George Mason University
College of Education and Human Development
Early Childhood Education

ECED 512.002 Language and Literacy Assessment and Instruction for
Diverse Primary Grade Learners
3 Credits, Spring 2024, In-person
1/16/2024-5/8/2024, Thursdays/ 7:20 pm -10:00 pm
Krug Hall 204, Fairfax Campus

Faculty
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Prerequisites
ECED 401 or 501, ECED 402 or ECED 502, and ECED 403 or 503
Prerequisites require a minimum grade of C for undergraduate courses and B- for graduate courses.

University Catalog Course Description
Examines ways to assess and develop reading, writing, and the language arts in primary grade classrooms. Addresses instructional strategies and practices that promote language and literacy development in culturally, linguistically, socioeconomically, and ability diverse children.

Course Delivery Method
This course will be delivered using a hybrid lecture/discussion format and Blackboard (Bb).

Learner Outcomes or Objectives
1. Describe the complex nature of language acquisition as a precursor to literacy and the typical and atypical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics (i.e., use of language to get needs and wants met and use of functional communication for social interaction) with a focus on the language development of kindergarten through third-grade learners.
2. Identify and discuss (a) specific language-based conditions, such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders; (b) at-risk learning-related issues due to attention deficit disorders; (c) the effects of disabling and at-risk conditions on young children; and (d) intervention methods to promote speech and language development and literacy (reading and writing) development in children with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
3. Identify and describe effective, evidence-based, culturally responsive assessment and instructional strategies and materials, including explicit instruction, differentiated instruction, flexible grouping, and the use of technologies, to promote diverse kindergarten through third-grade learners' development in the following areas:

- Oral Language for Diverse Learners in the Primary Grades
  - speaking and listening
  - phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming
  - learning of standard English by speakers of other languages and dialects
  - creative thinking and expression, including storytelling, drama, choral and oral reading,
- Reading and Literature Appreciation for Diverse Learners in the Primary Grades
  - phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming
  - concepts of print
  - phonics, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
  - fluency
  - vocabulary and concept development
  - structure of the English language, including an understanding of syntax
  - reading comprehension strategies across content areas, including fiction and nonfiction text predicting, retelling, summarizing, and making connections with and beyond the text
  - appreciation of a variety of literature, including fiction and nonfiction texts
  - independent reading, including selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels
  - visual literacy, including viewing, interpreting, analyzing, and representing information and concepts in visual form with or without the spoken or written word
- Writing for Diverse Learners in the Primary Grades
  - composing, including imaginative writing
  - written expression
  - usage and mechanics
  - spelling, including stages of development, generalization of spelling study to writing, systematic spelling instruction, and purposes and limitations of invented spelling
  - handwriting
  - writing processes, including planning, drafting, revising, editing, and publishing
  - writing cohesively for a variety of purposes and in a variety of modes, including narrative, descriptive, persuasive, and explanative
- Technology for Diverse Learners in the Primary Grades
  - using technology for process and product work with reading and writing, to communicate, and to learn

4. Plan, implement, and reflect on evidence-based, culturally responsive assessment and instruction that (a) recognizes the reciprocal nature of reading and writing; (b) promotes oral language (speaking and listening), reading, and writing in diverse learners in the primary grades; (c) integrates literacy across the curriculum; and (d) uses knowledge of how standards provide the core for teaching English to support diverse kindergarten

through third-grade learners' achievement of the *Virginia Standards of Learning in English* and *Virginia's Early Learning and Development Standards.*

5. Explain the importance of play-based learning in diverse primary learners' language and literacy development and describe ways to promote language and literacy development during conversation and play.
6. Adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each learner's zone of proximal development.
7. Use strength-based language to discuss factors (e.g., social, cultural, linguistic, family, socioeconomic, affective, cognitive, and educational) that play a role in monolingual and multilingual language acquisition and literacy learning (reading and writing) in learners with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
8. Identify and discuss formal and informal assessment for diverse primary learners, including screening, diagnostic, and progress monitoring measures for (a) oral language; (b) reading, including phonemic awareness and other phonological awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and (c) writing.
9. Discuss ways to use assessment data, including diagnostic and progress monitoring data, to inform instruction for acceleration, intervention, remediation, and differentiation.
10. Use research to support instructional decision-making.
11. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
12. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, and Virginia Early/Primary Education PreK-3 Endorsement Competencies

