

ELED 410 Sec 006 – Emergent and Early Literacy
3 Credits, Fall, 2022
Wednesdays, 1:30-4:10 Thompson 1020, Fairfax Campus
George Mason University
College of Education and Human Development

Faculty

Name: Jeff Vomund
Office Hours: Tuesdays, 3:00 – 4:00 pm, and by Appointment
Zoom Meeting Room: <https://gmu.zoom.us/j/9063320288>
Office Location: Room 2103, West Building, (Suite 2100), Fairfax campus
Mobile Phone: 202.246.7001
Email Address: jvomund@gmu.edu

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 course will be delivered in a **face-to-face setting (Thompson L1020)** and will also use the 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 August 17, 2022

Expectations

- Course Week:
Our course week will begin on the day that our in-person meetings take place as indicated on the Schedule of Classes.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes active engagement in classroom activities, reading or 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.

Students may encounter some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work may 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. This can be done before or after class times or via email. Students may also drop by office hours without an appointment. Students will be seen on a first come, first serve basis.

- Professional disposition/etiquette:

The course environment, both in person and online, is a collaborative space. Experience shows that even an innocent remark typed in the online environment or expressed in a face-to-face setting can be misconstrued. Students and faculty should always re-read and re-think their responses carefully before posting them to prevent misunderstandings. *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:

Students who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services and be able to provide verification of the accommodations required.

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 (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
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 NETS

ISTE NETS	Assignments (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
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
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Standards: ILA

ILA	Assignments (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
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 (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
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 Literacy Final Exam; Interactive Writing

Standards: CAEP

CAEP	Assignments (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
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 Literacy 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 Literacy 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 Literacy 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.

An additional text is required for the Book Club assignment (See below). It will need to be purchased or borrowed for the semester.

Course Performance Evaluation

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

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers in-person as well as 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%
<u>Emergent Literacy Analysis (Final Exam)</u>	<u>15%</u>
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%) (SUBJECT TO CHANGE IF REQUIRED BY COVID-19 RESTRICTIONS)

It is expected that you attend all scheduled classes and field work (**15 hours required**) 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, timeliness, and quality of contribution.

Phonics Tests (10%) 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. (10%)

Knowledge Integration Paper (15%) Students will write to demonstrate their knowledge of class content and concepts. Paper 1 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 demonstrate understanding of the synchrony of literacy development. Writing will be evaluated for clarity, cohesive organization, and references to class content.

Book Club and Presentation (10%) 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. Bookclub discussion content and activity/stations will be shared with the class during interactive, multimodal presentations. This assignment will require meetings outside of class sessions.

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. (50 points)

Reflections will be evaluated for depth of reflection, inclusion of new understanding about the text/course content, the book club process and the reader’s self. (50 points)

Interactive Writing Lesson (10%)

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

Evaluation: The lesson plan is one quarter (25%) 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 (75%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

Read-Aloud Lesson (10%)

Students will plan and implement an interactive read-aloud with children in the field placement classroom (50% of grade). After implementation, students will write a reflection, evaluating the experience (50% of grade). 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 (references required); coherence of writing; and mechanics.

Emergent Literacy Final Exam (15%)

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 (20%)

- **Grading Scale**

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	

- **Remember: “C-” and below are not satisfactory for a licensure course*

Professional Dispositions

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

Class Schedule

Dates	Topics	Readings, Activities, and Assignments (Due prior to class)
Wednesdays 1:30 pm – 4:10 pm		

