

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

**ELED 556.A04 Literacy in Diverse Elementary Classrooms II**  
3 Credits, Fall 2024

**Schedule**

4:30-7:10 pm, Tuesdays, Thompson Hall L013, Fairfax Campus  
August 27<sup>th</sup> – December 18<sup>th</sup>, 2024  
On-campus F2F 76-100% Instructional Method

**Instructor**

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**Course Overview**

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the Elementary Program for teachers of grades PK-6 and meets state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Literacy Association (ILA) Standards for Literacy Professionals and Paraprofessionals.

**Prerequisites**

Admission to the program; must be taken in programmatic sequence. Must have taken ELED 555. ELED 556 004 is restricted to Elementary students in the Fall Start 2023 Cohort 2.

**Registration Dates**

Registration Dates: Apr 16, 2024, to Sep 03, 2024  
Drop without Tuition Penalty Dates: Apr 16, 2024, to Sep 09, 2024  
Drop with Tuition Penalty (and final drop deadline) Dates: Sep 10, 2024 to Sep 17, 2024  
Attributes: Graduate – First

Please check the GMU Calendar for important dates related to add/drop, etc. [Fall 2024 Academic Calendar | Office of the University Registrar | George Mason University \(gmu.edu\)](#)

**University Catalog Course Description**

This course is one of a pair of courses that provide a research-based introduction to literacy teaching and learning for children in grades K-6. The emphasis of this course is literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum. Field experience is required.

## Relationship to Program Goals and Professional Organizations

This course addresses priorities in the School of Education master plan including 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 Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

## Nature of Course Delivery

This course will be delivered on-campus in a face-to face format 76-100% of the time, with additional course information via the Canvas Learning Management system (LMS) housed in the MyMason portal. You will log in to the Canvas course site using your Mason email name (username@gmu.edu) and email password. The course site will be available prior to the first day of class.

This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires 15 hours of field experience, if not taken during internship.**

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

## Expectations

- *Course Week:* Our course week will begin on Tuesday.
- *Log-in Frequency:* Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- *Participation:* Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- *Technical Competence:* Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- *Technical Issues:* Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- *Workload:* Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- *Instructor Support:* Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- *Netiquette*: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- *Accommodations*: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

## APA Format

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 7<sup>th</sup> Edition APA manual, the Purdue OWL website is an excellent resource. <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](http://writingcenter.gmu.edu/?page_id=177)

## Gender Identity and Pronoun Use

If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers pronouns and you may call me Dr. Field or Professor Field in email and verbally.

## Learner Outcomes

This course is designed to enable students to:

1. Students will demonstrate an understanding of literacy as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will observe and assess the literacy development and needs of elementary learners.
3. Students will plan lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency, comprehension, reading, and writing.
4. Students will plan literacy lessons that promote creative and critical thinking.
5. Students will plan lessons that facilitate literacy development across content areas.
6. Students will survey technological tools, print materials, and other resources for teaching literacy.
7. Students will describe the literacy needs of diverse learners, including English Learners and students with special needs, and they will adapt lesson plans to meet these needs.
8. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
9. Students will understand the importance of reading and writing relationships by selecting quality literature, including fiction and non-fiction.
10. Students will demonstrate the ability to assess individual and group literacy needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

## Professional Standards

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

## INTASC Core Standards

1. The teacher understand the **central concepts**, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands **how children learn and develop**, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.
4. The teacher understands and uses a **variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group **motivation** and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media **communication** techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **plans** instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal **assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

Standards: INTASC (<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Writing Lesson; Writing Analysis
2. Learning Differences	Writing Lesson; Writing Analysis
3. Learning Environments	Writing Lesson
4. Content Knowledge	Writing Lesson; Writing Analysis
5. Application of Content	Writing Lesson
6. Assessment	Writing Analysis
7. Planning	Writing Analysis; Writing Lesson
8. Instructional Strategies	Writing Lesson
9. Professional Learning and Ethical Practice	Writing Analysis
10. Leadership and Collaboration	Writing Analyses

Standards: ISTE (<https://www.iste.org/standards/iste-standards-for-teachers>)

ISTE Standards	Assignments
2.5.a Use technology to create, adapt and personalize learning experiences and accommodate learner differences and needs.	Writing Analysis
2.5.b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Writing Lesson

2.5.c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	Writing Lesson
2.6.d Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.	Writing Lesson

**Required Texts – pick one**

- \*Hochman, J. C., & Wexler, N. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades*. Wiley.
- \*Sedita, J. (2022). *The writing rope: A framework for explicit writing instruction in all subjects*. Brookes.