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

Virginia Professional Studies Endorsement Competencies
Language and Literacy

Virginia Early/Primary Education PreK-3 Endorsement Competencies
Methods
Knowledge and Skills: English/Reading

Required Texts*

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178

Leu, D. J., & Kinzer, C. K. (2016). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial*. Pearson. ISBN: 9780134169781

Parsons, S.A. & Vaughn, M.A. (2021). *Principles of effective literacy instruction, grades K-5.* Guilford Press. ISBN: 9781462546046

Souto-Manning, M., & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2.* Teachers College Press. ISBN: 9780807757574

*Please do not purchase the e-version of this text.

**Various articles will also be made available through Blackboard as additional readings.

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	Due Dates	Points
Attendance and Participation • Self-Evaluation	Ongoing Form due May 2	**25**
Field Experience • Field Experience Placement Approval Form (prior to start of Field Experience hours)	 February 8	**45** 1
• Field Experience Documentation Form (after completion of Field Experience hours)	April 26	4

• Field Experience Reflection Portfolio
   o Part 1
   o Part 2
   o Part 3
   o Part 4
	
	February 9
	March 15
	April 5
	May 2
		
		8
		12
		12
		8

Integrated Literacy Plans • Phonics, Phonemic Awareness and Word Analysis Self-Assessment	 April 19	**30** 10
• Content Area Literacy Plan	April 26	20
TOTAL		**100**

• **Assignments and Examinations**

Field Experience (45 points)

This course requires a minimum of 15 hours of field experience. Students will complete their field experience in an elementary grade 1-3 classroom setting. To initiate this assignment, students will visit https://cehd.gmu.edu/endorse/ferf and complete the online "Field Experience

Request Form." On the form, students will be asked to indicate how their placement will be arranged. Students have two options for fulfilling their field placement requirement.

Option 1
- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
- Students will need to have access to an elementary grade 1-3 general education classroom setting.

Option 2
- Students may request a placement in an elementary grade 1-3 general education setting through the field placement office https://cehd.gmu.edu/endorse/ferf.
- The field placement office will arrange a placement for students in a specific school with a specific teacher.

Field Experience Documentation (5 points)
- Students will upload the ***Field Experience Placement Approval Form.*** In this form, they will provide a statement confirming that they have completed the online "Field Experience Request Form." They also will provide information to the instructor about where and how they will complete the field experience *(1 point)*.
- Upon completion of their field experience hours, students will provide documentation of their experience *(4 points)*.
  - If students complete the field experience within their own setting, they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard. This form requires verification from the principal or supervisor on site.
  - If students attended a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Blackboard. This form requires verification from the mentoring teacher on site.

Field Experience Reflection Portfolio **(40 points).** Students will collect artifacts and strategically analyze a variety of literacy components in their field placement. The final portfolio will be comprised of **10** memos, each including artifacts and analysis of the following:

Part I: Pre-Observation Self-reflection
1. ***Your Literacy History.*** Students will record in a two-page memo their experiences learning to read and being taught to read at home and/or school. Interviewing loved ones to collect more detailed information is encouraged. The writing should also make significant connections to course readings or other relevant sources.
2. ***Your Literacy Teaching Vision.*** After examining your own literacy history, students will reflect in a two-page memo their vision, as they imagine it right now, for future literacy teaching practice. This reflection should include hopes, plans, and or goals for themselves, their students, and their school/site for learning.

