I. Course Background

A. Course Description: This course provides a research-based introduction to literacy teaching and learning for children in grades PK-6 (international setting). This course introduces the current methods of teaching integrated language art in primary and elementary school settings. It includes language and literacy development, second language acquisition, reading and writing in the content areas and children's literature. This course has an international focus and considers the needs of second language learners in regular class settings. Field experience is required. Prerequisites: Admission to the FASTTRAIN program

B. Course Delivery: This course is delivered through a variety of face-to-face and individualized instructional strategies. During class meetings there are large group, small group, and individual activities. Students will also conduct field experience in a Northern Virginia area school or an agreed-upon International School.

C. Students with Special Needs: Students who require special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to advise the instructor to ensure their successful participation in this course.

II. Course Outcomes: Upon successful completion of this course, students will have:

- Built Background Knowledge on Language, Learning, and Literacy by:
  1. Demonstrating an understanding of the structure of the English language.
  2. Creating connections between their own literacy learning histories and current theories of literacy teaching and learning.
  4. Demonstrating an understanding of reading and writing as a cognitive, sociocultural, psychological, and linguistic process.

- Practiced Strategies for Designing Literacy Instruction by:
  5. Creating literacy lessons that demonstrate an understanding of the relationship between children's phonemic awareness, word recognition, fluency, and comprehension strategies and their reading, writing, and spelling development.
  6. Demonstrating an understanding of how to facilitate elementary learners' oral language development through creative writing, storytelling, drama, and choral/oral reading.

- Practiced Techniques for Assessing Students' Literacy Strengths and Weaknesses by:
  7. Describing the unique learning needs of English Language Learners (ELLs) and explain how they will adapt lessons to meet their learning needs.
  8. Demonstrating a familiarity with observation and assessment techniques to be used when assessing the reading development and needs of individual and groups of elementary learners.
• Reflected on Approaches for Integrating Literacy Instruction across the Curriculum by:

9. Demonstrating an understanding of aligning instruction with assessment.
10. Demonstrating an understanding of the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction at appropriate reading levels.
11. Demonstrating an understanding of how to organize classroom instruction to facilitate the literacy development of all learners.

III. Relationship to Program Goals and Professional Organizations

EDUC 516 is a methods course in FAST TRAIN, a program which prepares elementary teachers for international schools. FAST TRAIN applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 516 addresses the program goals which develop skills in instructional planning, implementation, and assessment. In addition, EDUC 516 primarily addresses INTASC standards 1, 3, and 4.

Overall, the INTASC Standards [http://www.dpi.state.ne.us/pbl/pblintasc.html] will be addressed by the following course activities:

1. **Content Pedagogy:**
   *The teacher understands 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.*
   - Lesson Plan using Guided Reading
   - Field experience
   - Literacy Action Plan

2. **Student Development:**
   *The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.*
   - Lesson Plan using Guided Reading
   - Field experience
   - Literacy Action Plan

3. **Diverse Learners:**
   *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*
   - Lesson Plan using Guided Reading
   - Field experience
   - Literacy Action Plan
   - In-class Learning Logs

4. **Multiple Instructional Strategies:**
   *The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.*
   - Lesson Plan using Guided Reading
   - Field experience
   - Literacy Action Plan

5. **Motivation and Management:**
   *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement for learning, and self-motivation.*
   - Field experience
   - Literacy Action Plan
   - Lesson Plan using Guided Reading
6. **Communication and Technology:**  
   The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  
   - Lesson Plan using Guided Reading  
   - Literacy Action Plan

7. **Planning:**  
   The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.  
   - Lesson Plan using Guided Reading  
   - Literacy Action Plan

8. **Assessment:**  
   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.  
   - Field experience  
   - Literacy Action Plan

9. **Reflective Practice:**  
   The teacher is reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.  
   - Field experience  
   - Literacy Action Plan  
   - In-class Learning Logs

10. **Professional Growth:**  
    The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  
    - Field experience  
    - Literacy Action Plan  
    - In-class Learning Logs

**IV. Texts:**

<table>
<thead>
<tr>
<th>Required:</th>
<th>Recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas &amp; Gay Su Pinnell</td>
<td>• Guided Reading: Good First Teaching for All Children by Irene C. Fountas &amp; Gay Su Pinnell</td>
</tr>
</tbody>
</table>

**V. Attendance and Assignment Requirements:**

- Students are expected to attend all classes. Absences are allowed for medical or emergency reasons. (GMU operates on an Honor System, so no documentation is necessary.) However, students who miss four sessions or more (which is 25% or more) of the course will NOT receive a satisfactory grade.

