Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDRD 515: 6F2
Language and Literacy in Global Contexts
3 Credits Spring 2016
January 19 –May 2, 2016; Blackboard

PROFESSOR:
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COURSE DESCRIPTION:
   A. Prerequisites/Co-requisites
   None

   B. University Course Catalog Description
   Focuses on the relationship of language to reading and the connection between language structure and how we learn to read. Theories of language acquisition, the complexity of language development, and that of the reading process are examined. Key factors that influence and enhance language learning and development are explored. Introduces literacy instruction and literacy assessment for all learners, and sociocultural perspectives on literacy are explored. *Requires 20 hours of PK-12 classroom fieldwork.*

   C. Expanded Course Description
   N/A

DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on **January 19, 2016 8:00AM**.

EXPECTATIONS FOR PARTICIPATION:

This online course is **not self-paced.** You will be expected to complete coursework every week; in some cases, there will be weeks when activities build on each other. Completing coursework involves reading, participating in discussions with the whole class, and completing any accompanying activities. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Tuesdays**, and **finish** on **Mondays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from me.

Technology Resources:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course;

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Apple QuickTime Player: www.apple.com/quicktime/download/
  - Microsoft Office/Office 365: http://office365.gmu.edu/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

Learner Outcomes or Objectives:
This course is designed to enable students to:
1. Develop an understanding of literacy, how students develop as readers and writers, and how to support that development
2. Develop a deep understanding of the theoretical orientations that have and continue to be influential in teaching reading and writing
3. Develop an awareness of the cultural factors that influence a student's development of literacy skills
4. Develop an understanding of ways to assess students' understanding and use of literacy and to provide instruction related to what they need to learn
5. Determine ways in which to engage students in literacy activities
6. Develop an awareness of literacy assessments and resources for developing student literacy skills

Standards: The following standards will be address in this course:

ACEI Standards:
1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal

assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.2 Collaboration with families, colleagues, and community agencies—
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

TESOL Standards:
Standard 2. Culture as It Affects Student Learning
Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.
Standard 4.a. Issues of Assessment for English Language Learners
Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.
Standard 4.c. Classroom-Based Assessment for ESL
Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.
Standard 5.b. Professional Development, Partnerships, and Advocacy
Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

INTASC Standards:
Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Sub-standard 1g: The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
Sub-standard 1h: The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
Sub-standard 1j: The teacher takes responsibility for promoting learners' growth and development.
Sub-standard 1k: The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Sub-standard 2j: The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

Sub-standard 2k: The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

ACTFL Standards
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Standard 5.1: Students use the language both within and beyond the school setting
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Further, EDRD 515 addresses the following essential understandings in the **IB Teaching & Learning Certificate**
F. Teaching methodologies and the support of learning
G. Differentiated teaching strategies
H. Selection and evaluation of teaching and learning materials
I. The principles of assessment
N. The principles of reflective practice

REQUIRED TEXTS:
Herrera, S. G, Perez, D. R., & Escamilla, K. (2014). *Teaching Reading to English Language Learners: Differentiating Literacies*. Pearson: New York, NY. ISBN: 9780132855198

Moats, L.C. (2010). *Speech to print: Language essentials for teachers*. Paul H. Brookes Publishing Co., Baltimore, MD. ISBN: 9781598570502

Recommended Texts (required for specific book club):

Beck, I., McKeown, M., & Kucan, L. (2013). Bringing words to life: Robust vocabulary instruction (2nd ed). New York: Guilford Press. ISBN: 978-1462508167

Duffy, G. (2014). Explaining reading: A resource for explicit teaching of the Common Core Standards (3rd ed.). New York: Guilford Press. ISBN: 978-1462515561

Toohey, K. (2000). Learning English at school: Identity, social relations, and classroom practice (Bilingual education and bilingualism; 20). Clevedon [England]: Multilingual Matters. ISBN: 978-1853594816

Valencia, S., Hiebert, E., & Afflerbach, P. (2014). Authentic Reading Assessment: Practices and possibilities (reprint of 1994 edition). Santa Cruz: TextProject, Inc. Available for

download at: http://textproject.org/library/books/authentic-reading-assessment-practices-and-possibilities/

COURSE ASSIGNMENTS:

This course is a seminar and will consist of lectures, videos, large and small group activities, and online discussions that are structured around the course readings, individual assignments, and inside and outside class activities.