Additional Texts as posted in Canvas Course

Supplemental Options
Serravallo, J. (2021). <i>Teaching writing in small groups</i> . Heinemann.
Fletcher, R. (2003). <i>A writer’s notebook: unlocking the writer within you</i> . HarperCollins.
Philippakos, Z. A., & MacArthur, C. A. (2015). <i>Developing strategic writers through genre instruction (K-2)</i> . Guilford.
Philippakos, Z. A., & MacArthur, C. A. (2015). <i>Developing strategic writers through genre instruction (3-5)</i> . Guilford.

\*Digitally available through GMU Library

**Core Performance Evaluation**

All assignments are to be completed and submitted via Blackboard by the date and time 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 also be shared in synchronous class sessions.

**Assignments**

<b>Course Outcomes</b>	<b>Assignments</b>	<b>Total Points</b>	<b>Due Date</b>
1, 2, 3, 4, 5, 6,7,8,9	Attendance and Participation	30	Ongoing
1, 4, 9, 12	Dyslexia Awareness Modules	10	October 17
1, 2, 4, 5, 6, 7, 8, 9	Writing Lesson	25	Plan: Oct. 29; Reflection Nov. 12th
1, 2, 3, 4, 5, 6	Writing Analysis (PBA)	35	Dec. 10 <sup>th</sup>

## 1. Attendance and Participation (30%)

**Due: Ongoing**

This course operates with the assumption that knowledge is socially constructed, and the most meaningful learning opportunities are those where you can offer and explore diverse perspectives with peers. To do this it is expected that you attend all classes as outlined within the syllabus and arrive on time. 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 or arriving late for any of these reasons, please notify the instructor at least 48 hours in advance.

You are expected to contribute to in-person 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, completing all assigned readings and synchronous and asynchronous tasks for that class. This includes but is not limited to:

- Contributions to whole group, small group discussions and self-directed learning/reflection time
- Coursework activities Canvas and in class
- Fieldwork

Participation activities

1. Journal - Participation/workshop/notebook (5 points)
  - i. Class participation in whole/small group discussion, discussion board activities as provided, feedback to others, and participation in hands-on class activities
  - ii. Coming to class prepared with written reflections, questions, writing
  - iii. Journal/notebook written responses to prompts. Participation in writing workshop/writer's notebook activities
2. Mechanics "Make and Take" mini-lesson and comments(10 points total)
  - 6 points: Pick something you either are great at teaching OR a grammar/mechanics issue that you do not feel confident in and need to learn. Prepare and sign up
    - i. write lesson plan and provide materials
    - ii. address primary/upper, ML, and SPED differentiation
    - iii. exit ticket/assessment
    - iv. record teaching the lesson – in person or to the camera.
  - 4 points: comment on four videos, focusing on adding strategies or differentiation
3. Workshop writing reflection (5 points)
  - i. "Publish" a piece of revised writing.
  - ii. Reflect on the following (about a page) 1) the impetus for the original idea, 2) least one revision you made, why, and how you know it was successful, 3) discuss conferencing or impact of writing weekly, and 3) How has the workshop model of this class impacted your thoughts on teaching writing (or not) How might this experience impact your teaching (including, I will not integrate this)?

*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.

## 2. Dyslexia Awareness Modules (10%)

**Due: October 17**

<https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/dyslexia-training>

**3. Writing Lesson (25%)****Due: Lesson Plan – Oct. 29 / Reflection – Nov. 12**

Shared writing involves sharing some part/s of the writing process with students. Interactive writing is an activity that allows you to “share the pen” with students and compose writing together. In these activities, the teacher models writing. A real benefit of shared and interactive writing instructional techniques is that they allow the teacher to provide immediate feedback and teaching. That is, the instruction provided is responsive to the students’ actions, so you can provide immediate instruction that is right at their level (what they are “using but confusing”).

You will plan and implement a shared or interactive writing lesson. The lesson will be videotaped to aide in your reflections. The lesson plan will be submitted to Canvas prior to implementation. A summary guided reflection will be submitted to Canvas following implementation of the lesson. Additional information will be provided in class.

The writing lesson plan will be evaluated on appropriate match of learning objective(s), instruction and assessment of learning and learning objectives. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

**4. Writing Analysis (PBA) (35%)****Due: December 10**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child’s literacy and the instructional program you would implement for that child based on the assessment. The field work you do for this class is to enable you to meet repeatedly with a single child in order to find out about their spelling and writing abilities.

