



Promoting Learning  Development Across the Lifespan

**EDCI 669-001**  
**Advanced Methods of Teaching English in the Secondary School**  
**(3 Credits)**  
**Fall 2019**  
**Tuesdays, 4:30-7:10 pm; Aquia Building 213 - Fairfax**

Instructor: Dr. Arvinder Johri  
Office Hours: By Appointment  
Office Location: Thompson Hall 1800  
Email: [ajohri1@gmu.edu](mailto:ajohri1@gmu.edu)

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**Prerequisites:**

EDCI 569 and EDUC 522. 15 hours school-based field experience required.

**Corequisites:**

EDRD 619

**Course Description**

Continuation course in methods (EDCI 569). Guides students in working effectively with national and local standards for teaching secondary English.

**Course Delivery Method**

This course will be delivered using a hybrid format. Please note that our class will meet face-to-face on the Fairfax campus twelve of our class sessions and via Blackboard for asynchronous sessions during two classes. During class meetings there will be large group, small group, and individual activities. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class.

### **Course Materials Online**

The Blackboard site can be found at <http://courses.gmu.edu>

Use the same login as your Mason email

Blackboard 9.1 will be used for the course. Access Blackboard by following these steps:

1. Go to <http://mymason.gmu.edu>
2. Login using your NETID and password.
3. Click on the “Courses” tab.

Double-click on our course number under the “Blackboard 9.1 Course” heading

### **Course Learning Outcomes and Objectives**

This course focuses on best practices in English education including the use of technology and meeting the needs of diverse learners and English language learners as called for by the Standards of Learning (SOLs) for Virginia Public Schools and English/language arts standards as outlined by National Council of Teachers of English (NCTE).

NCTE/NCATE Standards for Initial Preparation of  
Teachers of Secondary English Language Arts, Grades 7-12  
Approved October 2012

#### ***Content Knowledge***

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

#### ***Content Pedagogy: Planning Literature and Reading Instruction in ELA***

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant learning experiences utilizing a range of

different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

### ***Content Pedagogy: Planning Composition Instruction in ELA***

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

### ***Learners and Learning: Implementing English Language Arts Instruction***

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.

Element 2: Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.  
Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

### ***Professional Knowledge and Skills***

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

### **Relationship to Program Goals and Professional Organizations**

EDCI 669 is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage the integrated study of language arts. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing diverse learners as called for by the *Standards of Learning for Virginia Public Schools* and *National English Education Standards* and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA).

### **Required Texts**

Adiga, A (2008). *The white tiger*. Free Press. ISBN 978-1416562603

Campbell, K., & Latimer, K. (2012). *Beyond the five-paragraph essay*. Portland, Maine: Stenhouse. ISBN 978-1571108524

Christenbury, L., & Lindblom, K. (2016). *Making the journey: Being and becoming a teacher of English language arts* (4th ed.). Heinemann. ISBN 978-0325078212

Moon, B. (2001). *Studying Poetry: Activities, resources, and texts*. Urbana, Ill: National Council of Teachers of English. ISBN 978-0814148501

Spandel, V. (2012). *Creating writers: 6 traits, process, workshop, and literature*. (6th ed.). Pearson. ISBN 978-0132944106

Students are also recommended to obtain a student membership in either the National Council of Teachers of English or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

### **Course Performance Evaluation**

Students are expected to submit all assignments on time. All written work must be typed, double-spaced, in 12 pt. font, with 1-inch margins, and must be submitted electronically. All projects are due by midnight (Eastern time) on the day of the given course session.

### **Performance Based Assessment Submission**

Every student registered for any Masters of Education course with a required performance-based assessment is required to submit this assessment, the Unit Plan Project, to 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 through Blackboard.

### **Course Assignments**

#### **Wonder Notebook**

Field Experience notes, learning reflections and assignments, some completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class sessions and in the required readings; these assignments should reflect a careful consideration of the course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today's secondary classrooms. Wonder Notebook assignments should be brought to all class sessions; they will be used as the basis of class discussions and activities and will be shared periodically with classmates and the instructor. Your Wonder Notebook can be set up in any fashion that suits you, but should include sections for (1) Field experience observation notes and reflections, and (2) Reflections on assigned course readings, at a minimum. Feel free to add other sections as you deem useful.

