

**September George Mason University
College of Education and Human Development
Elementary Education**

ELED 410 Section 001 – Emergent and Early Literacy

3 Credits, Fall, 2024

Mondays, 10:00-12:40 pm

Thompson Hall L014-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 Canvas 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 Canvas.

You will log in to the Canvas course site using your Mason email username and email password. The course site will be available on August 19, 2024. Students must maintain consistent and reliable access to their GMU email and Canvas, 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	Notebook & Field; Read Aloud; Shared Reading; Final Exam
2. Learning Differences	Notebook & Field; Shared Reading; Final Exam
3. Learning Environments	Notebook & Field
4. Content Knowledge	Notebook & Field, Read Aloud; Shared Reading; Final Exam
5. Application of Content	Notebook & Field; Read Aloud; Shared Reading; Final Exam
6. Assessment	Notebook & Field; Shared Reading; Final Exam
7. Planning	Notebook & Field, Read Aloud; Shared Reading; Final Exam
8. Instructional Strategies	Notebook & Field; Read Aloud; Shared Reading; Final Exam
9. Professional Learning and Ethical Practice	Notebook & Field
10. Leadership & Collaboration	Notebook & Field; Read Aloud; Shared Reading

Required Texts

- Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work*. Heinemann.
- Parsons, S.A. & Vaughn, M. (Eds.) (2021). *Principles of effective literacy instruction, Grades K-5*. New York: The Guilford Press.

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 Interactive 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

Classwork Notebook and Field Work	52%
Phonics Tests	4%
Shared Reading Lesson	17%
Interactive Read-Aloud Lesson	17%
<u>Final Exam</u>	<u>10%</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

Classwork Notebook and Field Work (52%)

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After more than three absences, students will not be able to earn a passing grade and must retake the class.

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.

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 (1/2 day per week; some mornings, some afternoons). You will be assigned a classroom at a PDS site. ***Failure to complete the total number of assigned hours will result in a failing grade.***

Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior in the field. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.

Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Evaluation: You will complete in-class and between class activities in your online class notebook. Your notebook is located on Canvas. ****PLEASE NOTE:** If you are absent from class, you can earn half the daily points by completing all the between session classwork (up to 2 points for a missed class). Journal entries are **due by 9:00 AM** on Monday. *Please note:* any journal entries submitted more than a week past due (the following Monday) will receive 0 points.

Classes 2-13 will be worth 4 points each. Classes 1 and 14 will be worth 2 points each.

	Unsatisfactory (0 pts)	Basic (1-2 pts)	Proficient (3 pts)	Distinguished (4 pts)
Classwork -to include work due prior to the class session (weekly work) and participation during the session.	The student is absent from class and/or is not prepared for class (between class work is incomplete). Some or all work is missing.	The student is late; leaves early and/or is not prepared for class (between class work is incomplete). The student does not actively participate in discussions. Work is completed at a basic level.	The student is on time and prepared for class discussions (between class work is complete). The student participates to an extent in group and class discussions. Work is completed at a level that displays proficiency.	The student is punctual and prepared for class (between class work is complete). The student actively participates and supports the members of the learning group and the members of the class. Work is completed in a distinguished way.

Phonics Tests (4%)Initial Due: Sept. 9th ; Passed NLT Nov. 25th

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.

Interactive Read-Aloud Lesson (17%)

Plan Due Oct. 28 Reflection Due Nov. 25

Students will plan and implement a whole-group, interactive read-aloud with children in the field placement classroom. The lesson will be recorded. After instructional implementation, 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.

Shared Reading Lesson (17%)Plan Due: **Wednesday, Nov 21** Reflection Due: Dec. 9

Assessment-driven, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will work with your mentor teacher to identify a small group of students (2-4) who have similar literacy learning needs (e.g., phonemic awareness, alphabets, phonics). You will gather assessment information about these students. You will use this information to design a shared reading lesson for this small group of students. You will video record your lesson. After conducting the lesson, you will reflect on it using your video. More information will be provided in class.

Evaluation: Shared reading lessons will be evaluated based upon use of assessment data to drive instruction, appropriateness and thoroughness of written plan, and thoughtfulness of reflections as well as connections to course material. References required.

Emergent Literacy Final Exam (10%)

Dec. 16, 2024

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.

