GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELEMENTARY EDUCATION PROGRAM

Course Information

EDCI 555: Literacy in a Multicultural Society

Semester: Fall 2012

Section: 613—3 Credits

Meeting Times: 5:00-10:00

Meeting Days: Wednesdays, August 29, October 24 through December 12

Location: Arlington Campus—Founders Hall 310 (move to 210 at the break)

Instructor Information

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Office hours by appointment

Course Description

Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

Relationship to Program Goals and Professional Organizations

This course addresses priorities in the GSE 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.

Student Outcomes

1. Students will demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Students will observe and assess the reading development and needs of elementary learners.
4. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
5. Students will plan literacy lessons that promote creative and critical thinking.
6. Students will plan lessons that facilitate reading fluency, reading comprehension and vocabulary development across content areas.
7. Students will plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
8. Students will survey technological tools, print materials, and other resources for teaching reading.
9. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
10. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
11. Students will understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
12. Students will 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.

IRA Standards

1. Foundational Knowledge
2. Instructional Strategies and Curriculum Materials
3. Assessment, Diagnosis, and Evaluation
4. Creating a Literate Environment
5. Professional Development

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 understand 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.

Nature of Course Delivery

This 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. Practical applications of theory will be explored via public school classroom-based assignments.

Mason Mission Statement

George Mason University will be an institution of international academic reputation providing a superior education enabling students to develop critical, analytical, and imaginative thinking and to make well-founded ethical decisions. It will respond to the call for interdisciplinary research and teaching not simply by adding programs but by rethinking the traditional structure of the academy.

The University will prepare students to address the complex issues facing them in society and to discover meaning in their own lives. It will encourage diversity in its student body and will meet the needs of students by providing them with undergraduate, graduate, and professional courses of study that are interdisciplinary and innovative. The University will energetically seek ways to interact with and serve the needs of the student body.

The University will nurture and support a faculty that is diverse, innovative and excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community. The faculty will embody the University's interactive approach to change both in the academy and in the world. The University will be a resource of the Commonwealth of Virginia serving private and public sectors and will be an intellectual and cultural nexus between Northern Virginia, the nation, and the world. (Adopted January 1991)

Required Texts

Routman, R. (2005). *Writing Essentials: Raising expectations and results while simplifying teaching.* Portland, NH: Heinemann.

Johnson, P. & Keier, K. (2010). *Catching readers before they fall: Supporting readers who struggle, K-4.* Portland, ME: Stenhouse Publishing.

Bear, D. R., Invernizzi, M. R., Templeton, S., & Johnston, F. R. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction (4th ed).* Upper Saddle River, NJ: Pearson.

Richardson, J. (2009). *The next steps in guided reading: Focused assessments and targeted lessons for helping every student become a better reader*. New York: Scholastic.

Recommended Texts

Allington, R. L. (2005). *What really matters for struggling readers: Designing research-based programs* (2nd ed.). New York: Allyn & Bacon

Duffy, G. G. (2003). *Explaining reading: A resource for teaching concepts, skills, and strategies.* New York: Guilford Press.

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children.* Portsmouth, NH: Heinemann.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades.* Portland, ME: Stenhouse.

Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). New York: Guilford.

Zarrillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment.* Upper Saddle River, NJ: Pearson.

Assignments (Rubrics for all assignments will be provided the first day of class.)

1. **Participation Ongoing**   **(15%)**

   This class is conducted in a manner that is intended to encourage the development of a community of learners. There is important content to be learned, and there are opportunities to learn from each other as we practice new skills in pairs and small groups. Your participation in class discussions and group work enhances the learning of all. Classroom participation grades will be determined by your participation and engagement in small group and whole class discussions, and by work produced and shared during in-class activities.

2. **Instruction and Reflection**   **(60% - 15% each, a through d below)**
   a. Spelling inventory   **Due: 10/31**
   Spelling inventories are extremely informative assessments that are easy to implement. They

provide the teacher important information about students' language and literacy development. For this assignment, you will conduct a spelling inventory in your classroom. With the students' spelling inventories, you will complete a **Feature Guide** for each student, a **Spelling-by-Stage Classroom Organization Chart**, and a **Classroom Composite**. Using this information, you will organize students into word study groups, explaining the primary need of each group and the instruction you would use to meet this need. You will turn in the feature guides, the classroom organization chart, the classroom composite, and the groups with explanations of your grouping and instructional decisions. I WILL EXPLAIN AND MODEL ALL OF THESE IN CLASS.