Assignment Description	Grade %	Standards Addressed	Due Date
Participation	25	All	*ongoing*
Creating a Culture of Literacy	15	ACEI 1.0, 2.0, 3.1, 3.2, 3.4, 5.2 TESOL 2, 4a	3/10 11:59PM EST
Book Club & Discussion Facilitation	20	ACEI 1.0, 2.1, 3.2, 4.0 TESOL 2, 4a, 4c, 5b	*varies*
Field Experience Documentation	10	All	4/24 11:59PM EST
Student Literacy Study (PBA)*	30	ACEI 1.0, 2.1, 5.1 TESOL 1b, 2, 4c, 5b	5/2 11:59 PM EST

*Designated Performance Based Assessment

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDE course with a required performance-based assessment is required to submit this assessment, ***The Student Literacy Study*** to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GRADING POLICY

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

Revise & Resubmit:
If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

FIELD EXPERIENCE REQUIREMENTS

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs.   Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online *Field Experience Request* form, available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: I will need George

Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (http:/oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** *It is up to the discretion of the instructor to approve the late/makeup work.*

NETIQUETTE

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial

they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

We will set expectations and norms around discussion during our first week to ensure that everyone has had an opportunity to voice what type of online environment supports your learning. We will revisit these expectations and norms if needed over the course of the semester.

GMU E-mail & Web Policy:
Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). **All communication with the instructor will be through the Mason e-mail system. Please ensure that these communications do not go to your spam mailbox.**

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. 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, and program will be sent to students solely through their Mason email account.

d. 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/**).

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See **http://ods.gmu.edu/**).

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

g. 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/**).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & 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/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

COURSE SCHEDULE

Week 1	*How are language & literacy related? Why is awareness of this relationship important for our CLD students?*
Dates	1/19- 1/25
Readings	• Moats, Chapter 1 – *Why Study Language* • Herrera & Perez, Chapter 1 – *Language, Literacy, and the CLD Students*

Activities	• PowerPoint introduction
	• Discussion board:
	   o Syllabus
	   o Discussion & Participation Norms
	      Week 1: Introductions & Discussion small groups
	• Exit Slip DUE 1/24 12noon EST

Week 2	*What aspects of our CLD students should we attend to? Why?*
Dates	1/26- 2/1
Readings	• Herrera, Perez, & Escamilla, Chapter 2 – *Contextualizing Literacy Development for the CLD Student in the Grade-Level Classroom* • Harper & de Jong—*Misconceptions about teaching English-language learners*

Activities	• Select book club & rent/purchase book
	• Discussion board:
	   o Week 2
	   o Book Club: connect to schedule meeting times
	• Exit Slip DUE 1/24 12noon EST

Week 3	*How do our CLD students use language & literacy outside of school?*
Dates	2/2- 2/8
Readings	• Lam – *Literacy and learning across transnational online spaces* • Orellana, Reynolds, Dorner, & Meza – *In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households*
Activities	• Complete first visit to field experience site o Discuss w/ cooperating teacher which student to select for *Student Literacy Study (SLS)*.

	- o Obtain permission as required to collect data on this student. - Discussion board: - o Week 3 - Exit Slip DUE 2/7 12noon EST - SLS Portfolio Entry #1

Week 4	*Becoming a Reader: How might the sounds of English be challenging to our CLD students? What can we do to support their learning?*
Dates	2/9- 2/15
Readings	- Wong Fillmore & Snow – *What Teachers Need to Know about Language* - Moats, Chapter 2 – *Phonetics: The Sounds in Speech* - Herrera, Perez, & Escamilla, Chapter 3 – *Rethinking Phonemic Awareness: A Cross-Linguistic Transfer Perspective*
Activities	- Discussion board: - o Week 4 - Exit Slip DUE 2/14 12noon EST - SLS Portfolio Entry #1

Week 5	*Becoming a Reader: How might developing fluency in English be challenging to our CLD students? What can we do to support their learning?*
Dates	2/16-2/22
Readings	- Herrera, Perez, & Escamilla, Chapter 7 – *Fluency in Practice: More than "Reading" the Text* - Valencia & Riddle Buly – *Behind test scores: What struggling readers really need*
Activities	- Discussion board: - o Week 5 - Exit Slip DUE 2/21 12noon EST