In the **Field Experience** section of your **Wonder Notebook**, please consider the following questions as *possible* foci for observation and reflection:

- **Curriculum and Instruction in Writing.** Write a brief description of the approach to the teaching of writing used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the writing curriculum described? What strategies are recommended? What approach to the teaching of writing seems to be reflected in the document? (b) Discuss with your cooperating teacher his/her own approaches to writing instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a writing lesson/activity. Observe the teacher's instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.

- **Student Writing.** Arrange one of the teachers in your field placement to read through a class set of student writings. (a) Describe the content of the writing: what was the assignment? How much time, in-class, and/or at-home, was allotted for writing? What format/genre of writing was done? Are these drafts or revised versions? (b) Based on what you see in these papers, assess the strengths and needs of these student writers. What do these student writers do well? What difficulties are evident in their writing? Using what you have learned from your reading about writing instruction, try to identify patterns in the student writing. What instructional “next steps” would you recommend for these writers? (c) How does this teacher record/evaluate student writing? (If the cooperating teacher approves it and provides guidelines, try responding to or grading the student writing. (d) Make a copy of at least one student paper (with the students’ names deleted), and try writing comments on it.
- **Curriculum and Instruction in Reading/Literature.** Write a brief description of the approach to the teaching of reading/literature used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the literature curriculum described? What strategies are recommended? What approach to the teaching of reading/literature seems to be reflected in this document? (b) Discuss with your cooperating teacher his/her own approaches to literature instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a reading/literature lesson/activity. Observe the teacher’s instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.
- **Works of Literature in the Curriculum.** What works of literature are included as part of the curriculum at your assigned school? Who teaches what books at what grade level? In order to get a sense of the literature taught at your assigned school, ask for a copy of the departments’ book list, browse the English department’s book room, and/or interview the department chair and/or your cooperating teacher. Are there any newly-purchased books? If so, what are they and how/why were they selected? Are multicultural works included in the curriculum? How about adolescent literature? How many works are assigned each academic year? How often do students read self-selected works?
- **Teacher Interview.** At some point during the semester, please arrange a convenient time for an interview /discussion with the cooperating teacher, department chair and/or the school administrator in charge of the English department. Find out as much as you can about the profession. Why did this teacher become an English teacher? Why does he/she stay in the field? What are the most rewarding aspects of teaching English? What are the most discouraging aspects? What important issues face English teachers today? What are the biggest challenges for the future? What suggestions does this teacher have for you as you enter the profession? Write a summary of your interview and what you learned from it.

In the Field Experience section of your Wonder Notebook, you are required to take notes on 4 to 6 areas of foci which can be self-selected or derived from the list of suggested areas.

- i. Observations you made about the teacher’s role in facilitating student learning during the time when you were observing
- ii. Observations about classroom community building and classroom management
- iii. Interesting things you learned about student learning/thinking through your work with the students *prior* to you leading an aspect of instruction
- iv. New, effective, or ineffective approaches to differentiation, discourse, or assessment that you observed prior to you leading an aspect of instruction

Number of entries will depend on your area of foci (e.g., if one of your areas of foci is “Curriculum and Instruction in Writing” you might need multiple entries to gather information related to your school’s writing curriculum, your cooperating teacher’s approach to writing, and observations of writing lesson

plans but if your area of focus is “Teacher Interview” you might be able to complete the entry in a single sitting).

### **Literature Response Group Project.**

You will collaborate with your group members (4-5 members per group) to complete the following:

1. Conduct a 10-minute literature circle on assigned chapters of the text The White Tiger which should include completed lit. circle notes on assigned/selected responsibilities and perceptive and thoughtful contributions to the discussion
2. An originally created (by your group), recorded trailer on the assigned chapters or a self-selected technology-based artifact, which should be discussed with the instructor prior to the presentation. Check out the following resources for book trailer tips:  
<http://www.movellas.com/blog/show/201410221257345866/project-remix-authors-corner-extract>  
<http://www.worldbookday.com/booktrailers-online/>  
<http://readingagency.org.uk/young-people/003-skills/5-tips-for-making-a-book-trailer-that-works.html>
3. Implement one lesson plan for the entire class which should include 2 instructional strategies from your recommended texts, writing application, text pairing that could be taught in conjunction with the chapters, and a formative assessment for understanding. The lesson should focus on critical discourses and exploration of essential questions, overarching themes, plot elements, cultural and historical milieu, and global issues in the assigned chapters.

You are required to turn in an electronic copy of the lesson plan (one per group) as well as completed lit. circle notes (handwritten or typed) on assigned/selected responsibilities on the day of your presentation. *EDCI 479/669 Differentiation Note: Students enrolled in the graduate section of this course will turn in a brief reflection on the collaborative process.*

### **Clinical Experience Project/Video Reflection Task**

During the Methods II clinical experience, you will record yourself teaching a lesson for which you have developed a detailed lesson plan. You must develop a lesson plan (or co-plan it with your mentor) and record the lesson while teaching it. You are required to video record yourself teaching a 30-45-minute lesson and use the video (uploaded to the GoReact video coding platform) to reflect upon the lesson’s effectiveness.

### **Holistic Reflection**

Following the lesson presentation, write a reflective statement that includes technical, practical, and critical reflections related to your lesson. For this assessment, you’ll apply Van Manen’s (1977) three hierarchical levels of reflection to your holistic reflection, as explained in Yost, et.al (2000):

- **Technical reflection** focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: “Will using a timer help Susan stay focused on her work?”)
- **Practical reflection** focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: “Did using a ‘flipped classroom’ design allow my students to learn more, faster-than more traditional instruction?”)
- **Critical reflection** includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events. (Example: “I wonder if creating structures that provide learners with more responsibility for their learning will make them more independent and self-motivated learners. And will these skills carry over into the real world?”)

SUBMIT: (a) the lesson plan for the recorded lesson on Bb, (b) the holistic reflection on Bb, (c) the video recording on GoReact, (d) log of fieldwork experience on Bb

### **Unit Plan/Performance Based Assessment**

As a culminating project for this course you will use the “backwards design” process to develop a plan for teaching a two to four-week long, literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing and oral language; and provides authentic assessment. Please include at least one ‘paired text’ as a part of the unit. The unit must include at least one literary work(s), **and center on a theme**, as well as build on the strengths and needs of a diverse student population. Specific daily lesson plans, including all support materials, should be included for any five block-length lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the units will be scored using an evaluation rubric based on those standards.

*EDCI 479/669 Differentiation Note: Students enrolled in the graduate section of this course will be required to confer with their cooperating teacher on the assessments for the unit plan. They are encouraged to modify their assessments based on the feedback received from their cooperating teacher.*

Eligible, *complete* Unit Plans may be revised and/or edited and resubmitted for a “higher grade” up until the final deadline. Each *complete* Unit Plan handed in will receive either (1) R/E (needs to be revised, edited and resubmitted), (2) R (needs to be revised and resubmitted), (3) E (needs editing before resubmission), or (4) A (accepted – no revision required). ***Incomplete Unit Plans handed in on the initial due date or late will not be eligible for revision and resubmission.*** Eligible Unit Plans may be revised and resubmitted as many times as you wish until the final deadline. At that point of “final deadline,” codes become letter grades (A = A, E = B, R = C, and R/E = D) and no more resubmissions will be considered.

### **Individualized Instruction Plan Task Presentation**

Candidates will develop an instruction plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum. **The Individualized Instruction Plan Task is an extension of one of the lesson plans of the unit plan assignment** and should include the following:

#### **Description of the Learner**

Who is the learner? Describe the individual and include cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities and interests.

#### **Instructional Adaptations and Accommodations**

Include in your planning a response to the following question: How do you address the special needs of the learner? Write a description of instructional adaptations and accommodations needed.

#### **Instructional Strategies**

How will you teach, and how will the individual learn? Describe at least two evidence-based instructional strategies that address the identified learning objectives/goals and reflect the learner’s cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests and educational needs. Include the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies used to address learning needs. Write a rationale for each showing how the strategies support learning and success for this learner.



