

George Mason University

College of Education and Human Development

Elementary Education Program

Course

EDCI 555.DL1 – Literacy Teaching and Learning in Diverse Classrooms, Part I
3 Credits, Fall 2020
Thursday 4:30-7:10, Online

Faculty

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Prerequisites/Corequisites

Admission into Elementary Education graduate program; semester-long cohort course sequence.

University Catalog Course Description

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

Course Overview

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 21, 2020.

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

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

telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

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

Learner Outcomes or Objectives

This course is designed to enable teacher candidates to:

1. Demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Demonstrate an understanding of the structure of the English language and syntax.
4. Integrate children's literature across content areas (INTASC 1, 4, 5, 7)
5. Engage in book discussion to deepen knowledge about and appreciation of children's literature in conjunction with language arts content standards and the historical and cultural contexts within which the literature is situated (INTASC 4, 5, 8)
6. Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections.
7. Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
8. Demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.
9. Understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.
10. Observe, develop, and assess the reading development and needs of emergent literacy learners, including alphabets, word recognition, concepts about print, concept of word, phonological awareness, phonemic awareness, and phonics.
11. Use formal and informal assessments as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension
12. Use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation
13. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate interest and reading levels.
14. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

15. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.
16. Plan reading instruction that demonstrates an understanding of connections between phonemic awareness, word recognition, fluency, accuracy, meaningful expression (prosody), comprehension strategies and proficient reading.
17. Plan reading instruction using strategies in literal, interpretive, critical, and evaluative comprehension.
18. Survey technological tools, print materials, and other resources for teaching reading and demonstrate understanding of appropriate classroom use.
19. Plan instruction that facilitates reading fluency, reading comprehension and vocabulary development across content areas.
20. Describe the literacy needs of diverse learners, including English Language Learners and students with specific reading disabilities, and they will adapt reading instruction to meet those needs.

Professional Standards

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

INTASC	Assignments
1. Learner Development	Read Aloud; Final Exam
2. Learning Differences	Field, Read Aloud; Final Exam
3. Learning Environments	Field
4. Content Knowledge	Field; Children’s Literature; Read Aloud; Final Exam; Book Club
5. Application of Content	Field; Children’s Literature; Read Aloud; Book Club
6. Assessment	Field; Read Aloud; Final Exam
7. Planning	Field; Read Aloud; Children’s Literature
8. Instructional Strategies	Field; Read Aloud; Children’s Literature; Final Exam
9. Professional Learning and Ethical Practice	Field; Book Club
10. Leadership and Collaboration	Field; Children’s Literature; Book Club

ISTE NETS (<http://cnets.iste.org/teachstand.html>)

ISTE NETS	Assignments
1. Learner Development	Field; Children’s Literature
2. Learning Differences	Field; Children’s Literature
3. Learning Environments	Field; Children’s Literature
4. Content Knowledge	Field; Children’s Literature

ILA (<https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>)

IRA	Assignments
1. Foundational Knowledge	Field; Children’s Literature; Read Aloud; Book Club; Final Exam
2. Curriculum & Instruction	Field; Children’s Literature; Read Aloud; Final Exam
3. Assessment & Evaluation	Field; Read Aloud; Final Exam
4. Diversity	Field; Children’s Literature; Book Club
5. Literate Environment	Field; Children’s Literature; Read Aloud; Book Club; Final Exam
6. Professional Learning & Leadership	Field; Children’s Literature; Book Club

CAEP

(<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?lq=en>)

CAEP	Assignments
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Book Club; Read Aloud; Final Exam
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own learning	Book Club; Children's Literature; Read Aloud
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to IRA standards.	Read Aloud; Final Exam
1.5 Candidates model and apply technology standards	Read Aloud
2.3 Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Fieldwork; Read Aloud

Required Texts

Morrow, L. M., Kunz, K., & Hall, M. (2018). *Breaking through the language arts block: Organizing and managing the exemplary literacy day*. Guilford.

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Stenhouse.

**Additional selected readings will be posted on Blackboard.

Related Texts (excellent resources):

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Pearson.

***Students report that this is an excellent resource for studying for state reading exam.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). Guilford.

Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.

Cunningham, P. M., & Allington, R. L. (2015) *Classrooms that work: They can all read and write* (6th ed.). Pearson.

Duffy, G. G. (2014). *Explaining reading: A resource for teaching concepts, skills, and strategies* (3rd ed.). New York, NY: Guilford.

Fields, M. V., Groth, L. A., & Spangler, K. L. (2007). *Let's begin reading right* (6th edition). Pearson.

Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding and engagement, and building knowledge* (3rd ed.). Stenhouse.

Course Performance Evaluation

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor.)

Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to 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 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

The Read-Aloud Lesson Plan and Reflection assignment described below serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected.