Week 6	*Becoming a Reader: How might developing English vocabulary be challenging to our CLD students? What can we do to support their learning?*
Dates	2/23- 2/29
Readings	• Moats, Chapter 7 – *Semantics: Word and Phrase Meanings* • Herrera, Perez, & Escamilla, Chapter 5 – *Vocabulary Development: A Framework for Differentiated and Explicit Instruction*
Activities	• Discussion board: 　　○ Week 6 • Exit Slip DUE 2/28 12noon EST • SLS Portfolio Entry #2
Assignments	• Beck, McKeown, & Kucan book review DUE 2/26 • Beck, McKeown & Kucan discussion facilitation

Week 7	*Becoming a Reader: How might comprehension of text in English be challenging to our CLD students? What can we do to support their learning?*
Dates	3/1- 3/7
Readings	• Herrera, Perez, & Escamilla, Chapter 6 – *Strategies-based Comprehension Instruction: Linking the Known to the Unknown* • Pritchard & O'Hara – *Reading in Spanish and English: A comparative study of processing strategies* • WIDA level definitions for Reading
Activities	• Discussion board: 　　○ Week 7 • Exit Slip DUE 3/6 12noon EST • SLS Portfolio Entry #2
Assignments	• Duffy book review DUE 3/4 • Duffy discussion facilitation

Week 8	*Becoming a Writer: How might the structure of English orthography be challenging to our CLD students? What can we do to support their learning?*
Dates	3/8- 3/14
Readings	• Moats, Chapter 7 – *The Structure of English Orthography* • Herrera, Perez, & Escamilla, Chapter 4 – *Phonics: More than the A,*

	B, Cs of Reading
	• Spanish-English Cognate List
Activities	• Structure of English Orthography online quiz
	• Exit Slip DUE 3/13 12noon EST

Week 9	*Becoming a Writer: How can we teach writing in meaningful ways for our CLD students?*
Dates	3/15- 3/21
Readings	• Au & Raphael – *Using Workshop Approaches to Support the Literacy Development of ELLs* • Herrera, Perez, & Escamilla, Chapter 8 – *Implications of Culture and Language in Writing*
Activities	• Discussion board: • Week 9 • Exit Slip DUE 3/20 12noon EST • SLS Portfolio Entry #3
Assignments	• **Creating a Culture of Literacy Paper** DUE 3/20

Week 10	*Becoming a Writer: How might composing sentences and texts be challenging to our CLD students? What can we do to support their learning?*
Dates	3/22- 3/28
Readings	• Moats, Chapter 6 – Syntax • WIDA level definitions for Writing
Activities	• Discussion board: o Week 10 • Exit Slip DUE 3/27 12noon EST • SLS Portfolio Entry #3

Week 11	*What should we consider when selecting literature to teach?*
Dates	3/29- 4/4
Readings	• McKay – *Literature in the ESL Classroom* • Kim & Snow—*Text modification: Enhancing English Language Learners' Reading Comprehension*

Activities	• Discussion board: o Week 11 • Exit Slip DUE 4/3 12noon EST • Text analysis task

Week 12	***How can we assess our EL readers and writers in authentic ways?***
Dates	4/5- 4/11
Readings	• Herrera, Perez, & Escamilla, Chapter 9 – *Outside the Lines: Assessment Beyond the Politics of High Stakes Tests* • Soltero-Gonzáles, Escamilla & Hopewell—*A Bilingual Perspective on Writing Assessment*
Activities	• Discussion board: o Week 12 • Exit Slip DUE 4/19 12noon EST • SLS Portfolio Entry #4
Assignments	• Valencia, Hiebert & Afflerbach book review DUE 4/8 • Valencia, Hiebert & Afflerbach discussion facilitation

Week 13	***Why does motivation & engagement matter for CLD students? How do we create classroom environments that support motivation & engagement?***
Dates	4/12- 4/18
Readings	• Cambria & Guthrie – *Motivating and Engaging Students in Reading* • Gambrell – *Seven Rules of Engagement: What's Most Important to Know about Motivation to Read*
Activities	• Discussion board: o Week 13 • Exit Slip DUE 4/17 12noon EST • SLS Portfolio Entry #4
Assignments	• Toohey book review DUE 4/15 • Toohey discussion facilitation