### **Attendance and Participation**

Attendance at each class session and field experience is critical and required. Your attendance, thoughtfulness, preparedness, clarity and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on class material, complete all assignments on time, attend 100% of the face-to-face class sessions, arrive on time, and contribute both as a listener and thoughtful speaker in class discussions. Absences and tardies, both in class and fieldwork assignments will impact your grade. Two tardies or early departures are equal to one absence, and missing 30% or more of class sessions will result in automatic failure of the course. Every absence will lead to 15% deduction from the attendance and participation grade. If you must be late to or miss a class, you must contact the instructor ahead of time. Please note that this policy makes no distinction between “excused” or “unexcused” absences or tardies. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. If unavoidable circumstances prevent attendance at a class, please call the instructor in advance and contact a classmate to discuss missed assignments.

**All course assignments must be submitted no later than the posted due dates listed in the course schedule.** Work is considered on-time if it is submitted by 11:59 pm on the date that it is due. ***Late and/or incomplete assignments will not be given full credit;*** in the case of extenuating circumstances, approval must be granted ***in advance*** by the instructor. **All late assignments will receive a one-letter grade penalty.** If you know that you are going to have an issue with completing an assignment on time, please notify me ahead of time to avoid this late grade penalty.

Policy on Incompletes: If circumstances warrant, a written request for an incomplete must be provided to the instructor for approval prior to the last class. Requests are accepted at the instructor’s discretion. Your written request should be regarded as a contract between you and the instructor and must specify the date for completion of work. This date must be at least two weeks prior to the university deadline for changing incompletes to letter grades.

### **Expectations**

Please **turn off all cell phones, computers and pagers** when conducting fieldwork assignments and during class.

### **Grading**

The grading system for graduate courses at GMU is as follows: A, A-, B+, B, B-, C+, C, F. In this course, the following system will be used:

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70%

Grades of “A” in the course are earned by students who do exemplary, distinguished work. The A, A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in lesson and unit planning; completes well-organized, well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

### **EDCI 669 assignments are weighted as follows:**

Attendance and Participation

Wonder Notebook	15
Literature Response Group Project	15
Clinical Experience Project/Video Reflection Task	15
Individualized Instruction Plan Task Presentation	10
Unit Plan	25

**Professional Dispositions:**

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

Students are expected to exhibit professional behavior and dispositions at all times:

***Commitment to the profession***

- Promoting excellent practice*
- Excellence in teaching and learning*
- Advancing the profession*
- Engagement in partnerships*

***Commitment to honoring professional ethical standards***

- Fairness*
- Integrity*
- Honesty*
- Trustworthiness*
- Confidentiality*
- Respect for colleagues and students*

***Commitment to key elements of professional practice***

- Belief that all individuals have potential for growth and learning*
- Persistence in helping individuals succeed*
- High standards*
- Safe and supportive learning environments*
- Systematic planning*
- Intrinsic motivation*
- Reciprocal, active learning*
- Continuous, integrated assessment*
- Critical thinking*
- Thoughtful, responsive listening*
- Active, supportive interactions*
- Technology-supported learning*
- Research-based practice*
- Respect for diverse talents, abilities and perspectives*
- Authentic and relevant learning*

***Commitment to being a member of a learning community***

- Professional dialogue*
- Self-improvement*
- Collective improvement*
- Reflective practice*
- Responsibility*
- Flexibility*
- Collaboration*
- Continuous, life-long learning*

***Commitment to democratic values and social justice***

- Understanding systemic issues that prevent full participation*
- Awareness of practices that sustain unequal treatment of unequal voice*
- Advocate for practices that promote equity and access*

*Respects the opinion and dignity of others  
 Sensitive to community and cultural norms  
 Appreciates and integrate multiple perspectives*

