ELED 410 Sec 004 – Emergent and Early Literacy
3 Credits, Fall, 2021
Mondays, 10:30-1:10 Thompson L003, Fairfax Campus
George Mason University
College of Education and Human Development

Faculty
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Prerequisites/Corequisites
Admission to Elementary Education program

University Catalog Course Description
Provides research-based introduction to literacy teaching and learning for diverse early elementary children. Emphasizes oral and print-based language development; emergent and early literacy pedagogy. Introduces assessment and instruction of phonological awareness, phonics and word study, decoding, vocabulary, and comprehension.

Course Overview
This course addresses key topics of 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 Literacy Association (ILA) 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 in a **face-to-face setting (Thompson L003)** and will also use the 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 16, 2021

Expectations
- Course Week:
  Our course week will begin on the day that our in-person meetings take place as indicated on the Schedule of Classes.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes active engagement in classroom activities, reading or 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. Students may encounter some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work may 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. This can be done before or after class times or via email. Students may also drop by office hours without an appointment. Students will be seen on a first come, first serve basis.

- Professional disposition/etiquette:
  The course environment, both in person and online, is a collaborative space. Experience shows that even an innocent remark typed in the online environment or expressed in a face-to-face setting can be misconstrued. Students and faculty should always re-read and re-think their responses carefully before posting them to prevent misunderstandings. *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:
  Students who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services and be able to provide verification of the accommodations required.

Learner Outcomes or Objectives
1. Plan early literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
2. 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.
3. Demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
4. Explore and explain the role of families, communities, and schools in children's literacy learning.
5. Reflect on their own literacy learning histories and connect these to current theories of reading instruction.
6. Demonstrate an understanding of the structure of the English language and syntax.
7. Understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.
8. Observe and assess the reading development and needs of emergent literacy learners, including alphabetics, word recognition, concepts about print, concept of word, phonological awareness, phonemic awareness, and phonics.

9.   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.

Professional Standards

Standards: INTASC

INTASC	Assignments (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
1. Learner Development	Book Club Presentation; Emergent Literacy Final Exam
2. Learning Differences	Field, Emergent Literacy Analysis
3. Learning Environments	Field
4. Content Knowledge	Field; Book Club Presentation; Emergent Literacy Final Exam
5. Application of Content	Field; Book Club Presentation; Emergent Literary Final Exam
6. Assessment	Field; Emergent Literacy Final Exam
7. Planning	Field; Emergent Literacy Final Exam
8. Instructional Strategies	Field; Book Club Presentation;
9. Professional Learning and Ethical Practice	Field; Book Club Presentation
10. Leadership and Collaboration	Field; Book Club Presentation;

Standards: ISTE NETS

ISTE NETS	Assignments (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
1. Learner Development	Field; Book Club Presentation
2. Learning Differences	Field; Book Club Presentation
3. Learning Environments	Field; Book Club Presentation
4. Content Knowledge	Field; Book Club Presentation

Standards: ILA

ILA	Assignments (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
1. Foundational Knowledge	Field; Read Aloud Lesson; Book Club Presentation; Phonics Test; Interactive Writing
2. Curriculum and Instruction	Field; Read Aloud Lesson; Phonics Test; Book Club Presentation; Emergent Analysis; Interactive Writing
3. Assessment and Evaluation	Field; Read Aloud Lesson; Phonics Test; Emergent Final Exam
4. Diversity and Equity	Field; Read Aloud Lesson Phonics Test; Book Club Presentation; Emergent Final Exam; Interactive Writing
5. Learners and the Literacy Environment	Field; Read Aloud Lesson; Book Club Presentation; Emergent Final Exam; Interactive Writing

ACEI	Assignments (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
2.1 Reading, Writing, Oral Language	Read Aloud Lesson; Emergent Analysis; Phonics Test; Interactive Writing
3.1 Integrating and applying knowledge for instruction	Emergent Analysis; Phonics Test; Read Aloud Lesson; Interactive Writing
4.0 Assessment	Read Aloud Lesson; Emergent Literacy Final Exam; Interactive Writing

Standards: CAEP

CAEP	Assignments (ALL SUBJECT TO CHANGE IF REQUIRED BY COVID-19 CHANGES AND RESTRICTIONS)
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Book Club; Read Aloud Lesson; Interactive Writing
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; Read Aloud Lesson; Emergent Literacy Final Exam; Interactive Writing
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to ILA standards.	Read Aloud Lesson; Emergent Literacy Final Exam; Phonics Test; Interactive Writing; Book Club Presentation
1.5 Candidates model and apply technology standards	Fieldwork; Weekly Participation
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 Lesson; Emergent Literacy Final Exam; Interactive Writing

Required Texts

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (7th edition). Pearson.

Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work.* Heinemann.

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

An additional text is required for the Book Club assignment (See below). It will need to be purchased or borrowed for the semester.

Course Performance Evaluation
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. Please note the Performance-Based Assessment for this class is the Interactive Read Aloud Lesson.**
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. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.
http://owl.english.purdue.edu/owl/resource/560/01/

Please Note: The GMU Writing Center offers in-person as well as 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

Participation and Field Work	30%
Book Club and Presentation	10%
Phonics Tests	10%
Knowledge Integration Paper	15%
Interactive Writing Lesson	10%
Interactive Read-Aloud Lesson	10%
Emergent Literacy Analysis (Final Exam)	15%
Total	100%

Note: I reserve the right to add, alter, or omit any assignment as necessary during the semester. You will always receive advanced notice of any modifications.

Assignments and/or Examinations
Participation and Field Work (30%) (SUBJECT TO CHANGE IF REQUIRED BY COVID-19 RESTRICTIONS)
It is expected that you attend all scheduled classes and field work outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.
Outcomes: 1, 2, 3, 4, 5, 6, 7, 8

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. In addition, **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 in class** for purposes such as texting, social media, or phone calls. Field work is required for this class. You will be assigned a classroom at a PDS site.

Evaluation: Participation will be evaluated based on readiness, timeliness, and quality of contribution.

Phonics Tests (10%) Students will take a phonics pretest at the beginning of the semester and will connect their existing understanding of English spelling patterns and features with class content to fully understand English phonology and orthography.
Evaluation: Students must pass this test with at least 95% accuracy and can retake until proficiency is attained. (10%)

Knowledge Integration Paper (15%) Students will write to demonstrate their knowledge of class content and concepts. Paper 1 will explore how emergent literacy strands work together to build children's awareness of the building blocks of reading and writing.
Evaluation: Papers will be evaluated for key points from class discussions, readings, and content activities that demonstrate understanding of the synchrony of literacy development. Writing will be evaluated for clarity, cohesive organization, and references to class content.

Book Club and Presentation (10%) Students will work in book club groups to explore emergent literacy topics in depth. Groups will read and discuss articles and/or a text on their chosen topic (options will be provided). They will connect their knowledge to learning activities/stations related to their topic. Bookclub discussion content and activity/stations will be shared with the class during interactive, multimodal presentations. This assignment will require meetings outside of class sessions.
Hoyt, L. (2018). Crafting nonfiction: Lessons on writing process, traits and craft. Portsmouth, NH: Heinemann.
McCarrier, A.; Fountas, I; & Pinnell, G.S. (2018). Interactive writing: How language and literacy come together, K-2. Portsmouth, NH: Heinemann.
Wood Ray, K. & Cleaveland, L. (2018). A teachers' guide to getting started with beginning writers: Grades K-2. Portsmouth, NH: Heinemann.
Evaluation: Book club presentations will be evaluated for accurate portrayal of class content and appropriate activities for early/emergent readers. (50 points)
Reflections will be evaluated for depth of reflection, inclusion of new understanding about the text/course content, the book club process and the reader's self.   (50 points)

Interactive Writing Lesson (10%)
Students will plan and implement an interactive writing lesson incorporating technology in their field placement. The lesson will be videorecorded and shared with the instructor via Blackboard. A summary reflection will be submitted with the lesson plan and video to Blackboard. Students will provide feedback to peers via the Discussion Board. Additional information will be provided in class.

Evaluation: The lesson plan is one quarter (25%) of the grade and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other three quarters (75%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

Read-Aloud Lesson (10%)

Students will plan and implement an interactive read-aloud with children in the field placement classroom (50% of grade). After implementation, students will write a reflection, evaluating the experience (50% of grade). More information will be provided in class.

Evaluation: Read-alouds will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

Emergent Literacy Final Exam (15%)

This cumulative final exam will cover key components of the course. You will be presented with a variety of questions to show your understanding of concepts and content to analyze and address early literacy students' strengths and needs.

