George Mason University
College of Education and Human Development
Elementary Education Program

Course
EDCI 555.002 – Literacy Teaching and Learning in Diverse Classrooms, Part I
3 Credits, Spring 2022
Monday 4:30-7:10, Thompson 2022, Fairfax campus

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 face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires 15 hours of field experience.**

Under no circumstances, may 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 will need a headset microphone for use with the Zoom 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:
  - 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 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. Those unable to come to a Mason campus 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 insure 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 alphabetics, 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 Lesson; Explicit Teaching Lesson
2. Learning Differences	Field, Read Aloud Lesson; Explicit Teaching Lesson
3. Learning Environments	Field
4. Content Knowledge	Field; Children's Literature; Interactive Read Aloud; Explicit Teaching Lesson; Book Club
5. Application of Content	Field; Children's Literature; Interactive Read Aloud; Explicit Teaching Lesson; Book Club
6. Assessment	Field; Interactive Read Aloud; Explicit Teaching Lesson
7. Planning	Field; Interactive Read Aloud; Explicit Teaching Lesson; Children's Literature
8. Instructional Strategies	Field; Children's Literature; Explicit Teaching Lesson; Interactive Read Aloud
9. Professional Learning and Ethical Practice	Field; Book Club
10. Leadership and Collaboration	Field; Children's Literature; Explicit Teaching Lesson; 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 Lesson; Book Club; Explicit Teaching Lesson
2. Curriculum & Instruction	Field; Children's Literature; Read Aloud Lesson; Explicit Teaching Lesson
3. Assessment & Evaluation	Field; Read Aloud Lesson; Explicit Teaching Lesson
4. Diversity	Field; Children's Literature; Book Club
5. Literate Environment	Field; Children's Literature; Read Aloud Lesson; Book Club; Explicit Teaching Lesson
6. Professional Learning & Leadership	Field; Children's Literature; Book Club

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

CAEP	Assignments
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Book Club; Read Aloud Lesson; Explicit Teaching Lesson
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 Lesson; Explicit Teaching
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to IRA standards.	Read Aloud Lesson; Explicit Teaching Lesson
1.5 Candidates model and apply technology standards	Explicit Teaching Lesson
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; Explicit Teaching Lesson

Required Texts

Parsons, S. A., & Vaughn, M. (2021). *Principles of effective instruction, K-5*. Guilford.

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

Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.

**Additional selected readings will be posted on Blackboard.

Related Texts (excellent resources):

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

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

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 – *Cultivating Genius* - Muhammad [Outcomes 1, 2, 9, 10, 11, 12]	15
3. Children's Literature Catalogue – Whole Class Assignment [Outcomes 1, 4, 8, 10, 11]	10
4. Interactive or Strategic Read Aloud (PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	20
5. Assessment-Guided, Small-Group, Explicit-Teaching Lesson [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	25
6. Vision Statement	10
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, or to participate in required military service, and 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 *Cultivating Genius*. This assignment will require meetings during class.

3. **Children's Literature Catalogue (10 points)**
Due: 3/30

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children's literature. For this assignment, the entire class will create an online catalogue of children's literature resources to help you enhance your knowledge of and access to children's literature. This will be a resource that each of you can access and add to as you enter the teaching profession to aid you in staying current on high-quality children's literature.

4. **Strategic Read Aloud Lesson (20 points)**
Lesson Plan Due: 3/16   Reflection Due: 4/27

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, <u>explicitly explaining</u> to students a comprehension strategy and then modeling the strategy to students by <u>thinking aloud</u> as you read the book.** After conducting the read aloud you will reflect on the lesson in a one-page critical reflection on your lesson (How did it go [strengths? Unexpected occurrences? Difficulties?], and what will you do differently next time?). I will explain and model a strategic read aloud in class.

5. **Assessment-Guided, Small-Group, Explicit Teaching Lesson (25 points)**
Lesson Plan Due: 4/6   Reflection Due: 5/4

Assessment-guided, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will work with your mentor teacher to identify a small group of students (at any level) who have similar literacy learning needs. You will gather from the teacher assessment information about these students. You will use this information to design a targeted, explicit teaching lesson for this small group of students. Your mentor teacher and I need to review your lesson plan before you teach it. After conducting the read aloud you will reflect on the lesson in a one-page critical reflection on your lesson (How did it go [strengths? Unexpected occurrences? Difficulties?], and what will you do differently next time?). I will describe and model this type of lesson in class.

6. **Vision Statement (10 points)**
Due: 5/11

Throughout this course, you will have time to deeply consider your "vision" for teaching. That is, what is it that 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 the children in front of you. 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?

Grading Scale

A	94-100	B	80-86
A-	90-93	C	70-79
B+	87-89	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
1/24	Principles 2 Zarrillo 1 Duffy	Introductions Importance of early reading instruction 5 Pillars Comprehensive Literacy Framework Syllabus My History as a Reader activity Visioning	
1/31	Principles 6 Zarrillo 8 Genius 1	Comprehension	Vision Statement Draft

2/7	Principles 4
	Zarrillo 3, 4, 5
	Genius 2
		Language development
		    Alphabetic principle
		    Concepts of print
		    Shared reading
		Word recognition
		    Phonological awareness
		    Phonemic awareness
		    Phonics
		    Decoding	

2/14	Principles 5 Zarrillo 6, 12 Genius 3	**Asynchronous Online** Fluency	Read Aloud Lesson Plan due
2/21	Principles 1 Zarrillo 9 Genius 4	Vocabulary	
2/28	Principles 7 Zarrillo 2 Genius 5	Assessment	
3/7		Book Club meeting Vision writing Children's Literature Catalogue work	
3/14		**No Class – Spring Break**	

3/28	Principles 8, 10
	Zarrillo 13
	Genius 6
		Differentiated Instruction 1
		    Explicit Teaching
		    Intervention	

3/21	Principles 9, 17 Zarrillo 14, 15	Differentiated Instruction 2 Teaching reading to ELs and diverse learners	

4/4		**Asynchronous Online**	Explicit Teaching Lesson Plan
4/11	Principles 15, 16 Genius 7	Motivation and Engagement	
4/18	Principles 11, 13 Zarrillo 10, 11	Types of text	
4/25	Jigsaw: Principles 3, 12, 18, 19, 20, 21, 22	**Asynchronous Online**	Read Aloud Reflection due
5/2	Genius 8	Book Club meeting and chapter jigsaw (gallery walk?)	Explicit Teaching Lesson
5/9		Reading Day	
5/16		Exam Date	Final Vision Statement due Children's Literature Catalogue due

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 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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/ .