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service: http://writingcenter.gmu.edu/?page_id=177

Assignments

Assignment	Points
1. Participation and Fieldwork [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	20
2. Book Club – <i>Opening Minds</i>, Johnston [Outcomes 1, 2, 9, 10, 11, 12]	15
3. Children’s Literature Catalogue [Outcomes 1, 4, 8, 10, 11]	15
4. Interactive or Strategic Read Aloud (PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	15
5. Vision Statement	15
6. Final Exam [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	20
Total	100

1. Participation and Fieldwork (20 points)

It is expected that you attend and participate in all scheduled classes and fieldwork outlined in the syllabus. Absence from class to observe a religious holiday, to serve jury duty, to participate in required military service, or due to medical emergencies are exceptions to the above policy. If you need to be absent for any of these reasons, please make arrangements at least 48 hours in advance. **You are expected to be on time to class** each week.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same.

You are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones (or any device) in class** for purposes beyond enhancing your own learning of course content. Fieldwork is required for this class. You will be assigned a classroom at a PDS site.

2. Book Club (15 points)

Students will participate in a book club to explore the text *Opening Minds*. This assignment will require meetings during class.

3. Children's Literature Catalogue (15 points)

Due: 12/3

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children's literature. For this assignment, you will create an online catalogue in Google Sheets of children's literature resources to help you enhance your knowledge of and access to children's literature. I will provide the template you will use. At the end of class, we will combine them all into one catalogue for everyone to access.

4. Strategic Read Aloud Lesson (15 points)

Lesson Plan Due: 10/8 GoReact Due: 11/5

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to GoReact. After conducting the read aloud you will reflect on the lesson in GoReact. I will explain and model a strategic read aloud in class.

5. Vision Statement (15 points)

Draft Due: 9/3 Final Draft Due: 11/19

In this course, you will deeply consider your "vision" for teaching. That is, what drove you to enter this program? Teaching is a difficult profession. Some days, weeks, years are very taxing. What is going to keep you going? What is going to make you enthusiastically enter your classroom each day and give everything you have to your students? The best teachers thrive in a stressful work environment because they have a vision for their teaching, a moral compass that is driving their work. What is yours?

6. Final Exam (20 points)

Exam Date: 12/10

You will take a test on the important content covered in this course.

Grading Scale

A	90-100
B	80-89
C	70-79
F	0-69

** A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure.*

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

Class Schedule

Date	Readings	Topics and Activities	Assignment Due
8/27	Duffy, 1998 – in class Morrow 1 & 2	Introductions What do you know about literacy instruction? Importance of early reading instruction Introduce 5 Pillars Introduce Comprehensive Literacy Syllabus My History As a Reader activity Discuss Visioning	
9/3	Morrow 5 Johnston 1	Literacy Environment and Exemplary Literacy Instruction Language development Alphabetic principle Concepts of print Shared reading Literate environment Morning meeting/message Word recognition Phonological awareness Phonemic awareness Phonics Sight words Decoding Word walls	Vision Statement Draft

9/10	Morrow 4 Johnston 2	Vocabulary Tiers Wide reading Word consciousness Word learning strategies: morphological awareness, context clues, cognates, and using resources Individual words Graphic organizers Structural analysis Word banks	
9/17	Morrow 8 Johnston 3	Comprehension Before-during-after Narrative comprehension instruction Strategic read-alouds Discussion Reciprocal teaching Expository comprehension (KWL, Text structure, Vocabulary)	
9/24	Rasinski, 2012 Johnston 4	Fluency Wide reading Choral reading Repeated readings Audio books Readers' Theater	
10/1	Johnston 5	Book Club meeting Johnston 1-5 Vision writing Children's Literature Catalogue work	
10/8	Morrow 3 Johnston 6	Assessments I Informal vs. Formal Concepts of print Retellings Running records IRIs	Read Aloud Lesson Plan due
10/15	Effective Practices article Johnston 7	Teaching reading to ELs and diverse learners Explicit Teaching Intervention	
10/22		NO CLASS – Work on Assignments	

10/29	Morrow 7 Johnston 8	Differentiated instruction Guided Reading Heterogeneous grouping Flexible grouping	
11/5	Parsons, 2015 Gambrell, 2011 Johnston 9	Motivation and Engagement Interest Success Skill and will Choice, collaboration, authenticity Autonomy	Read Aloud posted to GoReact with comments
11/12	Morrow 10	Types of text Narrative vs. expository High-quality literature Aesthetic read alouds Genres Expository comprehension KWL Text structure Vocabulary	
11/19		Book Club meeting Johnston 6-9 Vision writing	Vision Statement due
11/26		Thanksgiving – NO CLASS	
12/3		TBD	Children’s Lit Catalogue due
12/10		Final Exam	

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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 <http://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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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

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