Part II: Observation and Data Collection in your Field Placement Site
3. ***Classroom layout and organization, and curriculum materials inventory.*** Students will document through video, image and/or field notes the overall layout and organization of

the host classroom. Students will document through images and a written list the curriculum materials (official and unofficial) used as part of literacy instruction in the host classroom.

4. ***Classroom schedule and field notes of one literacy block.*** Students will document through images and notes the host classroom's daily and weekly schedule. Then, using field notes taken during observation, students will write a two-page memo capturing the methods, materials, and activities within the literacy block.

5. ***A case study of literacy engagement of one student.*** Through detailed field notes, students will depict a day in the life of a student in the host classroom (for as long as one can observe). Additionally, with consultation and approval from the host teacher, students will also record and/or take detailed notes of a) a child reading a book, and/or b) a child's writing sample. This student's literacy strengths, engagements, and provided instruction will be reflected in a 2-page memo.

Part III: Enacted Practice

6. ***Assessment Interview.*** Conduct a semi-structured interview with your host teacher about the assessment protocols they use for literacy in the classroom. If possible, observe a reading assessment taking place.

7. ***Taking on a teaching task.*** With consultation and approval from the host teacher, students will complete one literacy-based teaching task, such as small-group reading or writing instruction, a read-aloud or shared reading, or whole group writing activity. In a 1-page memo, the student will briefly describe and reflect on the purpose and outcome of the activity.

8. ***Teaching resource.*** With consultation and approval from the host teacher, students will create one resource to be used in conjunction with the literacy instruction occurring in the classroom. In a 1-page memo, students will document the purpose of the resource.

Part IV: Post Observation Reflection

9. ***Lessons learned for future practice.*** Upon completion of their 15 hours of field experience, students will reflect in a three-page memo on their biggest takeaways from their observations, collected artifacts and actions, the lingering questions they still have, and what lessons the experience offers toward their own future practice.

10. ***Independent Inquiry.*** With prior approval from the instructor, students will develop a topic of inquiry (with a stated research question) related to literacy practices or issues observed in the field, identify a reputable journal article related to the topic, and write a two-page memo summarizing its findings and implications for their teaching practice. The writing should also make connections to course readings or other relevant sources.

Throughout the field experience placement, students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Integrated Literacy Plans *(30 points)*
Phonics, Phonemic Awareness and Word Analysis Self-Assessment (10 points)
Throughout the course, students are required to read and complete the self-assessments in our *Phonics, Phonemic Awareness and Word Analysis for Teachers* textbook. After completing all ten chapters, students will be asked to complete an open-book online self-evaluation of 20 questions. The evaluation will be available on Blackboard on the 13th week of classes and may be taken as many times as the student wishes until the desirable grade is achieved.

Content Area Literacy Plan (20 points)
This literacy plan will demonstrate the thoughtful development of literacy experiences linked to the *integration of another content area* (math, science, or social studies) into the literacy experience. The plan will be completed in two phases:
1. In Phase 1, students will be placed into small groups. Collectively, each group will outline a potential inquiry exploration that integrates literacy and other content areas. For this outline the group must include:
   - An overall theme for the literacy plan;
   - A diverse set of texts and other resources designed to support young children's active engagement in reading and writing experiences related to the topic of choice (one text will be chosen as an anchor text for the inquiry); and
   - A list of relevant vocabulary words for the theme and from the texts.
2. In Phase 2, students will contribute plans of two instructional activities (small or wholegroup lessons, centers, projects, etc.) that connect the group's inquiry theme to a) a specific literacy principle from course readings, and b) knowledge and/or skills from another content area. These plans must include the following:
   - A performance objective that clearly indicates the literacy principle or content area skill/knowledge addressed;
   - A list of relevant standards taken from the *Standards of Learning for Virginia*;
   - A list of materials needed for the activity;
   - An outline of instructions and/or guidance provided by the teacher; and
   - A description of student outputs, and/or culminating projects connected to the performance objectives.

Groups will combine products from Phase 1 and 2 into a slides presentation (or another format of the group's choosing) and share this presentation in the final class of the semester.