**Spelling:** Based on writing samples you gather, information from the qualitative spelling inventory you administer, and other collected data, identify the student’s developmental spelling level as well as the word study strategies the student uses. Supporting documents should be attached as appendices and cited in the text. Include a specific, research-based instructional plan.

**Writing:** Observe the writer engaged in writing. Analyze collected writing samples. Try to collect multiple samples for the analysis. These may be things the child has previously written. Based on these samples you will assess the child’s writing ability. This will include the developmental level as well as specific examples of their strengths in form and function. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Craft a concluding statement that synthesizes the spelling and writing data and justifies your instructional plans.

Depth of analysis, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade.

See scoring rubric below. Additional information will be provided in class.

**GRADING SCALE**

<b>Grade</b>	<b>Grading Scale</b>	<b>Interpretation</b>
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	

A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
C	70-79	
F	<69	

*Remember: A course grade less than B requires that you retake the course. “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education*

### **Professional Dispositions**

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

### **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/>.



### Class Schedule

*\*Faculty reserves the right to alter the schedule as necessary with notification to students.*

Class #, Date, and Instructional Focus	Readings, Activities, and Assignments <b>DUE: BEFORE Wednesday Class</b>	In-Class
<p><b>Class 1: Tuesday, August 27</b></p> <ul style="list-style-type: none"> <li>• Introductions, syllabus, and the approach to this course</li> <li>• Reflecting on ourselves as writers</li> <li>• Pick grammar topics</li> <li>• Pick jigsaw leaders</li> </ul>	<p><b>Read &amp; Reflect/React:</b> none</p> <p><b>Class Folder and Notebook</b> Class 1 Folder</p>	<p><b>In-Class</b></p> <p><a href="#">Room of Writers</a> video <a href="#">Writing Identity</a> article</p> <p>Writing survey (in class assignment)</p>
<p><b>Class 2: Tuesday, September 9</b></p> <ul style="list-style-type: none"> <li>• Laying a foundation for writing instruction</li> <li>• Reading/writing connections</li> </ul>	<p><b>Read &amp; Reflect/React:</b></p> <ol style="list-style-type: none"> <li>1. Graham, S. - Changing How Writing is Taught pp. 277-289</li> <li>2. Rope Ch 1-Intro to the Writing Rope</li> <li>3. Rope Ch 2 – What We Know About Effective Writing Instruction</li> <li>4. Pick One: Sawchuk, S. (2023). 4 Ways reading and writing interlock: What the research says</li> </ol> <p>Schwartz, S. (2023) 3 Takeaways about the connection between reading and writing instruction</p> <p><b>Class Folder and Notebook</b> Class 2 Folder</p>	<p><b>In-Class</b></p> <p>Journal: Reflect on writing what stood out to you about what you read and why? What connections and questions are you making? What you do want to learn next?</p> <p>In class watch <a href="#">Reading-Writing Connection</a></p>
<p><b>Class 3: September 10</b></p> <ul style="list-style-type: none"> <li>• Considering all learners in the writing classroom</li> </ul>	<p><b>Read &amp; Reflect/React:</b> Read all, pick one to lead</p> <ul style="list-style-type: none"> <li>• Culturally responsive - <a href="#">Why we need a framework</a></li> </ul>	<p><b>In-Class</b></p> <p>Journal: Evaluate/compare shared and interactive</p>

<ul style="list-style-type: none"> <li>Integrating diverse learning into foundational writing instruction from the beginning</li> </ul>	<ul style="list-style-type: none"> <li>Motivation - Ives et al., 2023 and <a href="#">How to motivate</a></li> <li>Technology - <a href="#">E-Best Principles: Infusing</a> Technology in the Writing Workshop</li> </ul> <p><b>Class Folder and Notebook</b> Class 3 Folder</p>	writing. What's your take? How might you use it.
<p><b>Class 4: September 17</b></p> <ul style="list-style-type: none"> <li>Writing "with"</li> <li>Shared writing</li> <li>Interactive writing</li> </ul>	<p><b>Read &amp; Reflect/React:</b></p> <ul style="list-style-type: none"> <li>Roth – Interactive Writing</li> <li><a href="#">Shared Writing</a></li> </ul> <p><b>Class Folder and Notebook</b> Class 4 Folder</p>	<b>In-Class</b> Modeling
<p><b>Class 5: September 24</b></p> <ul style="list-style-type: none"> <li>Assessing writing and defining "good writing"</li> <li>Backwards planning for writing instruction</li> </ul>	<p><b>Read &amp; Reflect/React:</b> Revolution - Ch. 9</p> <p>Watch: <a href="#">Self-assessment Empowering students to own their assessment process</a></p> <p><b>Class Folder and Notebook</b> Class 5 Folder</p>	<b>Dyslexia Awareness Modules Due</b>  In class: Rubric development and evaluation Glows and grows
<p><b>Class 6: October 1</b></p> <ul style="list-style-type: none"> <li>Conferencing, peer review, sharing, and publishing</li> <li>Audience consideration and interdisciplinary collaboration</li> </ul>	<p><b>Read &amp; Reflect/React:</b> Watch and critique: <a href="#">Sharing Writing</a></p> <p><a href="#">2<sup>nd</sup> grade conference</a> <a href="#">4<sup>th</sup> grade conference</a> <a href="#">NF writing conference</a></p> <p><a href="#">Power of Literacy WW</a></p> <p><b>Class Folder and Notebook</b> Class 6 Folder</p>	<b>In-Class</b>  Journal: Review the genres of what you teach and some "rule-breakers". How are you addressing multimodal texts?