b. Guided reading   **Due: 11/14**

Guided reading is an instructional method in which teachers support students' literacy development through differentiated instruction. Guided reading lessons follow a before-during-after format. Before reading, the teacher previews important vocabulary and sets a purpose for reading (often explicitly teaching a skill or strategy). During reading, the teacher listens to and observes each child's reading, providing assistance and documenting what s/he learns. After reading, students discuss the reading based upon the purpose set at the beginning and extend the reading through a brief activity. You will implement guided reading in your classroom and turn in the lesson plan and a reflection on the implementation of guided reading. I WILL EXPLAIN AND MODEL GUIDED READING IN CLASS.

c. Strategic read-aloud   **Due: 11/28**

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way to show students how good readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in your class, explicitly explaining to students a comprehension strategy and then modeling the strategy by thinking aloud as you read the book. After conducting the read aloud you will turn in the lesson plan and a reflection. The reflection should discuss what went well with the lesson and things to improve upon. I WILL EXPLAIN AND MODEL A STRATEGIC READ ALOUD IN CLASS.

d. Interactive Writing Lesson   **Due: 12/5**

Shared writing and interactive writing are activities that allow you to "share the pen" with students and compose writing together. A real benefit of these activities is that they allow the teacher to provide a clear model and to get a sense of how students are thinking through a writing project. You will plan and execute an interactive writing lesson in your classroom and then reflect on the process. You will turn in your lesson plan with a written reflection that outlines what you learned from this experience. I WILL EXPLAIN AND MODEL AN INTERACTIVE WRITING LESSON IN CLASS.

Evaluation for all Instruction and Reflection Assignments:

You will be graded on your lesson plan as well as your detailed reflection of the lesson. Your lesson plan must adhere to the Elementary Program lesson plan format and be consistent with instructional methods taught in the course. Lessons should be relevant to the grade level and provide an authentic literacy task while specifying objectives related to state and national standards. Reflections and plans will be evaluated for ability to apply knowledge gained in readings and in class; thoroughness; coherence of writing; and mechanics (including APA). **Rubrics and planning/reflecting templates will be provided.**

3. **Reading, Writing, Spelling Assessment (PBA)**   **Due: 12/12**   **(25%)**

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. This analysis is the

performance-based assessment for the literacy course.

In your classroom, select a target child. During the month of November, you will assess the child's reading, writing, and spelling ability. You will learn in class which assessments to give.

Reading: create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self correction, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. You will present a snapshot of the child's reading ability at one point in time. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. 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 their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Spelling: based on the writing samples collected, information from a spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Grading Scale

A = 100-94   A- = 93-90
B+ = 89-86   B = 85-80
C+ = 79-76   C = 75-70
D = 69-65   F = below 65

George Mason University Policies and Resources for Students
- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [see http://academicintegrity.gmu.edu/honorcode/].

- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/1301ge.html].

- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [see http://caps.gmu.edu/].

- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- The Writing Center – The George Mason University Writing Center staff provides a variety of

resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [see http://writingcenter.gmu.edu/].

- University Libraries – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [see http://library.gmu.edu/].

- 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.

- GSE website: gse.gmu.edu

Course Outline

Date	Topics	In Class Today	Readings/Assignments for Next Class
8/29	Reading/Writing Process Five Pillars of Balanced Literacy Assessments and Look Fors	CRBF: Ch. 5	WTW: Ch. 2, 3 CRBF: Ch. 2, 3 NS: 1, 2 Bring the completed spelling inventory and feature analysis for each student in your class. We will analyze and group together in class.
10/24	Concepts about Print Phonemic Awareness Phonics	WTW: Ch. 4-6 (k-3) Ch. 6-8 (4-6) Analyze student spelling inventories, grouping, & instructional implications.	CRBF: Ch. 4, 7 TBA Spelling Assignment/Reflection Due 10/31
10/31	Fluency & Decoding	Read NS: Ch. 3 – 6 (depending on levels of children in your class). Plan guided reading lesson w/ a fluency and/or decoding instructional focus.	CRBF: Ch. 6, 8, 9
11/7	Comprehension	Read NS: Ch. 3-6 (depending on levels of children in your class). Plan guided reading lesson w/ a comprehension instructional focus.	WE: Ch. 4, 5, 6, 7 Guided Reading Assignment Due 11/14
11/14	Vocabulary Reading Writing Connections Teaching Techniques for Writing Workshop	Read article (TBA) about interactive read aloud. Plan strategic read aloud lesson.	WE: Ch. 9, 10 Bring writing samples from your chosen PBA student to next class. See assignment description. Strategic Read Aloud Assignment Due 11/28
11/28	Writing Assessment Writing Conferences Editing	Review and apply various writing rubrics. Plan interactive writing lesson.	Article 1: Modified Guided Reading Article 2: What I Learned about Effective Reading Instruction Interactive Writing Assignment Due 12/5
12/5	Review Assessment Focused & Differentiated Instruction for Diverse Learners	Analyze case studies. Work on PBA assignment.	
12/12	Review Balanced Literacy	Work on PBA assignment--due electronically by midnight.	