**Class Schedule**

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

<b>Date</b>	<b>Topic</b>	<b>Assignments/Readings due NEXT class</b>
8/27 <b>1</b>	<b>Introduction/Course Overview, Reader/Writer/Thinker Identity, Single Story Writing Activity Assignment Questions Articles Sign-In Sheet</b>	<ul style="list-style-type: none"> <li>• Campbell &amp; Latimer, Chapter 2</li> <li>• Christenbury &amp; Lindblom, Chapter 5</li> <li>• <i>Work on Unit theme/text proposal</i></li> </ul>
9/3 <b>2</b>	<b>Reader Response Theory, Literature Workshop, Literature Responses, Short Story Analysis Lit Circle Set-Up/Assignment Due: Unit theme/text proposal</b>	<ul style="list-style-type: none"> <li>• Christenbury &amp; Lindblom, Chapter 9</li> <li>• Read article on Lit. Circles (posted on Bb)</li> <li>• Campbell &amp; Latimer, Chapter 4</li> <li>• <i>Work on Unit Plan (bring Unit Plan overview draft to class for peer review)</i></li> </ul>
9/10 <b>3</b>	<b>The Craft of Questioning, Teacher and Student Generated Questions, Lit. Circles, Assessments/Rubrics Wonder Notebook Rubric Peer Review: Unit Plan Overview Draft</b>	<ul style="list-style-type: none"> <li>• Campbell &amp; Latimer, Chapter 1</li> <li>• Christenbury &amp; Lindblom, Chapter 1</li> <li>• Read articles (posted on Bb)</li> </ul>
9/17 <b>4</b>	<b>Online Class: Blackboard Discussion Formulaic Writing, Teacher, Student, School: The Dance of the Three, Accommodations/Instructional Adaptations</b>	<ul style="list-style-type: none"> <li>• Christenbury &amp; Lindblom, Chapter 7</li> <li>• Readings on teaching grammar (posted on Bb)</li> <li>• Reflect in WNB on the readings</li> <li>• <i>Work on Unit Plan</i></li> </ul>
9/24 <b>5</b>	<b>Individualized Instruction Plan Task – Guest Speaker Lesson Plan Framework, Grammar Strategies</b>	<ul style="list-style-type: none"> <li>• <i>Prepare for Lit. Response Group Project - Groups 1 &amp; 2</i></li> <li>• <i>Work on Unit Plan (bring copies of two lesson plans for peer review)</i></li> </ul>
10/1 <b>6</b>	<b>Lit. Response Group Projects - Groups 1 &amp; 2 Peer Review: Unit Plan Lessons Group Activity – Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>• Campbell &amp; Latimer, Chapters 5 &amp; 6</li> <li>• Christenbury &amp; Lindblom, Chapter 8</li> <li>• Reflect in WNB on the readings</li> <li>• <i>Prepare for Lit. Response Group Project – Group 3</i></li> <li>• <i>Continue working on Unit Plan</i></li> </ul>
10/8 <b>7</b>	<b>Models of Teaching Writing, Evaluating Essays Lit. Response Group Project – Group 3</b>	<ul style="list-style-type: none"> <li>• Readings on teaching poetry (posted on Bb)</li> <li>• Reflect in WNB on the readings</li> <li>• <i>Bring copies of Unit Plan Drafts for Peer/Instructor Review</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Bring copies of unit plan lesson plans to work on Individualized Instruction Plan Task Presentation</i></li> </ul>
10/15		<i>Fall Break</i>
10/22 8	<b>Poetry Composing Activities, Poetry Pastiche</b> <b>Peer/Instructor Review: Unit Plan Individualized Instruction Plan Task Presentation</b> <b>4:00 – 5:45 - 5 Unit Plan Conferences</b>	<ul style="list-style-type: none"> <li>• Moon, Chapters 1 &amp; 2</li> <li>• Reflect in WNB on readings</li> <li>• <i>Bring copies of Unit Plan Drafts for Peer/Instructor Review</i></li> <li>• <i>Bring the Moon text for in-class poetry project</i></li> </ul>
10/29 9	<b>Poetry Analysis; Studying Poetry Chapter Presentations</b> <b>4:45 - 6:00 5 Unit Plan Conferences</b>	<ul style="list-style-type: none"> <li>• Readings on teaching ELs (posted on Bb)</li> <li>• Reflect in WNB on the readings</li> <li>• <i>Work on Clinical Experience Project</i></li> </ul>
11/05 10	<b>Language Learners in the English Classroom – Strategies, Learning Approaches, Assessments</b> <b>Bring your laptop to class</b> <b>Guest Speaker</b>	<ul style="list-style-type: none"> <li>• Read articles on technology integration (posted on Bb)</li> <li>• Campbell &amp; Latimer, Chapters 3 &amp; 7</li> <li>• Reflect in WNB on readings</li> <li>• <i>Work on Clinical Experience Project and Unit Plan</i></li> <li>•</li> </ul>
11/12 11	<b>Visual &amp; Media Literacy Technology, Author’s Craft, Writing with Mentors</b> <b>Peer Review: Clinical Experience Holistic Reflection and Unit Plan Assessments</b>	<ul style="list-style-type: none"> <li>• Read articles on assessment</li> <li>• Spandel, Chapters 5 &amp; 12</li> <li>• <i>Work on Unit Plan</i></li> </ul>
11/19 12	<b>Online Class: Blackboard Discussion Assessments – Discussions, Seminars, Writings, Self-Assessment</b>	<ul style="list-style-type: none"> <li>• Readings on vocabulary instruction/non-fiction strategies (posted on Bb)</li> <li>• Christenbury &amp; Lindblom, Chapter 6</li> <li>• Reflect in WNB on readings</li> <li>• <i>Complete Final Draft of Clinical Experience Project and Critical Incident Analysis Task - due next week</i></li> <li>• <i>Upload log of fieldwork hours on Bb</i></li> </ul>
11/26 13	<b>Teaching Non-Fiction Strategies Vocabulary Instruction</b> <b>Due: Clinical Experience Project</b> <b>Due: Log of Fieldwork Hours</b>	<ul style="list-style-type: none"> <li>• <i>Bring your WNB with completed entries to class for self- and peer-evaluation</i></li> </ul>
12/3 14	<b>Sharing of Field Experience Section of Wonder Notebook</b> <b>Wonder Notebook - Self, Peer, &amp; Instructor Evaluation</b>	

