George Mason University
College of Education and Human Development
Literacy Program

EDRD 643.B01 – Foundations of Literacy Instruction: Meaning-Based Skills
3 credits, Summer 2024
Asynchronous, online

Faculty
Name: Dr. Jennifer Drake Patrick
Office Hours: By Appointment
Office Location: 1501 Thompson Hall, Fairfax
Office Phone: (703) 993- 7611
Email Address: jdrakepa@gmu.edu

Prerequisites/Corequisites none

University Catalog Course Description
Explores the complex nature of language and its connection to comprehension, vocabulary, and writing for meaning. Examines research-based instruction and assessment practices to support students' ability to comprehend and compose.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using an 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. The course site will be available on *May 28th, 2024*.

In the virtual environment, one unit of credit normally represents a minimum of two hours of out-of-class work and one hour of attendance or participation in:
- a synchronous or asynchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students; or
- an asynchronous learning activity involving academic engagement in which the student interacts with technology that can monitor and document the amount of time that the student participates in the activity. Depending on the course-delivery format, a credit hour may be measured by demonstrations of competency, proficiency, or fulfillment of learning outcomes that are equivalent to traditionally delivered courses.

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

Last revised May 2024

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/Ultra/Getting_Started/Browser_Support
- 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/
- All students can request a Zoom account from ITs, https://its.gmu.edu/ to facilitate online communication with one another and with the instructor.

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, **our week will start on Tuesday, and finish on Monday.**
- 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.
- 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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Explain meaning-based components of literacy (e.g., comprehension, background knowledge, vocabulary, language structures, verbal reasoning, and literary knowledge).
2. Explain evidence-based elements of writing purposes, processes, and writing skills (e.g., genre writing, usage, and mechanics).
3. Describe strategies for supporting visual, digital, and disciplinary literacy.
4. Identify effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.
5. Identify research-based instructional and assessment practices to meet the needs of all students.

Professional Standards
Upon completion of this course, students will have addressed the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.

1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.

1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.

5.3 Candidates develop, lead the implementation of, and evaluate policy for the integration of digital technologies in appropriate, safe, and effective ways, and assist teachers in these efforts.

Virginia Standards for Reading Specialist Programs addressed in this course:

2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy.

2c. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects.

2e. Demonstrate the ability to promote creative thinking and expression, such as through

storytelling, drama, and choral and oral reading.

2f.   Demonstrate the ability to teach students to identify the characteristics of, and apply critical thinking to, media messages and to facilitate their proficiency in using various forms of media to collaborate and communicate.

3.b   Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships.

3c.   Demonstrate expertise in strategies to increase vocabulary.

3d.   Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development.

3e.   Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, inferencing, summarizing, clarifying, evaluating, and making connections.

3f.   Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.

3g.   Demonstrate the ability to develop comprehension skills in all content areas.

3h.   Demonstrate the ability to foster appreciation of a variety of literature.

3i.   Understand the importance of promoting independent reading and reading strategically through a variety of means including by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels.

3j.   Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.

4a.   Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing.

4c.   Demonstrate expertise to teach the writing process: plan, draft, revise, edit, and share in the narrative, descriptive, and explanative modes.

6k.   Demonstrate knowledge of current research and exemplary practices in English and reading.

6l.   Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Required Texts

Hennessy, N. (2020). *The reading comprehension blueprint: Helping students make meaning from text.* Paul H. Brookes Publishing.

Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Paul H. Brookes Publishing.

Morrow, L. M., Morrell, E., Casey, H. K., Muhammad, G., & Minor, C. (2023). *Best practices in literacy instruction*. The Guilford Press.

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2017). *Early intervention for reading difficulties: The interactive strategies approach* (2nd ed.). The Guilford Press.

Additional readings will be made available on Blackboard and through GMU Library databases.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations** *(See Blackboard for guidelines and rubrics for all assignments.)*

    1. Course Engagement (30%)

    Throughout the semester you will complete asynchronous online modules of varying lengths that involve an array of activities designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each module will open on Thursday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the Wednesday indicated in the class schedule. <u>Late work within modules will not be accepted without prior approval</u>. Once each module is opened, it will remain open so that you may review content as needed.

    In this course, modules will follow an Absorb-Do-Connect (Horton, 2012) instructional design framework to encourage active learning. As you complete your assigned readings and view the provided resources, you will *absorb* key knowledge. Then, you will have opportunities to practice, explore, and discover as you *do* something with what you are learning. Finally, you will be asked to *connect* what you are learning to your prior learning and current work.

    For each online module, you should thoughtfully and thoroughly complete all activities. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understanding, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module. All rubrics are available on Blackboard.