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

AI Guidelines

Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

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

Class Schedule

Dates Mondays 10:00-12:40	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
Week 1 Monday, August 26th	IRA Course overview and introductions Reflection: Early literacy history and understandings (write in course notebook) Scarborough’s rope	Read/Reflect/React: Early literacy history – what you remember about learning to read Class Folder and Notebook

Dates Mondays 10:00-12:40	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
Week 2 Monday, September 9th	Syllabus Review Issues and Trends in Early Literacy Instruction National Reading Panel Report Sciences of reading Synchrony revisited IRA	Read/Reflect/React: Syllabus The Science of Reading article Class Folder and Notebook DUE: Phonics Pretest
Week 3 Monday, September 16th	Phonics Pretest Debrief What is Emergent Literacy Emergent literacy development Oral Language development Vocabulary IRA	Read/Reflect/React: IES Foundations in Emergent Literacy Instruction (2020) article Developing Language (2022) article Mesmer, Intro and Chapter 1 Class Folder and Notebook
Week 4 Monday, September 23rd	Assessment Overview Concepts About Print (CAP) Assessment (demo) and Instruction Shared Reading and print referencing	Read/Reflect/React: Read Mesmer Chapter 2 Zucker, Ward & Justice (2009) Class Folder and Notebook
Week 5 Monday, September 30th	Alphabetics Assessment (demo) and Instruction Shared Reading: CAP	Read/Reflect/React: Mesmer, Chapter 2 (review) Parsons & Vaughn chapter 1 Class Folder and Notebook
Week 6 Monday, October 7th	Assessment Debrief CAP Phonological awareness/Phonemic awareness Assessment (demo) and Instruction IRA: Teaching PA with Text	Read/Reflect/React: Parsons & Vaughn, chapter 4 Class Folder and Notebook
Week 7 Monday, October 21st	Assessment Debrief Alphabetics Concept of Word (COW) Shared Reading and COW in text Assessment (demo) and Instruction	Read/Reflect/React: NRP Report Phonemic Awareness pp 6-10 Understanding Concept of Word in Text Development (2019) article Class Folder and Notebook
Week 8 Monday, October 28th	Assessment Debrief PA Planning Your Interactive Read Aloud Shared Reading IRA: Shared Reading	Read/Reflect/React: Mesmer Shared Reading With Print Referencing Review pp.54-55 Reading rockets on Shared Reading Gravity Goldberg, Bringing Reading and Writing Together Through Shared Reading

Dates Mondays 10:00-12:40	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
		Class Folder and Notebook DUE: IRA Lesson Plan
Week 9 Monday, November 4th	Assessment Debrief COW Word study and phonics Assessment and Instruction (part 1) Mesmer Phonics Assessment (demo)	Read/Reflect/React: Mesmer, chapter 3 UFLI Scope and Sequence Mesmer Scope and Sequence Developmental Word Knowledge Scope and Sequence NRP Report Phonics pp 11-17 Class Folder and Notebook
Week 10 Monday, November 11th	Word study and phonics Instruction (part 2) Explicit Phonics Lessons	Read/Reflect/React: Mesmer, chapter 5 Class Folder and Notebook
Week 11 Monday, November 18th	Assessment Debrief Phonics Phonics Instruction Phonics stations/focus lessons Plan/review Shared Reading Lesson plan with critical friends	Read/Reflect/React: Mesmer, chapter 6 Class Folder and Notebook DUE WEDNESDAY, NOV 21st: Shared Reading Lesson Plan
Week 12 Monday, November 25th	Decoding Vocabulary	Read/Reflect/React: Decoding article NRP Report Vocabulary pp 23-27 Class Folder and Notebook DUE: IRA Lesson Reflection DUE: Final phonics test
Week 13 Monday, December 2nd	Comprehension	Read/Reflect/React: NRP Report Comprehension pp 28-33 Reading Rockets Comprehension Modules Class Folder and Notebook
Week 14 Monday, December 9th	Final exam review	Read/Reflect/React: TBD Class Folder and Notebook DUE: Shared Reading Lesson Reflection
Week 15 Monday, December 16th	FINAL EXAM 10:30- 1:10pm In person	DUE: Course Evaluations

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

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 your LMS should be directed to:

Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

Canvas: <https://its.gmu.edu/service/canvas/>

- For information on student support resources on campus, see:
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus> o TimelyCare: <https://caps.gmu.edu/timelycare-services/> o Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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.

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she, her, hers for myself and you may address me as Lois or Dr. Groth or Professor Groth in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patowomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.