Week 14	*What does it mean to be inclusive of and responsive to our CLD students?*
Dates	4/19- 4/25
Readings	• Au – *Social Constructivism and the School of Literacy Learning of Students of Diverse Backgrounds*
Activities	• Discussion board: o Week 14 • Exit Slip DUE 4/24 12noon EST
Assignments	• **Field Experience Documentation & Field Experience Reflection** DUE 4/24

Week 15	*How do we thoughtfully enact the relationship between language & literacy in our practices for our CLD students?*
Dates	4/26- 5/2
Readings	• Herrera, Perez, & Escamilla, Chapter 10 – *Inclusive Literacy Instruction for CLD Students*
Activities	• Discussion board: o Week 15 • Online Course Evaluation DUE TBA
Assignments	• **Student Literacy Study** (PBA) DUE 5/2

DETAILED ASSIGNMENT INFORMATION

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignments, the Project Based Assessment (PBA) and fieldwork log. These final assignments will be uploaded into **Blackboard.** The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be **typed, in a legible 12-point font, with one-inch margins and double-spaced** unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

1) Participation (25%) – 30 points

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

Students are expected to participate in **all** online discussions. Not participating in an online discussion will be reflected with a zero for the week and as an absence. ***Students with two or more absences will not receive credit for the course.***

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

Weekly activities and discussion

Activities
In addition to the readings, you may be asked to watch a video, listen to/watch a narrated PowerPoint lecture, or explore other online resources. Guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the week. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.

Discussion Guidelines
- Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Postings should be a minimum of one short paragraph to a maximum of two paragraphs.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Address the guiding questions as much as possible (don't let the discussion stray).
- Be mindful that discussion comments are evidence of thinking in progress.

- Ask questions when you want clarification or have a wonder about content or others' experiences.
- Paraphrase and cite from the texts that support your postings. Include page numbers when you provide direct quotes.
- Build on others responses to create threads.
- Bring in related prior knowledge (work experience, prior coursework, readings, etc.) as appropriate.
- Use proper etiquette (appropriate language, typing, etc.).

Discussions will primarily occur in small groups of 4-5 students to maximize participation and community building. You will be responsible for participating in discussion within designated small groups, but please do read other discussion threads when able. During the first week, we will discuss what are our shared expectations are for online discussion and protocols in one large discussion thread.

Exit Slips
Towards the end of each week, you will complete an Exit Slip that details your current thinking on the questions and/or topics given our readings, activities, and discussion. The Exit Slip entry is to help you process your learning and to provide me insight into your developing understanding and perspectives; your entry will also help me to adjust instruction and/or provide direct support for our next session or ongoing assignments. **These entries will only be read by the instructor**. It is expected that your response is brief, but connected to your discussion responses, the readings and activities in relationship to your evolving/changing thinking on the relationships between language, literacy and culture, and perspectives on how to provide opportunities for CLD students to learn.

Exit Slips are due at **12noon EST on Sundays** to provide me a chance to adapt learning activities for the next week.

There will be a grade assigned for **8 of the weeks during the semester**. Weeks when the grading will occur will not be announced. This is done to ensure that the quality of participation stays at a consistent quality level. The following rubric will be used:

Discussions, Activities & Exit Slip Rubric				
Criteria	**Excellent**	**Good**	**Average**	**Poor**
Timely discussion contributions	Postings are well distributed throughout the week. (Posts span *four or more time periods*). Initial posting is on time.	Postings are mostly distributed throughout the week. (Posts span *three time periods*). Initial posting is on time.	Postings minimally distributed. (Responses are posted from *two time periods*). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at *one time*). Initial posting is late.
Responsiveness to discussion and demonstration of knowledge and understanding	It is very clear that readings were understood and incorporated well into responses.	The readings were understood and incorporated into responses.	The postings demonstrate a questionable relationship to reading material.	It is not evident that readings were understood and/or not incorporated into discussion.

gained from assigned reading				
Adherence to on-line netiquette & norms	All on-line netiquette & norms followed	1 online netiquette & norm not adhered to in the week.	2-3 online netiquette & norms not adhered to in the week.	4 or more online netiquette & norms not adhered to in the week.
Exit Slip	Concisely addresses the week's focus question. Provides evidence for thinking from all 3: readings, activities AND experiences. Submitted on time.	Concisely addresses the week's focus question. Provides evidence for thinking from 2 of the 3: readings, activities, and experiences. Submitted on time	Concisely addresses the week's focus question. Provides evidence for thinking from 1 of the 3: readings, activities, OR experiences. Submitted on time.	Addresses the week's focus question but does not provide evidence to support thinking. **OR** Submitted late without previous communication.
Points	**3**	**2**	**1**	**0**

Student Literacy Study Portfolio Entries
To scaffold your thinking and completion of your Performance Based Assessment (PBA), activities will be planned to connect our readings and resources to the interviews, inventories, observations, and interactions needed to complete the ***Student Literacy Study*** (described in depth later). These activities will be organized through the submission of artifacts and preliminary analysis into a portfolio, which you will refine and revise for final submission in your PBA.