<p><b>Class 7: October 8</b></p> <ul style="list-style-type: none"> <li>Genre expectations and mentor texts, including reading responses and summaries</li> <li>Reconsidering diverse learners and teaching genres</li> </ul>	<p><b>Read &amp; Reflect/React:</b></p> <ul style="list-style-type: none"> <li>Schwartz, S. (2023). Young writers need structure to learn the craft. How much is enough?</li> <li>Writing Rope Ch 4 – craft</li> <li>Rope Ch 5 – writing process</li> </ul> <p><b>Class Folder and Notebook</b> Class 7 Folder</p>	<p><b>In-Class</b></p> <p>Journal: Which genre/s are interesting or easy for you to teach and why? Why genre is a struggle and why? How can participating in a workshop help?</p>
<p><b>Class 8: October 15</b></p> <ul style="list-style-type: none"> <li>Planning, brainstorming, collaboration, and the role of talk</li> </ul>	<p><b>Read &amp; Reflect/React:</b></p> <ul style="list-style-type: none"> <li>Community of Writers Article</li> <li>Revolution Ch 3- planning</li> </ul> <p><b>Class Folder and Notebook</b> Class 8 Folder</p>	<p><b>In-Class</b></p> <p>Journal: When was a time it was helpful to brainstorm? What type of people do you brainstorm with? Do you use technology or mentor texts?</p>
<p><b>Class 9: October 23</b></p> <ul style="list-style-type: none"> <li>Drafting, graphic organizers, mini-lessons, finding time to write and conference.</li> </ul>	<p><b>Read &amp; Reflect/React:</b></p> <ul style="list-style-type: none"> <li>Revolution Ch 4 – single Para</li> <li>Revolution Ch 7- multi-paragraph outline</li> </ul> <p><b>Class Folder and Notebook</b> Class 9 Folder</p>	<p><b>In-Class</b></p> <p>Journal: Reflect on paragraph writing</p>
<p><b>Class 10: October 30</b></p> <ul style="list-style-type: none"> <li>Revisiting culturally responsiveness</li> <li>summarizing</li> </ul>	<p><b>Read &amp; Reflect/React:</b></p> <p><a href="#">Culturally Responsive teaching – Hammond</a> (1 hr)</p> <p>Pick one: Revolution Ch 6 – summarizing Rope Ch 9 – critical thinking summary</p> <p><b>Class Folder and Notebook</b> Class 10 Folder</p>	<p><b>In Class</b></p> <p><b>Whole Group Writing Lesson Due</b></p> <p>Discussion</p>