<p>Week 1 Wednesday, Aug. 24</p>	<p>Course overview and introductions Review Syllabus Reflecting on our early literacy history and understandings</p> <p>Synchrony of Literacy Development</p>	<p>Read: Syllabus</p> <p>Watch/Do: Purchase all textbooks</p> <p>Due:</p>
<p>Week 2 Wednesday, Aug. 31</p>	<p>Emergent literacy development Oral Language development</p> <p>Introduction to Think-Alouds</p> <p>Introduction to Interactive Reading and Interactive Writing</p>	<p>Read: Words Their Way (WTW), ch. 1 & 4; Mesmer, Intro & ch. 1</p> <p>Watch/Do: Begin planning for Book Club group Watch 2 example IRAs from Week 2 Module</p> <p>Due: September 6 – Phonics Pretest</p>
<p>Week 3 Wednesday, Sept. 7</p>	<p>Concepts About Print Assessment and instruction</p>	<p>Read: WTW, ch. 2, 3 Mesmer, ch. 2 Zucker, Ward, & Justice (2009)</p> <p>Watch/Do: Watch 2 example IW's from Week 3 Module; Review CAP module in Blackboard</p> <p>Due:</p>
<p>Week 4 Wednesday, Sept. 14</p>	<p>Alphabetics Assessment and instruction</p>	<p>Read: Mesmer, ch. 3, 4</p> <p>Watch/do: Watch 2 alphabetics videos and prepare one alphabetics station for class demonstration</p> <p>Due:</p>

<p>Week 5 Wednesday, Sept. 21</p>	<p>Phonological awareness/Phonemic awareness</p> <p>Assessment and instruction</p>	<p>Read: Yopp, H.K., & Yopp, R.H. (2000)</p> <p>Watch/do: Watch 2 phoneme/phonological awareness videos and prepare one station for class demonstration</p> <p>Due:</p>
<p>Week 6 Wednesday, Sept. 28</p>	<p>Review Phonemic and phonological awareness</p> <p>Concept of Word (COW)</p> <p>Assessment and instruction</p>	<p>Read: Flanigan, K. (2006) "Daddy, where did the words go?"</p> <p>Watch/do: Watch 2 COW videos and prepare one station for class demonstration</p> <p>Due:</p>
<p>Week 7 Wednesday, Oct. 5</p>	<p>COW and Shared Reading</p>	<p>Read:</p> <p>Watch/do: TBD</p> <p>Due: Knowledge Integration Paper</p>
<p>Week 8 Wednesday, Oct. 12</p>	<p>Interactive Reading (revisited)</p> <ul style="list-style-type: none"> - Visual Literacy with Shelly <p>Shared Reading</p>	<p>Read:</p> <p>Watch/do: TBD</p> <p>Due: Phonics post-test</p>

<p>Week 9 Wednesday, Oct. 19</p>	<p>Word study and phonics instruction (part 1)</p>	<p>Read: WTW, ch. 5, 9 Mesmer, ch. 5</p> <p>Watch/do: TBD</p> <p>Due: Interactive Read Aloud Plan</p>
<p>Week 10 Wednesday, Oct. 26</p>	<p>Word study and phonics Instruction (part 2)</p>	<p>Read: WTW, ch. 6, 9 Mesmer, ch. 6</p> <p>Watch/do: TBD</p> <p>Due: Interactive Writing Plan</p>
<p>Week 11 Wednesday, Nov. 2</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: TBD</p> <p>Due:</p>
<p>Week 12 Wednesday, Nov. 9</p>	<p>Interactive Writing (revisited) Shared Writing</p>	<p>Read:</p> <p>Watch/do: TBD</p> <p>Due: Interactive Writing lesson reflection</p>

Week 13 Wednesday, Nov. 16	Matching texts with readers; Reading and Writing Workshop Small group, data-informed instruction	Read: Henk & McKenna; Marinak et al. (2015) “Me and My Reading Profile”; Level-mania Brown (2010). “Young authors: Writers workshop in kindergarten” Watch/do: TBD Due: Read aloud microteaching in class Book Club Presentations
Week 14 Wednesday, Nov. 23	No class – Thanksgiving Break!!	
Week 15 Wednesday, Nov. 30	Student-Faculty Conferences – No class	Read: Watch/do: Due: Book Club Reflections
Reading Day Wednesday, Dec. 7	No Class	Read: Watch/do: Due: Interactive Read Aloud Reflection
Week 15 Wednesday, Dec. 14	FINAL EXAM 1:30 pm – 4:10 pm	

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 he/him/his. Please feel free to address me as Jeff or Mr. Vomund.