The syllabus and course schedule may need to be adjusted during the semester based on the instructor's judgment, weather cancellations, etc.

Spelling Assignment Rubric

Components	3 Points	2 Points	1 Point
Assessment Component:			
Spelling Assessment	All components (feature, stage chart, class composite) are included AND accurately analyzed	All components are included AND analyzed with some misinterpretation	Most components are included OR components reveal significant misinterpretation
Groups	Explanation for groupings shows a well developed understanding of word study stages	Explanation for groupings shows a developing understanding of word study stages	Explanation for groupings shows an emerging understanding of word study stages
Instructional Implications	Plan shows a well developed understanding of how students develop word knowledge	Plan shows a developing understanding of how students develop word knowledge	Plan shows and emerging understanding of how students develop word knowledge
Reflection Component:			
Reflections reveal a growing depth of knowledge in literacy teaching and learning	Assumptions about literacy learning are clear and specific.	Assumptions about literacy learning are present, but lack clarity and specificity.	Assumptions about literacy learning are not present.
APA/Mechanics:			
Overall Clarity	Entries are clear throughout (no ambiguity) AND there are no errors in usage and mechanics.	Entries are clear most of the time (a few areas of ambiguity) OR there are a few errors in usage and mechanics.	Entries lack clarity (many areas of ambiguity) OR there are man errors in usage and mechanics.

Guided Reading Rubric

Components	3 Points	2 Points	1 Point
Assessment Component:			
Statement of Lesson Objectives/Teaching Focus During Book Orientation	Statement of obj. is clear, in kid language, *AND* is explicitly modeled during book orientation	Statement of obj. is clear, in kid language, *OR* book orientation lacks explicit modeling	Statement of obj. is unclear *AND* book orientation lacks explicit modeling
Evidence of Coaching and Recording of Student Reading Work	Planning record shows evidence of prompts used *AND* student responses for two students	Planning record shows evidence of prompts *OR* student responses for two students	Planning record shows evidence of prompts *OR* student responses for one student
Lesson Closes with Reflection and Connection	Planning record shows evidence of post reading discussion *AND* student response	Planning record shows evidence of post reading discussion *OR* student response	Planning does not show evidence of closure/after reading work
Reflection Component:			
Reflections reveal a growing depth of knowledge in literacy teaching and learning	Assumptions about literacy learning are clear and specific.	Assumptions about literacy learning are present, but lack clarity and specificity.	Assumptions about literacy learning are not present.
APA/Mechanics:			
Overall Clarity	Entries are clear throughout (no ambiguity) *AND* there are no errors in usage and mechanics.	Entries are clear most of the time (a few areas of ambiguity) *OR* there are a few errors in usage and mechanics.	Entries lack clarity (many areas of ambiguity) *OR* there are man errors in usage and mechanics.

Strategic Read Aloud Rubric

Components	3 Points	2 Points	1 Point
Assessment Component:			
Statement of Lesson Objectives	Statement of obj. clearly connects to thinking strategies, is in kid language, **AND** connects to previous learning	Statement of obj. clearly connects to thinking strategies, is in kid language, **OR** connects to previous learning	Statement of obj. does not connect to the thinking strategies
Stopping Points for Modeling and Active Participation	2 stopping points for think alouds are scripted in kid language **AND** 3 stopping points for talk partners are noted w/ plans for taking anecdotal notes	Only one stopping points for think alouds is scripted **OR** fewer than 3 stopping points for talk partners are noted **OR** no plans for anecdotal notes are included	No stopping point for think aloud is scripted **OR** one stopping point for talk partners is noted
Lesson Closes with Reflection and Connection	Lesson closes with how strategy aids comprehension, is scripted in kid language, **AND** opportunities for students to share are included	Lesson closes with how strategy aids comprehension, is scripted in kid language, **OR** opportunities for students to share are included	Lessons closes with only one of the three criteria
Reflection Component:			
Reflections reveal a growing depth of knowledge in literacy teaching and learning	Assumptions about literacy learning are clear and specific.	Assumptions about literacy learning are present, but lack clarity and specificity.	Assumptions about literacy learning are not present.
APA/Mechanics:			
Overall Clarity	Entries are clear throughout (no ambiguity) AND there are no errors in usage and mechanics.	Entries are clear most of the time (a few areas of ambiguity) OR there are a few errors in usage and mechanics.	Entries lack clarity (many areas of ambiguity) OR there are man errors in usage and mechanics.