Portfolio entries will be graded for completion twice during the semester. Weeks when the grading will occur will not be announced. Each check of completion will be worth **3 points**.

Entry	Focus/Purpose	Suggested artifacts to collect & activities
#1	Sociocultural context of language & literacy learning	Observation, interview (student/parent/teacher), running records, miscue analysis, informal reading inventories (diagnostic), checklists
#2	Phonemic Awareness, Word ID, Fluency, Vocabulary & Comprehension (as appropriate for grade and language development level)	Interview (student/parent/teacher), running records, miscue analysis, informal reading inventories, spelling assessment, vocabulary assessment, writing samples, guided reading levels & assessment results/Lexile scores, lesson plans, checklists
#3	Writing	Observation, interview, writing

		samples, spelling assessment, vocabulary assessment, lesson plans, checklists
#4	Motivation & Engagement	Observation, interview, informal reading inventories, updated assessment results & scores, checklists

Links to the Student Literacy Study Portfolio template can be found in the Participation folder in the Assignments tab and in the Student Literacy Study folder in the Assessments tab.

2) Creating a Culture of Literacy (15%) – 18 points

The purpose of this assignment is to create a representation of what you think is critical for creating a literacy rich and friendly environment in which reading and writing is authentically supported for all learners. Each student will collect and catalog ideas, strategies, and activities from the readings, discussions, your colleagues' classrooms, and your field experience that you believe might enhance your own practice and classroom environment. You may choose to collect and catalog ideas, strategies, and activities in whatever format makes sense for you—photo gallery, Pinterest, Evernote, etc.

For this assignment, each student will curate and reflect upon the resources they have collected based upon the following questions:
1) In what ways will you work to develop a culture of literacy? In other words, what classroom routines and practices will you establish to promote and sustain literacy development?
2) How will you ideally set up a literacy space in your classroom? Define the space physically, describe the resources that would be available in the space, and explain how you envision the space being used.

Students will have a choice in their presentation format for this assignment, but the aforementioned questions must be addressed, the presentation must be organized/curated thoughtfully, and your reasoning must be supported by readings from the course. Presentation options include:
• 4-6 page paper with embedded images or weblinks to examples
• narrated presentation format, such as a PowerPoint, Screencast (screencastomatic.com), or Glogster (edu.glogster.com)
• curated wiki, such as Bb wiki or Padlet (padlet.com)

While the immediate audience for this presentation is the instructor, students should think of their teacher colleagues as an indirect audience with whom you may want to share the curated information and resources.

Follow APA (6th edition) writing and citation guidelines in order to correctly cite your sources. Please use the APA website (http://www.apastyle.org/) or the OWL at Purdue (http://owl.english.purdue.edu/owl/resource/560/01/) as both are excellent resources.

Scoring rubrics can be found in the corresponding Assignment folder in the Assignments tab on Blackboard.

3) Book Club & Discussion Facilitation (20%) – 24 points

Each student will select a current text in the field of literacy education and participate in a book club to discuss the ideas put forth by the authors. A list of contemporary and seminal literature has been suggested according to a focus topic, but your group may request to read another book as well. Texts must be pre-approved in by the instructor.

The focus topics for the suggested books are:
- Vocabulary- Beck, McKeown & Kucan (2013)
- Comprehension- Duffy (2009)
- Assessment- Valencia, Hiebert & Afflerbach (2014)
- Engagement & Identity- Toohey (2000)

Each book club will participate in meetings, collaborate on a book review, and lead small group online discussions for the week their book club is scheduled to present. The book club may choose to meet online (e.g. Skype, Google Hangouts, Bb Collaborate) or offline. These meetings should addresses questions, confusions, and critical analysis of the texts. These meetings should lead to the creation of a book review AND a plan to lead small group online discussion.