- **Attendance and Participation (25 points)**

Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:
- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.

- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an attendance and participation self-evaluation.

* In order to participate in some online activities, students may need to have or create a Gmail account (or link your @gmu.edu account to Google Drive).

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support. Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

• **Grading**
A = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = <70
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C

or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

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

Class Schedule
Note: Readings are due by the beginning of class of each week, while assignments are due by 11:59 pm on the day after class (unless otherwise indicated).

Date	Topics	Assignments & Readings Due
Week 1 **Jan 18**	**Introduction** Becoming an Effective Language and Literacy Teacher in the Primary Grades – An Overview of Concepts, Development and Instruction Building on *Virginia's Early Learning and Development Standards* Examining the *Virginia Standards of Learning for English Kindergarten Through Third Grade*	*Virginia's Early Learning and Development Standards* *Virginia English Standards of Learning for Kindergarten Through Third Grade* Parsons & Vaughn: Forward and Preface, ix-xv
Week 2 **Jan 25**	**Setting the Stage: Environmental Principles for Literacy Development and Instruction** Home and School Literacy Connections • Classroom Environments • Literacy Blocks and Instructional Schedules • Language and Literacy Diversity: Cultural, linguistic, ability and socioeconomic differences in language learning for English, dual language, and multilingual student	Parsons & Vaughn: Chapter 1-2 Souto-Manning & Martell: Chapter 1 Leu & Kinzer: Chapter 1 (complete the self-check on your own)
Week 3 **Feb 1**	**Speaking and Listening: Oral Language Development**	Parsons & Vaughn: Chapter 3

Date	Topics	Assignments & Readings Due
	Speaking and listening, language acquisition, pathways towards standardized English, phonological skills (phonemes, rhymes), specific language-based conditions, varied abilities	Souto-Manning & Martell: Chapter 4 Leu & Kinzer: Chapter 2 (complete the self-check on your own)
Week 4 Feb 8	**Word Studies: Phonology and Orthography Development** Developing Letter and Word Recognition - Phonemic awareness/phonological awareness - Concepts of print - Letter recognition - Sound-symbol knowledge - Decoding and word attack skills - Providing Explicit Phonics Instruction	Parsons & Vaughn: Chapter 4, Souto-Manning & Martell: Chapter 5 (first section, p. 81-85) Leu & Kinzer: Chapter 3 (complete the self-check on your own) **Due to Bb (2/8): Field Experience Placement Approval Form** **Due to Bb (2/9) Field Experience Reflection Portfolio: Part 1**
Week 5 Feb 15	**Reading Comprehension and Vocabulary Development** Reader Factors - Selecting and Using Texts at the Appropriate Reading Levels - Strategies that support comprehension Text Factors - Text features that support comprehension (i.e. context clues) Vocabulary Development - Concept development Analyzing and Interpreting Data to Inform Instruction	Parsons & Vaughn: Chapter 6 Souto-Manning & Martell: Chapter 2 Leu & Kinzer: Chapter 5 (complete the self-check on your own)
Week 6 Feb 22	**Writing Development and Instruction Part 1**	Parsons & Vaughn: Chapter 12

Date	Topics	Assignments & Readings Due
	Composing, writing for a variety of purposes, writing process approach, writing strategies and skills Analyzing and Interpreting Data to Inform Instruction	Souto-Manning & Martell: Chapter 6 Leu & Kinzer: Chapter 4 (complete the self-check on your own)
Week 7 **Feb 29**	**Literacy Assessment Part 1** Using Formal and Informal Assessments Assessing and Developing Word Knowledge • Single word recognition • Decoding • Word attack skills • Word recognition in context Analyzing and Interpreting Assessment Data Using Assessment Data for Instruction and Flexible Skill-Level Groupings	Parsons & Vaughn: Chapter 7 Souto-Manning & Martell: Chapter 5 (p. 85-93) Leu & Kinzer: Chapter 6 (complete the self-check on your own)
Mar 7	**Spring Break, no class**	
Week 8 **Mar 14**	**Literacy Assessment Part 2** Identifying Areas for Reading Intervention Determining Appropriate Texts and Reading Strategy Approaches Analyzing and Interpreting Data to Inform Instruction	Parsons & Vaughn: Chapter 8 Leu & Kinzer: Chapter 7 (complete the self-check on your own) **Due in class (3/14): Student Reading Sample (artifact 5a)** **Due to Bb: Field Experience Reflection Portfolio: Part 2**
Week 9 **Mar 21**	**Instruction for Reading Independence Part 1: Small Group Instruction**	Parsons & Vaughn: Chapters 9-10 Leu & Kinzer: Chapter 8 (complete the self-check on your own)