	<b>Dispositions Evaluation</b> <i>Due: Wonder Notebook</i> <i>Due: Final Draft of Unit Plan</i>	
12/10 15	TBD	

### 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/>.

### GMU Policies and Resources for Students

#### *Policies*

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

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). Please register with the Mason Alert system by visiting <https://alert.gmu.edu>.

### Important Information for Licensure Completion

#### **Student Clinical Practice: Internship Requirements**

##### *Testing*

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six

weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

#### ***Required tests***

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

#### ***Endorsements***

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

#### ***CPR/AED/First Aid***

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e.

Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [CEHDacad@gmu.edu](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

#### ***Background Checks/Fingerprints***

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

#### ***Please Note***

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

#### ***Application***

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

#### ***Deadlines***

Spring internship application:

Traditional: September 15

On-the-Job: November 1

Fall internship application:

Traditional: February 15

On-the-Job: May

#### **Resources**

George Mason library: <http://library.gmu.edu>

What Kids Can Do: [www.whatkidscando.org](http://www.whatkidscando.org)

Greater Washington Reading Council: [www.gwrc.net](http://www.gwrc.net)

Virginia State Reading Association: [www.vsra.org](http://www.vsra.org)

International Reading Association: [www.reading.org](http://www.reading.org)

National Reading Conference: [www.nrconlin.org](http://www.nrconlin.org)

National Council of Teachers of English: [www.ncte.org](http://www.ncte.org)

Figment: <http://figment.com>

The Poetry Foundation: <http://www.poetryfoundation.org/>

Voice of Literacy: <http://www.voiceofliteracy.org/>

Adolescent Literacy: <http://www.adlit.org/>

Association of Literacy Educators and Researchers: [www.aleronline.org](http://www.aleronline.org)  
TED website: <http://www.ted.com/talks>

### **Personal Philosophy**

As an interactionist and constructivist I see my students as active, creative participants who construct their social worlds, not as passive, conforming objects of socialization (Mead, 1934). The classroom provides the socio-political milieu in which reading and writing skills are socially negotiated, shared meanings are created and skills meaningfully align in a cyclical negotiation (Blumer, 1986). It is important to promote a culturally responsive pedagogy by examining culturally diverse texts and by celebrating students' cultural voices as every student is a storyteller and a "writer with a thousand stories worth reading" (Bloome, 2001, p. 304).