The purpose of the book review is to critically examine how the texts address key concepts and ideas related to your focus topic address **IN ADDITION** to our larger course focus on the relationship between language and literacy, and how it affects CLD students. The book review should be **1,000-1,200 words**. The book reviews will be posted to Blackboard so that all participants in the class will have the opportunity to get a quick glimpse of the text and prepare for the online discussion. Your book club may choose to post the book reviews as a downloadable document (e.g. Word document, PDF) or as a wiki. Please let the instructor know what format you prefer.

Remember that these book reviews are meant to put forth an argument about the book. Please use the following resources to support your thinking and writing:
- http://writingcenter.unc.edu/handouts/book-reviews/
- https://academicskills.anu.edu.au/resources/handouts/writing-critical-book-review

Each book club should also plan to lead a small group online discussion by preparing an 8-12 page selection of the text for colleagues to read beforehand and 1-2 questions to guide discussion. It is suggested that these discussions are narrowly focused and will likely draw

upon unanswered or lingering questions from book club meetings. Each book club member will moderate the discussion by:

1) asking questions
2) providing more information
3) pushing thinking when needed
4) making sure discussion stays on topic and grounded in the text.

Follow APA (6th edition) writing and citation guidelines in order to correctly cite your sources. Please use the APA website (http://www.apastyle.org/) or the OWL at Purdue (http://owl.english.purdue.edu/owl/resource/560/01/) as both are excellent resources.

Scoring rubrics can be found in the corresponding Assignment folder in the Assignments tab on Blackboard.

4) Field Experience Documentation (10%) – 12 points

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete **a minimum of 20 hours** in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard in the Assessments tab.

The ideal schedule for your field experience for this course is to visit your site approximately once every two weeks. There will be activities that align with your readings that should be done in a timely manner to support your completion of your PBA.

The fieldwork will be performed in conjunction with the Project Based Assessment for the course: the *Student Literacy Study*. The fieldwork will be marked as:

Satisfactory: completion of all assignments with high quality in a timely and efficient manner.

Unsatisfactory: incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.

NOTE: Failure to submit documentation of successful completion of your **field experience in a timely manner** will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

It is a requirement to submit Field Experience Documentation through the link in the Assessments tab in Blackboard.

5) Student Literacy Study (SLS) – Performance Based Assessment (PBA) (30%) – 36 points

The Student Literacy Study (SLS) is the PBA for this course. The purpose of the study is to begin to learn about literacy learners in a holistic sense; it provides the student with an opportunity to learn about one student, the community in which he/she lives, and how the student views him/herself as a literacy learner. Students will conduct interviews and observations, perform reading inventories, and engage the learner in developmentally appropriate literacy activities. It is important to note that these activities are **introductory** in nature. Each student will be required to select a child or adolescent with which to work for this project.

It is expected that your 20 hours of fieldwork will be performed in conjunction with the SLS. *If you cannot use your fieldwork site to complete your SLS then you will need to arrange other opportunities to complete this assessment.*

It is important to begin planning for your SLS very early in your Field Experience in order to complete sufficient activities and observations with your target student. The SLS will count for **30%** of your final grade. Further information on the project and the rubric can be found at the end of this syllabus.

You are required to submit this assessment <u>twice</u> for this course because the course rubrics include an additional assessment of elements of writing that contribute to your course grade NOT included for course evaluation. Links for submission can be found in the Assessment tab in the SLS folder.

Guidelines for Student Literacy Study

The Student Literacy Study is a robust profile of one focal student that you observed and worked with in a school context. The study is based on your written observations, interactions with the student, and literacy activities with which you engaged the student. The study should include general descriptive information about the student, a contextualization of the student's home, school and community, and an analysis of the student's relationship with literacy. The purpose of this assignment is to not only to observe your student, but also to collect data systematically so that you gain insight into his or her literacy skills, literacy development, and relationship to literacy.

Data for this project can be collected through a variety of means: **lesson plans, narratives, sampling, anecdotal records, review of academic records, teacher or parent interviews, checklists, observations, directed activities, reading protocols, or other student work products**. It is not necessary to use all of these means to collect data; however, it is very important to use a *variety of means to collect your evidence*.