- However, if students do miss class:
  1. Let the instructor know prior to the class they will not be attending.  
  2. Obtain the information missed in class from other students. It is not the instructor's responsibility to keep students abreast of the information they miss in class.
- Each student is expected to complete all readings and assignments.
- Students missing a class are responsible for completing any assignments, readings, etc. prior to the next class.
- All written assignments not completed in-class must be completed on a word processor.
- Late assignments will not be accepted without making prior arrangements with the instructor.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Description</th>
<th>% of grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>Participate in class activities. These will include presentations, in-class writing assignments, cooperative group activities, homework assignments, and learning logs. Demonstrate a high standard of professional communication, conduct, leadership, reasoning, listening, reading, and writing. [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11]</td>
<td>25%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2. Writing a Guided Reading Lesson</td>
<td>Given a targeted set of VA Standards of Learning, create a guided reading lesson for a group of students. Justify the text you are using and the skills you will be teaching them. Then describe how you plan to extend this lesson with class work and add on to it during the next Guided Reading lesson. Lastly give explicit details about what the other students in the room will be doing in class while you are teaching this guided reading lesson. Additional information will be provided in class. [Outcomes 1, 2, 4, 5, 6, 8, 9, 11]</td>
<td>25%</td>
<td>Beginning of 10th session</td>
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<tr>
<td>3. Field Experience and Field Experience Paper</td>
<td>Write a summary of the field experience; include reflections and references. Document the physical environment, students, groupings, and activities observed in the selected classrooms. Interview the teacher(s) about what you observed and describe these conversations. Demonstrate an understanding of instructional choices made by teachers as they implement elements of literacy instruction within the curriculum. Demonstrate an understanding of how classroom teachers use observational techniques (including reading, writing, and spelling analysis of student work) to identify students’ strengths and “next step” and inform their instructional decisions. [Outcomes 2, 3, 4, 8, 9].</td>
<td>25%</td>
<td>Beginning of 12th session</td>
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<tr>
<td>4. Final Project: Literacy Action Plan</td>
<td>Outline your ideal literacy program. Select a grade level and include your own philosophy about literacy instruction in general as well as specific goals for that level. Additional information will be provided in class. [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11]</td>
<td>25%</td>
<td>Beginning of 15th (final) session</td>
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</table>

**Submission guidelines:** Please use the following guidelines when submitting assignments

- **Heading:**
  
  Name  
  EDUC 516  
  Title of assignment name  
  Summer 2004  
  Your email address
**Style guidelines:**

- All papers are typewritten, single space and using 12-point font. Number all pages. Use your judgment about whether you need to use pseudonyms within your writing.

- Be sure to include a reference list at the end if appropriate. (Use APA or any other consistent type of formatting for the citations).

**APA format** (in this order) for a book, a chapter from a book, an article retrieved from the Internet, and an article from a journal are shown in the following examples.

**References**


**Handing in your paper:**

- Submit a hard copy of the assignment

- In some cases, electronic feedback can be given. Check with instructors first. All documents sent electronically will be in MSWord.

Revised papers/projects: You will have sufficient opportunities to get feedback on your projects from your peers and from me before you hand it in. Therefore, once your project has been turned in, scored, and returned to you, please do not ask for additional opportunities to revise it.

**VI. Grading**

- Using the designated ratings scale, each assignment will be assigned a score between 1 and 4.

- Assignments will be discussed in class at which time more detailed rubrics will be provided. Rubrics will be based on the following descriptors.

<table>
<thead>
<tr>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
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</thead>
<tbody>
<tr>
<td><strong>Does not meet Standard</strong></td>
<td><strong>Attempts Standard</strong></td>
<td><strong>Partially meets Standard</strong></td>
<td><strong>Meets/Exceeds Standard</strong></td>
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<tr>
<td>descriptors: no extremely detached great difficulty unprepared unconnected unfocused</td>
<td>descriptors: few often ineffective gaps unsubstantiated is not always appropriate varying patterns of participation</td>
<td>descriptors: most generally sometimes ineffective some minor flaws appropriate reasonable, although sometimes incomplete or surface interpretations</td>
<td>descriptors: clear effective unusually well-done thorough thoughtful prepared</td>
</tr>
</tbody>
</table>
• The scores on class requirements and participation will be averaged to create a final course grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>3.75 &gt; or = 4.0 points</td>
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<tr>
<td>A-</td>
<td>3.5 &gt; 3.75 points</td>
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<tr>
<td>B+</td>
<td>3.25 &gt; 3.5 points</td>
</tr>
<tr>
<td>B</td>
<td>3.0 &gt; 3.25 points</td>
</tr>
<tr>
<td>B- or below</td>
<td>Not an acceptable passing grade for FAST TRAIN requirements</td>
</tr>
</tbody>
</table>

***Incompletes in the course will be given only under unusual, extenuating circumstances.

VII. Internet resources

• International Reading Association (IRA) [http://ira.org](http://ira.org)
• National Council for Teachers of English (NCTE) [http://ncte.org](http://ncte.org)
• Teachers of English to Speakers of Other Languages (TESOL) [http://tesol.org](http://tesol.org)
• The International Educator [http://members.teachnet.org/webzine/](http://members.teachnet.org/webzine/)
• International Society for Technology in Education [http://iste.org](http://iste.org)
• Virginia Department of Education Standards of Learning (SOLs) [http://www.pen.k12.va.us/VDOE/Instruction/](http://www.pen.k12.va.us/VDOE/Instruction/)
• Reading Rockets [http://www.readingrockets.com](http://www.readingrockets.com)
• Reading Quest: Making Sense in Social Studies (end of 2nd through 5th grade & beyond) [http://curry.edschool.virginia.edu/go/readquest/strat/](http://curry.edschool.virginia.edu/go/readquest/strat/)
• Star Fall: Where Children Have Fun Learning to Read (Pre-K through beginning of 2nd grade) [http://www.starfall.com](http://www.starfall.com)