    2. Explicit Lesson Plan & Reflection: (20%)

    Drawing on strategies found in your textbooks or from other sources, you will plan a detailed, scripted explicit literacy lesson focused on the reading standards from the Virginia Standards of Learning (SOLs) that addresses meaning-based skills for reading. The lesson should introduce a new skill/strategy/process and may be designed for the whole class or a small group. It should include formative assessments, explicit instruction, guided practice, and independent practice. You will also provide a reflection on your instructional planning, including justification for your instructional decision-making.

    3. Exams (50%)

    There will be a midterm and a final exam. Material will come from assigned readings and class notes. The exams are not cumulative and may include multiple choice, short answer, and/or essay questions. The purpose of this assignment is to prepare you for the licensure exam you must complete at the end of your program to be licensed as a reading specialist.

    Other Requirements

Last revised May 2024

Assignment Guidelines
All assignments should be submitted by 11:59 p.m. on the date noted in the class schedule. Unless arrangements have been made beforehand with your instructor, 5% of the total points will be deducted from graded assignments for *each* day they are submitted late.

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.)

When submitting electronic files, please include your name as part of the file name (ex: JANEDOELessonPlan1.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (https://writingcenter.gmu.edu/) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Communication
Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

Advising
Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, licensure exam registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations option in the main menu, and (c) go to the Literacy Program Advising Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

Grading Scale

Grade	Points
A	= 94 – 100

A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 75 – 79
F	= below 75

Literacy students must re-take any licensure course in which they receive a grade of C or lower (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

Professional Dispositions
See https://cehd.gmu.edu/students/policies-procedures/

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
- 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/.

Class Schedule

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

See reference list in Blackboard for full citations for additional readings beyond the textbook.
Hennessy (2020) = The Reading Comprehension Blueprint
Moats (2020) = Speech to Print: Language Essentials for Teachers (2nd ed.)
Morrow et al. (2023) = Best Practices in Literacy Instruction (7th ed.)
Scanlon et al. (2017) = Early Intervention for Reading Difficulties: The Interactive Approach (2nd ed.)

Date	Topic	Readings	Due
Module 1 May 28th -June 3rd	Course Overview Introduction to Meaning – Based Skills. Reading comprehension Oral Language	Hennessy (2020), Ch. 1, 2, & 3 Scanlon et al. (2017), Ch. 15 Duke, N. K., Ward, A. E., & Pearson, P. D. (2021) West, J. M., Wright, T. S., & Gotwals, A. W. (2021)	Module 1 assignments
May 30th	**Last Day to Add**		
Module 2 June 4th- June 10th	Morphology	Moats (2020), Ch. 5 Bhattacharya, A. (2020) Lane, H. B., Gutlohn, L., & van Dijk, W. (2019) REVIEW: Scanlon et al., Ch. 11	Module 2 assignments

June 12th	Last Day to Drop Classes with 100% Tuition Refund		
Module 3 June 11th- June 17th	Sentences and Syntax	Hennessy (2020), Ch. 5 Moats (2020), Ch. 6 Morrow et al. (2023), Ch. 13 Mesmer, H. A., & Rose-McCully, M. M. (2018)	Module 3 assignments
Module 4 June 18th- June 24th	Vocabulary	Hennessy (2020), Ch. 4 Moats (2020), Ch. 7 Morrow et al. (2023), Ch. 11 Hiebert , F. (2020) Manyak, P. C., Manyak, A., Kappus, E. M. (2021)	Module 4 assignments
Module 5 June 25th- July 1st	Background Knowledge Mid-term exam	Hennessy (2020), Ch. 7 Scanlon et al. (2017), Ch. 16 Catts, H. (2022)	Mid-term Exam Module 5 assignments
Module 6 July 2nd- July 7th	Text Structures Digital Literacy Visual Literacy	Hennessy (2020), Ch. 6 Morrow et al. (2023), Ch. 12 & 14 Bruner, L., & Hutchison, A. (2023) Cappello, M., & Walker, N. T. (2016).	Module 6 assignments
Module 7 July 8th - July 15th	Levels of Understanding & Inferencing	Hennessy (2020), Ch. 6 Gabriel, R., Wenz, C., & Dostal, H. (2016) Reed, D. K., & Lynn, D. (2016)	Module 7 assignments

Module 8 July 16th - July 22nd	Instructional Planning: Effective instruction for all	Colwell, J., Hutchison, A., & Woodward, L. (2022). Daniel, J., Barth, A., & Ankrum, E. (2024) Opatz, M. O., & Kocherhans, S. (2024)	Module 8 assignments Lesson Plan Due July 22nd
Module 9 July 23rd - July 24th	Expanding Text Comprehension Building texts sets to foster comprehension	Gelzhesier et al. (2019), Ch. 16 Lupo, S., Strong., J., Lewis, W., Walpole, S., & McKenna, M. (2018)	Module 9 assignments
FINAL EXAM July-25th- July 27th			Due by 11:59 on July 27th

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