntax.
7. Understand and be able to facilitate oral language development, including speaking, listening, and learning of “standard English” by speakers of other languages and dialects.
8. Observe and assess the reading development and needs of emergent literacy learners, including alphabets, word recognition, concepts about print, concept of word, phonological awareness, phonemic awareness, and phonics.
9. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate interest and reading levels.

Professional Standards

Standards: INTASC

INTASC	Assignments (May be subject to change)
1. Learner Development	Book Club Presentation; Emergent Literacy Final Exam
2. Learning Differences	Field, Emergent Literacy Analysis
3. Learning Environments	Field
4. Content Knowledge	Field; Book Club Presentation; Emergent Literacy Final Exam
5. Application of Content	Field; Book Club Presentation; Emergent Literacy Final Exam
6. Assessment	Field; Emergent Literacy Final Exam
7. Planning	Field; Emergent Literacy Final Exam
8. Instructional Strategies	Field; Book Club Presentation
9. Professional Learning and Ethical Practice	Field; Book Club Presentation
10. Leadership and Collaboration	Field; Book Club Presentation;

Standards: ISTE

ISTE	Assignments (May be subject to change)
1. Learner Development	Field; Book Club Presentation
2. Learning Differences	Field; Book Club Presentation
3. Learning Environments	Field; Book Club Presentation
4. Content Knowledge	Field; Book Club Presentation

Standards: ILA

ILA	Assignments (May be subject to change)
1. Foundational Knowledge	Field; Read Aloud Lesson; Book Club Presentation; Phonics Test; Interactive Writing
2. Curriculum and Instruction	Field; Read Aloud Lesson; Phonics Test; Book Club Presentation; Emergent Analysis; Interactive Writing
3. Assessment and Evaluation	Field; Read Aloud Lesson; Phonics Test; Emergent Final Exam
4. Diversity and Equity	Field; Read Aloud Lesson Phonics Test; Book Club Presentation; Emergent Final Exam; Interactive Writing
5. Learners and the Literacy Environment	Field; Read Aloud Lesson; Book Club Presentation; Emergent Final Exam; Interactive Writing

Standards: ACEI

ACEI	Assignments (May be subject to change)
2.1 Reading, Writing, Oral Language	Read Aloud Lesson; Emergent Analysis; Phonics Test; Interactive Writing
3.1 Integrating and applying knowledge for instruction	Emergent Analysis; Phonics Test; Read Aloud Lesson; Interactive Writing
4.0 Assessment	Read Aloud Lesson; Emergent Final Exam; Interactive Writing

Standards: CAEP

CAEP	Assignments (May be subject to change)
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Book Club; Read Aloud Lesson; Interactive Writing
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own learning	Book Club; Read Aloud Lesson; Emergent Final Exam; Interactive Writing
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to ILA standards.	Read Aloud Lesson; Emergent Final Exam; Phonics Test; Interactive Writing; Book Club Presentation
1.5 Candidates model and apply technology standards	Fieldwork; Weekly Participation
2.3 Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Fieldwork; Read Aloud Lesson; Emergent Final Exam; Interactive Writing

Required Texts

- Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (7th edition). Pearson.
- Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work*. Heinemann.
- Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Pearson.
- An additional text is required for the Book Club assignment. It will need to be purchased or borrowed for the semester.

Course Performance Evaluation

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

APA format is expected. All written papers are expected to be double-spaced, with 1” margins and in 12-point font (Times New Roman, Calibri, or Arial). If you do not have a 7th Edition APA Manual, the Purdue OWL website is an excellent resource. (Use APA Guidelines).

<http://owl.english.purdue.edu/owl/resource/560/01/>

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

Participation and Field Work	30%
Book Club and Presentation	10%
Phonics Tests	10%
Knowledge Integration Paper	15%
Interactive Writing Lesson	10%
Interactive Read-Aloud Lesson	10%
Emergent Literacy Analysis (Final Exam)	15%
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Total	100%

Note: I reserve the right to add, alter, or omit any assignment as necessary during the semester. You will always receive advanced notice of any modifications.