GMU Policies and Resources for Students

Policies

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

Campus Resources

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

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

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

Knowledge Integration Paper: Rubric

Element	Proficient	Beginning	Not Present (0	Score
Clearly identified early literacy topic	Topic statement is clear and easy to find in the paper introduction	Topic statement is present, but not located in the paper introduction. Reader has to hunt for it OR Topic statement is somewhat clear and is located in the	No topic statement is included	/20
Topic is thoughtfully explained in detail and supported by references to class materials, textbooks and readings, and text-based	Body of paper describes the topic in detail. Ideas are supported by at least 3 references to class readings along with in-text citations. References to	Body of paper partly describes the topic AND/OR Ideas are not well supported by references and in-text citations	Topic is difficult to understand in paper. References and in-text citations are inconsistent or missing.	/40
Topic is clearly connected to other strands of early literacy development	Body of paper clearly explains how topic connects to other strands of literacy	Body of paper partly explains how topic connects to other strands of literacy development	Connections to other strands of literacy development are missing	/40
Activities to reinforce topic content with emergent and early readers are included, with appropriate references to sources/texts	At least 3 activities from texts and class-provided resources are included to reinforce the topic with students (title, text, page number, and 1-3 sentences	At least 1-2 activities from texts and class-provided resources are included to reinforce the topic with students OR activities are not completely referenced with title, text, page number, and 1-3 sentences	No activities included.	/40
Writing is clear and error-free	Writing flows smoothly and no errors are detected. References are complete and in	Writing is jumbled AND /OR errors are detected. Meaning is compromised. References may be	Writing is not coherent. OR References not included	/10
Total				/150

Book Club Rubric

Category	Proficient	Beginning	Not Present	Points
Group Presentations				
Content delivery	Presentation clearly explains how content applies to writing instruction and conveys the important content of their book in a manner that others can understand it and apply it.	Presentation explains the content of the book but does not include how this content may be applied to classrooms. Presentation only uses one teacher modality.	Presentation briefly refers to the content of the books but does not do so in a thorough or accurate manner. Contents of the book are not meaningfully applied to classroom context.	/25
Activities	Engages all students; clearly relates to writing instruction; models how to use newfound knowledge	Activities are present, but not thoroughly planned nor clearly connected to the book's content.	Activities are not present or are so ill-prepared that they offer no appreciable benefit to the listeners.	/25
Individual Reflection: New Understandings				
Course Content	Assesses the applicability of presentation and book content to class; accurately makes substantial connections between book	Makes few meaningful connections between the book content class materials.	Does not relate the content of their book to the course material in a meaningful way.	/20
Book club process	Describes in a clear and detailed manner how the group process worked – give 2 examples; offers ideas on what such a group	Offers only a minimum description of how the group process worked – offers only 1 example; suggests not way to	Does not include details or commentary on the workings of the book club itself or how it can be improved in the future.	/10
Self-evaluation	Describes the new learning that came from the book as well as how that can be applied to future teaching.	Describes learning from the book, but not how it can be applied to one's own teaching.	Does not include important new learnings from the text and does not apply learning in a meaningful way.	/20

Rubric for informed participation in class
(This is what I will be listening for)

	Exemplary 6	Proficient 4	Developing 2	Absent 0
Frequency of participation	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
Quality of comments	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. I used specific information from class readings.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion. I made general references to class readings.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion. I did not reference class readings.	My comments were uninformative, relied heavily on opinion, or I did not comment.
Preparation of Materials	My materials for class demonstrations were carefully and thoroughly prepared. My materials were neat and organized so that I could use them easily when working with my groups	My materials for class demonstrations were carefully prepared, but I was not completely adept at using them in front of my peers.	My materials were somewhat prepared but I was not ready to conduct a class or small group fluidly nor could I pay full attention to my peers because I had to focus too much on my own use of materials.	I did not prepare materials for my classroom teaching.

<p>Listening Skills</p>	<p>I listened attentively the majority of the time when others presented/shared material and or perspectives.</p>	<p>I was mostly attentive when others presented ideas, materials.</p>	<p>I was somewhat inattentive today. Occasionally I spoke while others were speaking.</p>	<p>I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).</p>
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