Date	Topics	Assignments & Readings Due
	Explicit Instruction and Differentiation in for reading skills and strategies Selecting and Using Texts at the Appropriate Reading Levels	
Week 10 **Mar 28**	**Instruction for Reading Independence Part 1: Whole Group Instruction** Adapting Tasks and Interactions • Matching each child's zone of proximal development • Explicit Instruction and Differentiation Using data to inform instruction for acceleration, intervention, remediation, and differentiation	Souto-Manning & Martell: Chapter 5 (p. 93-110) Parsons & Vaughn: Chapter 11 Choose 1 article from Bb
Week 11 **Apr 4**	**Content-Area Literacies** English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology Using Fiction and Nonfiction Texts • Predicting • Retelling • Summarizing • Making connections Visual Literacy • Viewing, • Interpreting, • Analyzing, • Representing information	Parsons & Vaughn: Chapter 13 Parsons & Vaughn: Chapter 15 Souto-Manning & Martell: Chapter 3 Leu & Kinzer: Chapter 9 (complete the self-check on your own) **Due to Bb (4/5) Field Experience Reflection Portfolio: Part 3**
Week 12 **Apr 11**	**Instruction for Writing Independence** Conventions of writing (e.g., grammar, capitalization, punctuation, syntax, semantics, and pragmatics), handwriting	Parsons & Vaughn: Chapter 16 & 17 Leu & Kinzer: Chapter 10 (complete the self-check and posttest 1 on your own)

Date	Topics	Assignments & Readings Due
	Systematic Spelling Instruction · Purposes and Limitations of Invented Spelling · Stages of Spelling · Orthographic Patterns · Phonetics · Morphology Teaching the writing process (drafting, revising, editing, reviewing and publishing) Writing and research technologies Analyzing and Interpreting Data to Inform Instruction	Choose 1 article from Bb **Due in class (4/11): Student Writing Sample (artifact 5b)**
Week 13 **Apr 18**	**Instruction for Reading Independence Part 2: Independent Activities** Providing Opportunities for Independent Reading by Selecting Fiction and Nonfiction Books Providing Experiences That Promote Creative Thinking and Expression (e.g., storytelling, drama, choral/oral reading) • Fluency: Reader's Theater	Parsons & Vaughn: Chapter 5 Parsons & Vaughn: Chapter 14 **Due to Bb (4/19): Phonics, PA, and Word Analysis Self-Assessment**
Week 14 **Apr 25**	**On Being a Reflective Literacy Teacher** Envisioning your Future Literacy Teaching Practice	Parsons & Vaughn: Chapter 20 & 21 Souto-Manning & Martell: Conclusion, p. 141-143 **Due to Bb (4/26) Content Area Literacy Plan** **Due to Bb (4/26): Field Experience Documentation Form**

Date	Topics	Assignments & Readings Due
May 1-8	Finals Week ECE Program Curriculum Share and Final Celebration (Location TBD)	**Due to Bb (5/2): Field Experience Reflection Portfolio: Part 4** **Due to Bb (5/2): Attendance and Participation Self-Evaluation**

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/.

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 http://ds.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to 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/blackboardinstructional-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: http://cehd.gmu.edu.