Interactive/Guided Writing Rubric

Components	3 Points	2 Points	1 Point
Assessment Component:			
Statement of Lesson Objectives/Teaching Focus	Statement of obj. is clear, in kid language, ***AND*** connects to previous learning	Statement of obj. is clear, in kid language, ***OR*** connects to previous learning	Statement of obj. does not connect to the thinking strategies
Evidence of Anticipating "Coachable Moments" and Recording of Student Observations	Planning record shows evidence of 2/3 teaching points ***AND*** student responses for two students	Planning record shows evidence of 2 teaching points ***OR*** student responses for two students	Planning record shows evidence of 1 prompt or student responses for one student
Lesson Closes with Reflection and Connection	Planning record shows evidence of post writing discussion ***AND*** student response	Planning record shows evidence of post reading discussion ***OR*** student response	Planning does not show evidence of closure/after writing work
Reflection Component:			
Reflections reveal a growing depth of knowledge in literacy teaching and learning	Assumptions about literacy learning are clear and specific.	Assumptions about literacy learning are present, but lack clarity and specificity.	Assumptions about literacy learning are not present.
APA/Mechanics:			
Overall Clarity	Entries are clear throughout (no ambiguity) AND there are no errors in usage and mechanics.	Entries are clear most of the time (a few areas of ambiguity) OR there are a few errors in usage and mechanics.	Entries lack clarity (many areas of ambiguity) OR there are man errors in usage and mechanics.

Scoring for Reading, Writing, Spelling Analysis
EDCI 555 and 556 Performance Based Assessment

Criteria	Excellent (5) Met	Satisfactory (4,3) Met	Developing (2,1) Unmet	Unsatisfactory (0) Unmet	Weighted Score
Complete **Introduction** of the student is included.	Additional pertinent information is included.	Physical, environmental & social characteristics are described	One or more of the characteristics about the child is missing.	Lacks a description of the child.	X .10 = (assessment)
The **Reading Analysis** includes evidence of multiple assessments and cites references and appendices.	Multiple references, assessments & appendices support the analysis in each area.	Assessments/appendices are fully referenced and incorporated in the text.	Appendices are included but not incorporated in the text.	Lacks references or appendices to support reading analysis.	X .05 = (assessment)
The **Reading Analysis** includes evidence of child's level, fluency, strategy use and comprehension.	Each area contains varied & multiple examples/forms of evidence.	Detailed description and evidence of strengths and needs in each area are included.	Description lacks detail or evidence in one or more areas.	Lacks a reading analysis.	X .10 = (development)
The **Reading Instructional Plan** is developmentally appropriate and pedagogically sound.	Instructional plan addresses all strengths & weaknesses.	Instructional plan addresses a number of aforementioned strengths and needs.	Instructional plan fails to address child's specific reading needs.	Lacks a reading instructional plan specific to the child.	X .10 = (content)
The **Writing Analysis** includes evidence of multiple assessments and cites references and appendices.	Multiple references, assessments & appendices support the analysis in each area.	Assessments/appendices are fully referenced and incorporated in the text.	Appendices are included but not incorporated in the text.	Lacks references or appendices to support writing analysis.	X .05 = (assessment)
The **Writing Analysis** includes evidence of child's level, strengths in form, function, and process.	Each area contains varied & multiple examples/forms of evidence.	Detailed description and evidence of strengths and needs in each area are included.	Description lacks detail or evidence in one or more areas.	Lacks a writing analysis.	X .10 = (development)
The **Writing Instructional Plan** is developmentally appropriate and pedagogically sound.	Instructional plan addresses all strengths & weaknesses.	Instructional plan addresses a number of aforementioned strengths and needs.	Instructional plan fails to address child's specific writing needs.	Lacks a writing instructional plan specific to the child.	X .10 = (content)
The **Spelling Analysis** includes evidence of multiple assessments and cites references and appendices.	Multiple references, assessments & appendices support the analysis in each area.	Assessments/appendices are fully referenced and incorporated in the text.	Appendices are included but not incorporated in the text.	Lacks references or appendices to support spelling analysis.	X .05 = (assessment)
The **Spelling Analysis** includes evidence of child's level and strategy use.	Each area contains varied & multiple examples/forms of evidence.	Detailed description and evidence of strengths and needs in each area are included.	Description lacks detail or evidence in one or more areas.	Lacks a spelling analysis.	X .05 = (development)
The **Spelling Instructional Plan** is developmentally appropriate and pedagogically sound.	Instructional plan addresses all strengths & weaknesses.	Instructional plan addresses a number of aforementioned strengths and needs.	Instructional plan fails to address child's specific spelling needs.	Lacks a spelling instructional plan specific to the child.	X .10 = (content)
Conclusion synthesizing the analysis is included.	Conclusion includes & supports predictions for student's success.	Conclusion synthesizes analyses with instructional plans.	Conclusion lacks synthesis.	Lacks a conclusion.	X .10 = (assessment)
Mechanics: The paper is coherent, proof read, well-organized, and error free and adheres to APA format.	Paper is error free.	Paper contains 1-5 errors.	Paper contains 6-9 errors.	Paper contains 10 or more errors.	X .10 = (content)
Total Weighted Score					