VIII. Grad School of Education Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.
Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**IX. Class Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Wed. Eve Class</th>
<th>Summer Class</th>
<th>Foci for Session</th>
<th>Assignments To Be Completed After Each Session</th>
</tr>
</thead>
</table>
| Pre-Course Orientation       | n/a            | June 27      | • Course topics
• Course requirements
• Course assessment procedures                                                | **Supplies for Course:**
• Course books from bookstore
• 1 three-ring binder
• Notebook or paper (for class notes)
• 1 composition notebook
• Highlighter and sticky notes as needed                                                                                   |
| 1                             | April 21       | July 9       | • Overview of Course
• Fab 5
• Three tiers of Literacy                                                    | • 3-6 Fountas and Pinnell: Erica’s Day & Chapters 1 & 2. Skim chapters 6 & 14. See also:
• Fountas and Pinnell (white cover): Chapters 3 & 10                                                                 |
| 2                             | April 28       | July 9       | § Organization of Literacy Block
§ Reading/Writing Connection
§ Zone of proximal development and Gradual Release of Responsibility
§ Matching text to reader                                                    | • 3-6 Fountas and Pinnell: Chapters 3, 4, & 5 See also:
• Fountas and Pinnell (white cover): Chapter 1 & review Chapter 3                                                           |
| 3                             | May 5          | July 12      | Different Components of a Language Arts Block (Overview):
• Read Aloud, Shared Reading, Guided Reading, Literature Circles & Independent Reading
• Modeled Writing, Interactive Writing, Writing Workshop, Journals
• Word Walls, Sound Boards, High Frequency Words                                                                            | • 3-6 Fountas and Pinnell: Pages 488-491 See also:
• Fountas and Pinnell (white cover): Chapters 6 & 7                                                                           |
<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| May 12 & May 19 | 4 & 5 | Running Records • Vocabulary Development, Word Study, Phonics, Phonemic Awareness, Spelling | ▪ Bring in a running record you have taken for session # 5  
▪ 3-6 Fountas and Pinnell: Chapters 9 & 22  
See also:  
▪ Fountas and Pinnell (white cover): Chapter 13 & review chapter 1 & 7 |
<p>| July 12 &amp; July 13 |          |                                                                      |                                                                                            |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>June July</th>
<th>June July</th>
<th>Linking Assessment to Instruction:</th>
<th>Guided Reading Lesson Plan due at the beginning of next session</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>16</td>
<td>15</td>
<td>Vocabulary Development through word analysis</td>
<td>Prepare presentation to teach professional development to the class</td>
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<td>Ownership of reading &amp; comprehension strategies</td>
<td>3-6 Fountas and Pinnell: Chapter 10</td>
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<td>Revisit matching text to readers</td>
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<td>Listening to children and using MSV to determine levels of strategy control</td>
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<tr>
<td>10</td>
<td>23</td>
<td>15</td>
<td>Presentations of Articles</td>
<td>3-6 Fountas and Pinnell: Chapters 25 &amp; 26</td>
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<td>Discussion of professional resources</td>
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<td>Writing Workshop</td>
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<td>11</td>
<td>30</td>
<td>16</td>
<td>Writing Workshop and Conferencing with Students (cont.)</td>
<td>Field Experience Paper due at the beginning of next session</td>
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<td>The elements of writing workshop</td>
<td>Read assigned article</td>
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<td>The art of conferring with students</td>
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<td>Relationship between oral language and literacy</td>
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<tr>
<td>12</td>
<td>7</td>
<td>16</td>
<td>Planning for English Language Learners</td>
<td>Come prepared to play your role in the model classroom next week</td>
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<td>Differences in cultures &amp; customs</td>
<td>3-6 Fountas and Pinnell: Chapter 6</td>
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<td>Oral language development &amp; cooperative learning groups</td>
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<td>Vocabulary</td>
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<td>Activating schema to build upon background knowledge</td>
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<td>See also:</td>
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<td>Fountas and Pinnell (white cover): Chapters 4 &amp; 5</td>
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<tr>
<td>13</td>
<td>July 14</td>
<td>July 19</td>
<td>Welcome to an International 3rd Grade Classroom</td>
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<td>Read articles</td>
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<td>3-6 Fountas and Pinnell: “Special Features” at the end of each section</td>
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<tr>
<td>14</td>
<td>July 21</td>
<td>July 19</td>
<td>Working with Multi-Leveled Learners</td>
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<td>• Differentiating Instruction</td>
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<td>• Strategies for working with Learning Disabled students</td>
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<td>• Strategies for working with Gifted students</td>
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<td>Literacy Action Plan due at the beginning of next session</td>
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<td>15</td>
<td>July 28</td>
<td>July 20</td>
<td>Putting it All Together</td>
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<td>• Reflections on Class</td>
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<td>• Share Literacy Action Plan</td>
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