

George Mason University
College of Education and Human Development

EDUC 506.DL1 – Foundations of Literacy
3 Credits, Spring 2022
Asynchronous, Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Provides an overview of the research and theory related to the reciprocal processes of reading and writing. Emphasizes evidence-based instructional practices for teaching phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, March 21.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Explain the reciprocal nature of reading and writing.
2. Identify evidence-based instructional strategies for supporting learners' development of all components of the reading process including phonemic and other phonological awareness, concepts of print, phonics, fluency, vocabulary, and comprehension.
3. Identify evidence-based strategies for teaching writing including the writing process and conventions.
4. Select texts and instructional materials to meet the literacy needs and interests of all learners.
5. Design reading and writing instruction aligned with the Virginia Standards of Learning.

Professional Standards

Not Applicable

Required Texts

Honig, B. Diamond, L. & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Arena Press.

Course Performance Evaluation

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

– Assignments and/or Examinations

1. Module Activities – 35 points (20%)

Most weeks you will have online modules that involve an array of activities, mostly including recording your thoughts, reactions, connections, and questions related to assigned readings and content. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Monday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Sunday (see the class schedule for specific dates). Work submitted more than one week after the due date will not be accepted. Once each module is opened, it will remain open so that you may go back and review content from previous weeks. There are 5 online modules (each is worth 7 points).

While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply to all online activities. For each online module, you should thoughtfully and thoroughly complete all activities in the module. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

When there are discussion board posts where you are to engage in online conversation with your peers, you should complete your initial discussion board post by 11:59 p.m. on

Thursday and then respond briefly but thoughtfully to at least two peers' posts by 11:59 p.m. on Sunday. Your initial discussion board posts or journal entries should be at least 250 words in length and should capture your thinking around the prompts posted with insights gained through readings/materials in the module. Video entries should be 3 to 5 minutes in length. Your writing/speaking needs to be clear, concise, well-organized, and professional in tone. Responses to peers' posts should be specific, thoughtful, and respectful and vary from 50 to 150 words (or 1 to 3 minutes). They should also include connections to weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice.

Consider using a TAG feedback format to help structure your responses to your peers. Below are suggestions for how to structure your feedback.

<u>Tell</u>	<u>Ask</u>	<u>Give</u>
your peer something you like about their response and why you like it.	your peer a thoughtful question about their work.	your peer a suggestion to strengthen their response or idea.
<ul style="list-style-type: none"> • I like how you...because... • I think your example is...because... • The strongest point is...because... • I could connect with...because... • It had an impact on me when...because... 	<ul style="list-style-type: none"> • Did you consider...? • What did you mean by...? • How do/will you...? • Why is/do...? • Why did you...? • Should you...? • When does...? 	<ul style="list-style-type: none"> • One suggestion is...because... • You might consider...because... • I was wondering if...because... • If you...it might... • Another option might be...because...

For each module, your engagement with the online activities will be scored using the following rubric:

Criteria for Evaluation	Meets Expectations	Approaches Expectations	Below Expectations
Timeliness & Completeness	Online activities are <i>complete</i> <u>AND</u> submitted <i>on time</i> . (1 point)		Online activities are <i>incomplete</i> <u>OR</u> submitted <i>late</i> . (0 points)
Quality of Responses	Most responses reflect <i>thoughtful</i> contemplation of ideas, demonstrate a <i>clear understanding</i> of course content, and <i>include references</i> to course materials and concepts. <u>AND</u> When required, responses to peers are <i>relevant</i> , <i>connected</i> to course content, and <i>stimulate</i> further thinking and discussion. (6 points)	Most responses demonstrate a <i>basic understanding</i> of course content, though <i>inaccuracies</i> may exist. <i>References</i> to course materials and concepts are <i>limited</i> . <u>OR</u> When required, responses to peers are <i>vague</i> , with <i>few connections</i> to course content. (5 points)	Responses demonstrate <i>little or no understanding</i> of course content <u>OR</u> are missing. (0 points)

2. Reading Quizzes – 70 points (40%)

Throughout the semester, there will be seven quizzes, each worth 10 points. Each multiple-choice quiz will focus on the big ideas and vocabulary presented in your assigned readings.

Quizzes will open one week prior to their due date and close at 11:59 p.m. on the date indicated in the course schedule. Missed quizzes may not be made up. You may attempt each quiz twice—the highest grade will be recorded. You are allowed to use your textbook and notes as a resource during the quizzes.

3. Foundational Skills Lesson Plan – 35 points (20%)

Drawing on strategies found in your textbook or from other sources, you will plan an explicit literacy lesson focused on the reading standards from the Virginia Standards of Learning for grades K, 1, 2, or 3 that address print concepts, phonological awareness, phonics or word recognition.

4. Vocabulary or Comprehension Lesson Plan – 35 points (20%)

Drawing on strategies found in your textbook or from other sources, you will plan an explicit literacy lesson focused on the reading standards from the Virginia Standards of Learning for grades K-6 that address vocabulary or comprehension.

– **Other Requirements**

Assignment Guidelines

All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the lesson plan assignments for *each* day they are submitted late. When submitting electronic files, please name the files using your first and last name and assignment title (ex: JohnDoeFoundationalSkillsLP.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (<https://writingcenter.gmu.edu/>) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason’s Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you are not able to meet during the Center’s hours of operation.

Communication

Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

– **Grading**

<i>Grading Scale</i>	
Points	Grade
175	A+ (100%)
164.5 – 174.9	A (94% to 99%)
157.5 – 164.4	A- (90% to 93%)
148.8 – 157.4	B+ (85% to 89%)
140 – 148.7	B (80% to 84%)
122.5 – 139.9	C (70% to 79%)
122.4 or below	F (below 70%)

Professional Dispositions

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

Class Schedule

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

Date	Topic	Readings	Assignments Due
Module 1 March 21–27	The Big Picture; Word Structure	– The Big Picture, Chapters 1 & 2	– Introduction Video & Responses – Quiz 1
Module 2 March 28– April 3	Early Literacy	– Section II Intro., Chapters 3-5	– Module 2 activities – Quiz 2
Module 3 April 4–10	Decoding & Word Recognition	– Section III Intro. Chapters 6-8	– Module 3 activities – Quiz 3
Module 4 April 11–17	Oral Reading Fluency	– Section IV Intro. Chapters 9 & 10	– Quiz 4 – Foundational Skills Lesson Plan
Module 5 April 18–24	Vocabulary	– Section V Intro., Chapters 11-13	– Module 5 activities – Quiz 5
Module 6 April 25– May 1	Comprehension	– Section VI Intro., Chapters 14 & 15	– Module 6 activities – Quiz 6
Module 7 May 2–8	Writing	– Teaching Elementary School Students to Be Effective Writers (see link on Bb)	– Module 7 activities – Quiz 7
Final Exam May 9–10		– none	– Vocabulary or Comprehension Lesson Plan

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

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

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.