If you are not currently a teacher, be sure to get permission from teachers or parents for activities in which you are an active participant and collecting data. Most schools will allow you to collect general information about a child as a normal part of your field experience. In some schools, you will need specific permission both from a supervisor, your teacher and/or parents, be sure to obtain any needed permissions before you begin. **If you are a practicing professional follow the guidelines in your school policies.**

All reports must use pseudonyms (fictitious names) to protect the confidentiality of the school, parent, student, and teacher. At no point should anyone be able to identify the student or school. Your final report will be given directly to your instructor; no copies should be distributed or disseminated.

Each case study will include the following:
1. Description on the focal student (age, language skills, school context)
2. Description of the sociocultural context (home, school, and community)
3. Description of the student's attitude and response to reading
4. Description of the student's reading profile
5. Recommendations for the student's literacy development
6. Reflection of what you've learned by doing a child study describing your experience

Support your analysis and conclusions with specific examples from your collected artifacts. Do not send all of your evidence - just submit those samples that support the statements in your analysis. Do not rely on a single source of data (e.g. observations) to support your analysis - you *must* demonstrate the use of multiple methods to collect your evidence.

The reflection should address how the SLS changed/deepened your understanding of the relationship between language and literacy for CLD students. You may want to include what you would have wanted to improve on or learn more about and why. Refer to readings and theories to support your reasoning.

The paper should be written in **narrative form, double-spaced, and between 12 to 15 pages in length**. **Use APA format**. Attach samples, field notes, or other artifacts as an appendix (these samples should be the ones you draw upon in your paper as evidence of your analysis).

STUDENT LITERACY STUDY (PBA) RUBRIC

Criteria/Level	Excellent 4	Exceeds Standards 3	Meets Standards 2	Not Met 1
Description of the student ACEI 1.0	Description of the student gives a comprehensive picture of the student	Description of the child gives a clear picture of the student	Description of the child gives an incomplete picture of the student	Little to no description of the student is provided
Socio-cultural context TESOL 2	Provides a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status	Provides a very good description of the family, school, community and culture, including language and socio-economic status	Provides a satisfactory description of the family, school, community and culture, including language and socio-economic status	Description of sociocultural background is vague and unclear
Student attitude and response to reading TESOL 1.b ACEI 2.1	Provides a clear and descriptive picture of the student's attitude towards reading with ample evidence to support the analysis	Provides a mostly clear and descriptive picture of the student's attitude towards reading with strong evidence to support the analysis	Provides limited description of the student's reading attitude with some evidence to support the analysis	Provides little to no description of the student's attitude towards reading and/or provide little to no evidence to support the analysis
Summary of the student's reading profile ACEI 1.0	Provides a clear and robust description of the student as a reader and writer, and provides an in-depth description of the student's strengths and areas for improvement in reading and writing	Provides a clear description of the student as a reader and writer, and provides a full description of the student's strengths and areas for improvement in reading and writing	Provides a moderately robust description of the student as a reader and writer, and provides a limited description of the student's strengths and areas for improvement in reading and writing	Lacks a clear description of the student as a reader and writer, and/or provides little to no description of the student's strengths and areas for improvement in reading and writing
Recommendations for literacy development TESOL 4c ACEI 2.1	Thoroughly and effectively describes the connection between collected data and literacy development recommendations that are supported by research	Very good description between collected data and literacy development recommendations that are supported by research	Satisfactory description of the relationship between data collected and literacy development implications supported by some research	Description is vague and unclear. No clear research support is given for literacy development implications
Process Reflection ACEI 5.1 TESOL 5b	Demonstrates in-depth and comprehensive reflection on the student literacy study experience	Demonstrates a clear reflection on the literacy study experience	A limited reflection on the literacy study experience	Little or no reflection on the literacy study experience
Overall:	Individual case study is comprehensive and presented in a professional and timely manner	Individual case study is clearly presented in a professional and timely manner	Individual case study is incomplete but presented in a professional and timely manner	Individual case study is incomplete and not presented in a professional or timely manner
TOTAL POINTS: 28				

In addition to the above standards, this paper must include the following elements of a well-written paper in APA format:

Element	No Errors (1 or 2pts)	Some Errors (0.5 or 1pt)	Multiple Errors (0pts)
Organization: Title Page, Page Numbers, Headings (1)	1	0.5	0
Citations in text (2)	2	1	0
Reference page (1)	1	0.5	0
Clarity of Writing (2)	2	1	0
Grammar/Mechanics (2)	2	1	0
TOTAL POINTS: 8			