

George Mason University
College of Education and Human Development
Elementary Education

ELED 410 Section 006 – Emergent and Early Literacy

3 Credits, Fall, 2023

Mondays, 10:30-1:10 pm

Thompson Hall L028-Fairfax Campus

Faculty

Name: Lois A. Groth
Office Hours: By Appointment
Office Location: Thompson Hall 1806, Fairfax Campus
Office Phone: 703-993-2139
Email Address: lgroth@gmu.edu (Weekday response within 24 hours)

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 face-to-face course will be delivered using multiple instructional strategies and formats as well resources in our course Blackboard Learning site. Individual session formats may include lecture, small group/large group discussion and reflection, interactive workshop approaches, student-led presentations, and cooperative learning. Practical applications of literature are explored via group activities and discussion board forums in Blackboard.

You will log in to the Blackboard (Bb) course site using your Mason email username and email password. The course site will be available on August 14, 2023. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

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 alphabets, 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 (May be subject to change)
1. Learner Development	Notebook & Field; Read Aloud; Phonics Lesson; Final Exam
2. Learning Differences	Notebook & Field; Phonics Lesson; Final Exam
3. Learning Environments	Notebook & Field
4. Content Knowledge	Notebook & Field, Read Aloud; Phonics Lesson; Final Exam
5. Application of Content	Notebook & Field; Read Aloud; Phonics Lesson; Final Exam
6. Assessment	Notebook & Field; Phonics Lesson; Final Exam
7. Planning	Notebook & Field, Read Aloud; Phonics Lesson; Final Exam
8. Instructional Strategies	Notebook & Field; Read Aloud; Phonics Lesson; Final Exam
9. Professional Learning and Ethical Practice	Notebook & Field
10. Leadership and Collaboration	Notebook & Field; Read Aloud; Phonics Lesson

Required Texts

- Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work*. Heinemann.
- Parsons, S.A. & Vaughn, M. (Eds.) (2021). *Principles of effective literacy instruction, Grades K-5*. New York: The Guilford Press.

Course Performance Evaluation

All assignments are to be completed and submitted via Blackboard 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. Some work will be shared in face-to-face class sessions. Please note the Performance-Based Assessment for this class is the Print Referencing Read Aloud Lesson.

APA format is expected. All written papers are expected to be double-spaced, with 1” margins and in 12-point font (Times New Roman, Calibri, or Arial). If you do not have a 7th Edition APA

Manual, the Purdue OWL website is an excellent resource. (Use APA Guidelines).

<http://owl.english.purdue.edu/owl/resource/560/01/>

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

Classwork Notebook and Field Work	52%
Phonics Tests	4%
Explicit Phonics Lesson	17%
Interactive Read-Aloud Lesson	17%
Final Exam	10%
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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

Classwork Notebook and Field Work (52%)

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation."

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After three absences, students will not be able to earn a passing grade and must retake the class.

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.

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 (1/2 day per week; some mornings, some afternoons). You will be assigned a classroom at a PDS site.

Evaluation: You will complete in-class and between class activities in your online class notebook. Your notebook is located at the journal tab on Blackboard. ****PLEASE NOTE:** If you are absent from class, you can earn half the daily points by completing all the between session classwork (up to 2 points for a missed class). Journal entries are **due by 9:00 AM** on Monday. *Please note:* any journal entries submitted more than a week past due (the following Monday) will receive 0 points.

Classes 2-13 will be worth 4 points.

	Unsatisfactory (0 pts)	Basic (1-2 pts)	Proficient (3 pts)	Distinguished (4 pts)
Classwork -to include work due prior to the class session (weekly work) and participation during the session.	The student is absent from class and/or is not prepared for class (between class work is incomplete). Some or all work is missing.	The student is late; leaves early and/or is not prepared for class (between class work is incomplete). The student does not actively participate in discussions. Work is completed at a basic level.	The student is on time and prepared for class discussions (between class work is complete). The student participates to an extent in group and class discussions. Work is completed at a level that displays proficiency.	The student is punctual and prepared for class (between class work is complete). The student actively participates and supports the members of the learning group and the members of the class. Work is completed in a distinguished way.

Phonics Tests (4%)

Initial Due: Sept. 11; Passed NLT Nov. 20

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.

Read-Aloud Lesson (17%)

Plan Due Oct. 16 Reflection Due Nov. 13

Students will plan and implement an interactive read-aloud including print referencing, with children in the field placement classroom. The lesson will be recorded. After instructional implementation, students will write a reflection evaluating the experience. 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; coherence of writing; and mechanics. References required.

Assessment-Guided, Small-Group, Explicit Phonics Lesson (17%)

Assessment & Plan Due:

November 6 Reflection Due: Friday, Dec. 1

Assessment-driven, 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 (2-4) who have similar literacy learning needs (e.g., phonemic awareness,

alphabets, phonics). You will gather assessment information about these students. You will use this information to design a targeted, explicit lesson for this small group of students. You will video record your lesson. After conducting the lesson, you will reflect on it using your video. I will describe this type of lesson in class.