Additional information will be provided in class.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8 (20%)

- **Grading Scale**

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	**Represents mastery of the subject through effort beyond basic requirements**
A-	90-92	3.67	
B+	87-89	3.33	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	**Denotes an unacceptable level of understanding and application of the basic elements of the course**
C	73-76	2.00	
C-*	70-72	1.67	
D*	60-69	1.00	
F*	<69	0.00	

- *Remember: "C-" and below are not satisfactory for a licensure course*

Professional Dispositions

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

Class Schedule

Dates Mondays 10:30 am – 1:10 pm	Topics	Readings, Activities, and Assignments (Due prior to class)
Week 1 **Monday,** **Aug. 23**	Course overview and introductions Review Syllabus Reflecting on our early literacy history and understandings Synchrony of Literacy Development	**Read:** Syllabus **Watch/Do:** Purchase all text books **Due:**
Week 2 **Monday,** **Aug. 30**	Emergent literacy development Oral Language development Introduction to Think-Alouds Introduction to Interactive Reading and Interactive Writing	**Read:** Words Their Way (WTW), ch. 1 & 4; Mesmer, Intro & ch. 1 **Watch/Do:** Begin planning for Book Club group Watch 2 example IRA's from Week 2 Module **Due:** September 6 – Phonics Pretest
Mon, **Sept 6**	**Labor Day holiday**	**No Class meeting**
Week 3 **Monday,** **Sept. 13**	Concepts About Print Assessment and instruction	**Read:** WTW, ch. 2, 3 Mesmer, ch. 2 Zucker, Ward, & Justice (2009) **Watch/Do:** Watch 2 example IW's from Week 3 Module; Review CAP module in Blackboard **Due:**
Week 4 **Monday,** **Sept. 20**	Alphabetics Assessment and instruction	**Read:** Mesmer, ch. 3, 4 **Watch/do:** Watch 2 alphabetics videos and prepare one alphabetics station for class demonstration **Due:**

Week 5 Monday, Sept. 27	Phonological awareness/Phonemic awareness Assessment and instruction	**Read:** Yopp, H.K.,& Yopp, R.H. (2000) **Watch/do:** Watch 2 phoneme/phonological awareness videos and prepare one station for class demonstration **Due:**
Week 6 Monday, Oct. 4	Review Phonemic and phonological awareness Concept of Word (COW) Assessment and instruction	**Read:** Flanigan, K. (2006) "Daddy, where did the words go?" **Watch/do:** Watch 2 COW videos and prepare one station for class demonstration **Due:**
Week 7 Tuesday, Oct. 12 **Please note the change of day!**	COW and Shared Reading	**Read:** **Watch/do:** TBD **Due:** Knowledge Integration Paper
Week 8 Monday, Oct. 18	Interactive Reading (revisited) Shared Reading	**Read:** **Watch/do:** TBD **Due:** Phonics post-test
Week 9 Monday, Oct. 25	Word study and phonics instruction (part 1)	**Read:** WTW, ch. 5, 9 Mesmer, ch. 5 **Watch/do:** TBD **Due:** Interactive Read Aloud Plan
Week 10 Monday, Nov. 1	Word study and phonics Instruction (part 2)	**Read:** WTW, ch. 6, 9 Mesmer, ch. 6

		Watch/do: TBD Due: Interactive Writing Plan
Week 11 **Monday,** **Nov. 8**	Decoding and Early fluency	**Read:** Kuhn (2004) "Helping students become accurate, expressive readers: Fluency instruction for small groups" **Watch/do:** TBD **Due:**
Week 12 **Monday,** **Nov. 15**	Interactive Writing (revisited) Shared Writing	**Read:** **Watch/do:** TBD **Due:** Interactive Writing lesson reflection
Week 13 **Monday,** **Nov. 22**	Matching texts with readers	**Read:** Henk & McKennna; Marinak et al. (2015) "Me and My Reading Profile"; Level-mania **Watch/do:** TBD **Due:** Read aloud microteaching in class Book Club Presentations
Week 14 **Monday,** **Nov. 29**	Reading and Writing Workshop Small group, data-informed instruction	**Read:** Brown (2010). "Young authors: Writers workshop in kindergarten" **Watch/do:** TBD **Due:** Bookclub presentations
Reading **Day**	**No Class**	**Read:**

Monday, Dec. 6		Watch/do: Due: Interactive Read Aloud Reflection
Week 15 Monday, Dec. 13	**FINAL EXAM 10:30 am – 1:10 pm**	

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/.

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use he/him/his. Please feel free to address me as Jeff or Mr. Vomund.

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 https://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 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/ .