Assignments and/or Examinations

Participation and Field Work (30%)

It is expected that you attend all scheduled classes and field work outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls. Field work is required for this class. You will be assigned a classroom at a PDS site.

Evaluation: Participation will be evaluated based on readiness and contribution.

Book Club and Presentation (10%) Due: Selection- Aug.30; Presentations Nov. 22 & Nov 29

Students will work in book club groups to explore emergent literacy topics in depth. Groups will read and discuss articles and/or a text on their chosen topic (options will be provided). They will connect their knowledge to learning activities/stations related to their topic. Book club discussion content and activity/stations will be shared with the class during interactive, multimodal presentations. This assignment will require meetings outside of class sessions.

Text Selections:

Hoyt, L. (2018). *Crafting nonfiction: Lessons on writing process, traits and craft*. Portsmouth, NH: Heinemann.

McCarrier, A.; Fountas, I; & Pinnell, G.S. (2018). *Interactive writing: How language and literacy come together, K-2*. Portsmouth, NH: Heinemann.

Wood Ray, K. & Cleaveland, L. (2018). *A teachers' guide to getting started with beginning writers: Grades K-2*. Portsmouth, NH: Heinemann.

Evaluation: Book club presentations will be evaluated for accurate portrayal of class content and appropriate activities for early/emergent readers. Reflections will be evaluated for depth of knowledge, inclusion of new understanding about the text/course content, the book club process and the reader's self.

Phonics Tests (10%) Initial Due: Sept. 6; Passed NLT Nov. 1 by 11:59 pm

Students will take a phonics pretest at the beginning of the semester and will connect their existing understanding of English spelling patterns and features with class content to fully understand English phonology and orthography.

Evaluation Students must pass this test with at least 95% accuracy and can retake until proficiency is attained.

Read-Aloud Lesson (10%) Due: Plan- Oct. 4; Lesson/share- Nov. 22; Reflection – Dec. 6

Students will plan and implement an interactive read-aloud with children in the field placement classroom. The lesson will be recorded and taught/shared in a small group in class for peer feedback. After instructional implementation and share, students will write a reflection evaluating the experience. More information will be provided in class.

Evaluation: Read-alouds will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics. Reflections will be evaluated for ability to apply knowledge gained in readings and in class; coherence of writing; and mechanics. References required.

Knowledge Integration Paper (15%) Due Oct. 12 by 11:59 pm

Students will write to demonstrate their knowledge of class content and concepts. Students will explore how emergent literacy strands work together to build children's awareness of the building blocks of reading and writing.

Evaluation Papers will be evaluated for key points from class discussions, readings, and content activities that demonstrates understanding of the synchrony of literacy development. Writing will be evaluated for clarity, cohesive organization, and references to class content.

Interactive Writing Lesson (10%) Due: Plan Oct. 25; Lesson/share/reflection Nov.15

Students will plan and implement an interactive writing lesson in their field placement classroom. The lesson will be videorecorded and shared with the class via Blackboard. Students will provide feedback to peers via the Discussion Board by Nov. 20. A summary reflection will be submitted with the lesson plan and video to Blackboard. Additional information will be provided in class.

Evaluation The lesson plan is one quarter of the grade and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other three quarters of the grade. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

Emergent Literacy Final Exam (15%) Dec. 13, 2021 in class

This cumulative final exam will cover key components of the course. You will be presented with a variety of questions to show your understanding of concepts and content to analyze and address early literacy students’ strengths and needs. Additional information will be provided in class.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

Grading Scale for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-*	70-72	1.67	
D*	60-69	1.00	
F*	<69	0.00	

*Note: “C-” and below is not satisfactory for a licensure course

Professional Dispositions- Students are expected to always exhibit professional behaviors and dispositions. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Dates Mondays 1:30-4:10 pm	Topics	Readings, Activities, Assignments (Complete prior to class meeting)
Week 1 Monday, Aug. 23	Course overview and introductions Review Syllabus Reflection: Early literacy history and understandings Synchrony of Literacy Development	Read: Syllabus Watch/Do: Complete scavenger hunt Purchase all textbooks DUE:

Dates Mondays 1:30-4:10 pm	Topics	Readings, Activities, Assignments (Complete prior to class meeting)
Week 2 Monday, Aug. 30	Emergent literacy development Oral Language development Introduction to Think-Alouds Introduction to Interactive Read Aloud and Interactive Writing	Read: Words Their Way (WTW), Ch. 1 & 4 Mesmer, Intro and Ch. 1 Watch/Do: Complete Bb module Select text/begin planning for Book Club group DUE: Sept. 6- Phonics Pretest
Week 3 Monday, Sept. 13	Concepts About Print (CAP) Assessment and instruction	Read: Read WTW Ch. 2, 3 Read Mesmer Ch. 2 Zucker, Ward & Justice (2009) Watch/Do: Complete Bb module DUE:
Week 4 Monday, Sept. 20	Alphabetics Assessment and instruction	Read: Mesmer, Ch. 3, 4 Watch/Do: Bb module DUE:
Week 5 Monday, Sept. 27	Phonological awareness/Phonemic awareness Assessment and instruction	Read: Read Yopp, H.K.,& Yopp, R.H. (2000) WTW, pp. 389-392 PA Assessment Watch/Do: Complete Bb module DUE:
Week 6 Monday, Oct. 4	Review PA Concept of Word (COW) Assessment and instruction	Read: Read Flanigan, K. (2006) “Daddy, where did the words go?” (on Bb) Watch/Do: Bb module DUE: Interactive Read Aloud Plan

Dates Mondays 1:30-4:10 pm	Topics	Readings, Activities, Assignments (Complete prior to class meeting)
<p>Week 7*</p> <p>Please note change of day-</p> <p>Tuesday, Oct. 12</p>	<p>COW and Shared Reading</p>	<p>Read:</p> <p>Watch/Do: Bb module</p> <p>DUE: Knowledge Integration paper</p>
<p>Week 8</p> <p>Monday, Oct 18</p>	<p>Interactive Read Aloud (revisited) Shared Reading</p>	<p>Read:</p> <p>Watch/Do:</p> <p>DUE:</p>
<p>Week 9</p> <p>Monday, Oct. 25</p>	<p>Word study and phonics Instruction (part 1)</p>	<p>Read: WTW, Ch. 5, 9 Mesmer, Ch. 5</p> <p>Watch/Do: Bb module</p> <p>DUE: Interactive Writing Plan</p>
<p>Week 10</p> <p>Monday, Nov. 1</p>	<p>Word study and phonics Instruction (part 2)</p>	<p>Read: WTW, Ch. 6, 9 Mesmer, Ch. 6</p> <p>Watch/Do: Bb module</p> <p>DUE:</p>
<p>Week 11</p> <p>Monday, Nov. 8</p>	<p>Decoding and Early Fluency</p>	<p>Read: Kuhn, (2004). “Helping students become accurate, expressive readers: Fluency instruction for small groups.”</p> <p>Watch/Do: Bb module</p> <p>DUE:</p>

Dates Mondays 1:30-4:10 pm	Topics	Readings, Activities, Assignments (Complete prior to class meeting)
Week 12 Monday, Nov. 15	Interactive Writing (revisited) Shared Writing	Read: Watch/Do: Bb module DUE: Interactive Writing lesson reflection Post peer feedback for Interactive Writing lessons by Nov. 20
Week 13 Monday, Nov. 22	Matching texts with readers	Read: Henk & McKenna, Marinak, et al. (2015). “Me and My Reading Profile”- Level-mania Watch/Do: Complete Bb module DUE: Read aloud microteaching in class Book Club Presentations
Week 14 Monday, Nov. 29	Reading and Writing Workshop Small group, data-informed instruction	Read: Brown (2010). “Young authors: Writers workshop in kindergarten” Watch/Do: DUE: Book Club Presentations
Reading Day Monday Dec. 6	No Class	Read: Watch/Do: DUE: Interactive Read Aloud Reflection
Week 15 Monday, Dec. 13	FINAL EXAM 1:30- 4:10p	Read: Watch/Do: DUE:

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

Core Values Commitment

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

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as Charlene or Ms. O'Brien in email and verbally.

GMU Policies and Resources for Students

Policies

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

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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