<p><b>Class 11: Tuesday, November 5</b> <b>NO CLASS</b></p>		
<p><b>Class 12: Tuesday, November 12</b></p> <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Continue summarizing</li> </ul>	<p><b>Read &amp; Reflect/React:</b> Revolution Ch 8 – persuasive</p> <p>Finish Revolution Ch 6 – summarizing Rope Ch 9 – critical thinking summary</p> <p><b>Class Folder and Notebook</b> Class 12 Folder</p>	<p><b>In Class</b></p> <p><b>Whole Group Writing Lesson Reflection due</b></p>
<p><b>Class 13: Tuesday, November 19</b></p> <ul style="list-style-type: none"> <li>• Revising: figurative language, word choice, dialogue, and point of view</li> <li>• Editing/Sentences/word study/phonics/mechanics</li> </ul>	<p><b>Read &amp; Reflect/React:</b></p> <ul style="list-style-type: none"> <li>• Watch: <a href="#">Day in the Life of WW</a></li> <li>• Revolution CH 5: revising</li> <li>• Pick two: Revolution Ch 1 &amp; 2 Rope Ch 6: syntax and skills and Ch 2: transcription</li> </ul> <p><b>Class Folder and Notebook</b> Class 13 Folder</p>	<p><b>In Class</b></p> <p>Journal: Revise and reflect. Where is editing in your writing instruction? How has phonics influenced encoding/editing? What is the role of AI?</p>
<p><b>Class 14: Tuesday, November 26</b> <b>Pre-Thanksgiving ASYNCHRONOUS</b></p>	<p><b>Read &amp; Reflect/React:</b></p> <ul style="list-style-type: none"> <li>• Have uploaded your grammar video by 11/25 and comment on 3 in the next week</li> <li>• Graham, S. (2022). Creating a classroom vision for teaching writing</li> <li>• <a href="#">Writing and SoR</a></li> </ul> <p><b>Class Folder and Notebook</b></p>	<p><b>In Class</b></p> <p>Upload your grammar video and lesson plan. Week 15 will be open as well with a soft deadline.</p>

	Class 14 Folder	
<p><b>Class 15: Tuesday, December 3<sup>rd</sup></b>  <b>ASYNCHRONOUS</b></p> <ul style="list-style-type: none"> <li>Bringing it all together by reflecting on your thinking as a writer and writing teacher</li> </ul>	<p><b>Read &amp; Reflect/React:</b>  Pick on:  Revolution Ch 10  Rope Ch 11  <b>Class Folder and Notebook</b>  Class 15 Folder</p>	<p><b>In Class</b></p> <p>Grammar comments due 12/3</p> <p>Journal 13: Bringing it all together – how did this class go for you?</p>
<b>Reading Period: December 10th</b>		<b>Literacy Analysis due December 10<sup>th</sup></b>

## GMU Policies and Resources for Students

### *Policies*

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

### *Campus Resources*

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

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

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

**AI Guidance (please add an AI statement to your syllabi. There is one in the template and I have provided a sample from my courses below.**

- AI guidelines from the Stearns Center and sample statement for consideration:

<https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/>

Sample statement: 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

**Attendance (please add to your course syllabi for required courses for the major)**

- ELED Attendance Policy:
  - 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, early departure, or failure to engage in online classes 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. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions 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. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

**Field Accommodations (please add to your course syllabi for courses with field work)**

- 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/>.
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- Field work is required for this class. Failure to complete the total number of assigned hours will result in a failing grade.

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

### **Guidelines for Writing Analysis (ELED 556 PBA)**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child's writing development and the instructional program you would implement for that child based on your assessments. This analysis is a performance-based assessment for literacy III.

As you begin your fieldwork, select a target child. You will assess the child's writing ability.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include as many different types of writing as possible. Try to avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of the writer's strengths in form, function, and process (you will have to observe the writer engaged in the process of writing). Supporting documents should be attached as appendices and cited in the text.

Include a research-based instructional plan.

#### **Evaluation**

Diversity of assessments used, accuracy of developmental levels assigned, and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric.



**Assessment Rubric for Writing Analysis – ELED 556 Performance-Based Assessment**

<b>Criteria</b>	<b>Exceeds 90-100% (met)</b>	<b>Meets 80-89% (met)</b>	<b>Approaches 70-79% (unmet)</b>	<b>Falls Below 0-69% (unmet)</b>	<b>Score</b>
<b>Complete Introduction</b> of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Developmental ACEI 1.0 INTASC 1a CAEP 1a)
<b>The Writing Analysis</b> includes evidence of multiple assessments and cites references and appendices.	9-10 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's writing learning needs are collected, referenced, and included in the appendices.	8-8.9 Assessment data collected by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	7-7.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-6.9 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
<b>The Writing Analysis</b> includes evidence of child's level, strengths in form, function, and process	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Developmental ACEI 1.0 INTASC 6c CAEP 2a)
<b>The Writing Instructional Plan</b> is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
<b>Conclusion:</b> synthesizing the analysis is included.	9-10 Conclusion synthesizes analysis with instructional plans. It includes and supports predictions for learner's success.	8-8.9 Conclusion synthesizes analysis with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
<b>Mechanics:</b> The paper is coherent, proofread, well-organized, error free and adheres to APA format.	9-10 Paper is coherent, well-organized, error free and adheres to APA format.	8-8.9 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	7-7.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-6.9 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage, or APA.	(Content ACEI 2.1)
Total Weighed Score	9-10	8-8.9	7.7.9	0-6.9	



## 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](mailto: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](mailto: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.