Evaluation: Phonics lessons will be evaluated based upon use of assessment data to drive instruction, appropriateness and thoroughness of written plan, and thoughtfulness of reflections as well as connections to course material. References required.

Emergent Literacy Final Exam (10%)

Dec. 11, 2023

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.

Grading Scale for this course is as follows:

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	

*Note: “C-” and below is not satisfactory for a licensure course

Professional Dispositions- Students are expected to always exhibit professional behaviors and dispositions. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Dates Mondays 10:30-1:10	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
Week 1	IRA: <i>Yard Sale</i> Course overview and introductions	Read/Reflect/React: Early literacy history – what you remember

Dates Mondays 10:30-1:10	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
Monday, Aug. 21	Reflection: Early literacy history and understandings (write in course notebook) Scarborough's rope	about learning to read Class Folder and Notebook
Week 2 Monday, Aug. 28	Issues and Trends in Early Literacy Instruction National Reading Panel Report Sciences of reading Synchrony revisited	Read/Reflect/React: Syllabus The Science of Reading article NRP Report pp 1-5 Class Folder and Notebook
Week 3 Monday, Sept. 11	Phonics Pretest Debrief What is Emergent Literacy Emergent literacy development Oral Language development Vocabulary Syllabus Review IRA: Chicka Chicka, Boom Boom	Read/Reflect/React: IES Foundations in Emergent Literacy Instruction (2020) article Emergent Word Knowledge (2022) article Mesmer, Intro and Chapter 1 Class Folder and Notebook DUE: Phonics Pretest
Week 4 Monday, Sept. 18	Assessment Overview Concepts About Print (CAP) Assessment and Instruction IRA: CAP	Read/Reflect/React: Read Mesmer Chapter 2 Zucker, Ward & Justice (2009) Class Folder and Notebook
Week 5 Monday, Sept. 25	CAP Assessment Debrief Alphabetics Assessment and Instruction Shared Reading: CAP	Read/Reflect/React: Mesmer, Chapter 3 to page 68 Parsons & Vaughn chapter 1 Class Folder and Notebook CAP Assessment
Week 6 Monday, Oct. 2	Alphabetics Assessment Debrief Phonological awareness/Phonemic awareness Assessment and Instruction IRA: Teaching PA with Text	Read/Reflect/React: Mesmer, chapter 3 Parsons & Vaughn, chapter 4 Class Folder and Notebook Alphabetics Assessment
Week 7* Please note change of day- TUESDAY, Oct. 10	PA Assessment Debrief Concept of Word (COW) Assessment and Instruction IRA: Shared Reading - COW	Read/Reflect/React: Understanding Concept of Word in Text Development (2019) article Class Folder and Notebook Phonemic Segmentation Assessment DUE: Interactive Read Aloud Plan
Week 8 Monday, Oct 16	COW Assessment Debrief Planning Your Interactive Read Aloud Shared Reading	Read/Reflect/React: Mesmer Shared Reading With Print Referencing Review

Dates Mondays 10:30-1:10	Topics	Readings, Activities, Assignments (Complete prior to class meeting. See Class folder on Bb)
		Class Folder and Notebook COW Assessment DUE: IRA Lesson Plan
Week 9 Monday, Oct. 23	Word study and phonics Assessment and Instruction (part 1)	Read/Reflect/React: UFLI Scope and Sequence Mesmer Scope and Sequence Developmental Word Knowledge Scope and Sequence History of Phonics Instruction ppt Class Folder and Notebook Phonics Assessment
Week 10 Monday, Oct. 30	Phonics Assessment Debrief Word study and phonics Instruction (part 2) Explicit Phonics Lessons	Read/Reflect/React: Mesmer, chapter 5 Class Folder and Notebook
Week 11 Monday, Nov. 6	Phonics Instruction Phonics stations/focus lessons Plan/review explicit phonics lessons with critical friends	Read/Reflect/React: Mesmer, chapter 6 Class Folder and Notebook DUE: Phonics Lesson Plan
Week 12 Monday, Nov. 13	Decoding and Early Fluency Vocabulary	Read/Reflect/React: Decoding article Class Folder and Notebook DUE: IRA Lesson Reflection
Week 13 Monday, Nov. 20	Engaging students in texts: comprehension, motivation, and more	Read/Reflect/React: Henk & McKenna, Marinak, et al. (2015). “Me and My Reading Profile”- Level-mania Class Folder and Notebook DUE: Final phonics test
Week 14 Monday, Nov 27	Matching texts with readers Evaluating reading materials	Read/Reflect/React: TBD Class Folder and Notebook DUE: Phonics Lesson Reflection - Dec. 1
Week 15 Monday, Dec. 13	FINAL EXAM 10:30- 1:10pm In person	DUE: Course Evaluations

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 <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

- 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/> .