EDCI 669-001
Advanced Methods of Teaching English in the Secondary School
(3 Credits)
Fall 2020
Tuesdays, 4:30-7:10 pm

Instructor: Dr. Arvinder Johri
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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 online using synchronous and asynchronous 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. 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. The course site will be available on August 24, 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 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:
  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:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 3-4 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 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 insure accessibility must be registered with George Mason University Disability Services.

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

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

Gallagher, K., & Kittle, P. (2018). *180 days: Two teachers and the quest to engage and empower adolescents*. Heinemann. ISBN 978-0325081137

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

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 one time 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 should include sections for (1) Field experience observation notes and reflections, and (2) Reflections on assigned course readings.

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 5 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 (3-4 members per group) to complete the following:
You will collaborate with your group members (3-4 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. The notes will be collected after the presentation.
2. An originally created (by your group), recorded 2-4 minute 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 a 15-20 minute segment of the lesson plan and not a summary of the lesson; the segment should include one instructional strategy (examples - peer collaboration, close reading, fishbowl, discussion, think-pair-share) a writing activity (examples - journaling, prompt response, collaborative writing, reflective commentary) OR a formative assessment (writing activity/strategy can be used as one of the formative assessments). 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. The written lesson plan should be for a 90-minute block. The lesson is not related to your unit plan lessons; it is derived from your assigned chapters of The White Tiger text.
4. 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. The entire presentation should not exceed 45 minutes.

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.

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 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 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	20
Wonder Notebook	20
Literature Response Group Project	15
Clinical Experience Project/Video Reflection Task	15
Unit Plan	30

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.

Weeks	Lessons/Learning Objectives	Activities	Assignments/Due Dates
Week 1	**August 25th Lesson 1: Introduction**	**Peer interviews Peer profile presentations Small group discussion - course assignments Individual writing activity - purpose of teaching literacy Participate in Socratic Seminar**	**Due Date: Sept 1st Readings Christenbury & Lindbolm, Chapter 5 Gallagher & Kittle, Chapter 2 Assignment Unit Theme/Text Proposal**
Week 2	**September 1st Lesson 2: Literature and Analysis**	**Unit theme/text proposal sharing Lit. Circle group set up/group presentation Short story analysis Discussion on readings - small group & whole class**	**Due Date: Sept 8th Readings Christenbury & Lindbolm, Chapter 9 Read articles on Lit Circle (posted on Blackboard) Assignment Bring Unit Plan Overview to class for peer review – 4 Points**
Week 3	**September 8th Lesson 3: Literature Circle**	**Lit Circle – American Dirt Wonder Notebook Format/Rubric Discussion Peer Feedback: Unit Plan Overview Discussion on readings - small group & whole class**	**Due Date: Sept 15th Readings Christenbury & Lindbolm, Chapter 1 Gallagher & Kittle, Chapter 1**
Week 4	**September 15th Lesson 4: Beliefs & Five Aspects of School**	**Blackboard Discussion**	**Bb Discussion Assignment Initial Post by: Sept 15th Peer Response by: Sept 18th**

			Due Date: **Sept 22nd** **Readings** Read articles on Grammar Instruction & Standards of Learning (posted on Blackboard) **Assignments** Reflect in WNB on the readings – Entry #1 Bring Unit Plan Map & Calendar to class for peer review – 6 Points
Week 5	**September 22nd** **Lesson 5:** **Lesson Planning &** **Grammar**	**Lesson Planning – Vertical & Horizontal teams** **Discussion on readings - small group & whole class** **Peer Review: Unit Plan Map & Calendar**	Due Date: **Sept 29th** **Assignments** Bring Lesson Plan #1 for peer review Lit Response Group Project Presentations
Week 6	**September 29th** **Lesson 6:** **Presentations**	**Literature Response Group Project Presentations** **Peer Review: Lesson Plan**	Due Date: **Oct 6th** **Readings** Read articles on accommodations/adaptations **Assignments** Reflect in WNB on the readings – Entry #2 Bring Lesson Plan #1 for in-class activity
Week 7	**October 6th** **Lesson 7:** **Differentiated** **Instruction**	**Differentiated Instruction – Stations** **Accommodations & Adaptations** **Instructional Strategies** **Discussion on readings - small group & whole class**	Due Date: **Oct 20th** **Readings** Christenbury & Lindbolm, Chapter 8 Gallagher & Kittle, Chapter 3 **Assignments** Reflect in WNB on the readings – Entry #3
FALL BREAK	**October 13th**		
Week 8	**October 20th** **Lesson 8:** **Writing Instruction**	**Models of Teaching Writing** **Evaluating Essays** **Discussion on readings - small group & whole class**	Due Date: **Oct 27th** Listen to NWP Radio Discussion

Week 9	**October 27th Lesson 9: Formulaic Writing/Assessments**	**Blackboard Discussion**	**Bb Discussion Assignment Initial Post by: Oct 27th Peer Response by: Oct 30th Due Date: Nov 3rd Readings Moon, Chapters 1 & 2 Assignments Reflect in WNB on the readings – Entry #4 Bring Moon text to class for in-class activity Bring Lesson Plans 2 & 3 for peer review**
Week 10	**November 3rd Lesson 10: Poetry**	**Poetry Composing Activities Poetry Analysis *Studying Poetry* Chapter Presentations Peer Review: Lesson Plans 2 & 3**	**Due Date: Nov 10th Assignments Read one of the following chapters: Gallagher & Kittle, Chapter 6 – Narrative Gallagher & Kittle, Chapter 7 - Informational Gallagher & Kittle, Chapter 8 - Argument**
Week 11	**November 10th Lesson 11: Writing Genres**	**Bb Group Discussion**	**Due Date: Nov 17th Assignments Bring Unit Plans for Instructor/Peer Review**
Week 12	**November 17th Lesson 12: Unit Plan**	**Unit Plan Conferences**	**Due Date: Nov. 24th Readings Assignments Reflect in WNB on the readings – Entry #5 Christenbury & Lindbolm, Chapter 7 Read articles on ELs (posted on Bb)**
Week 13	**November 24th Lesson 13: Vocabulary & ELL**	**Language Learners in the English Classroom – Strategies, Learning Approaches, Assessments Vocabulary instruction**	**Due Date: Dec 1st Assignments Wonder Notebook Unit Plan**
Week 14	**December 1st Lesson 14: Field Experience**	**Visual & Media Literacy Sharing of Field Experience Section of Wonder Notebook**	

		Evaluation Wonder Notebook – Self & Peer Evaluation Dispositions Evaluation	
TBD	**December 8th**		

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
1. 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/.
2. 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 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/.

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 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: http://whatkidscando.org/index.html
Virginia State Reading Association: https://www.vsra.org/
International Literacy Association: https://www.literacyworldwide.org/
National Council of Teachers of English: www.ncte.org
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: https://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).

College of Education and Human Development

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in Blackboard.

Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage

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All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.

- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:
- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.
- Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the

requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be share with anyone not enrolled in this class.

- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.

- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.

- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Information on installing and using LockDown Browser may be found here.

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by- step instructions linked above

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course
- Locate and select the Help Center button on the LockDown Browser toolbar
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Further troubleshooting is available through the ITS Support Center.
- Exit the Help Center and locate the practice quiz
- Upon completing and submitting the practice quiz, exit LockDown Browser

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk of all external materials not permitted — books, papers, phones, other devices
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted