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

Course

ELED 556.AO3 Literacy in Diverse Elementary Classrooms II
3 Credits, Summer 2024

Schedule

5:00–7:00 pm
In person – May 13, June 3, June 17 (Thompson L019, Fairfax Campus)
Online – May 15, May 20, May 22, May 29, June 5, June 10, June 12,

Instructors

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Course Overview

Not Applicable

Prerequisites

Admission to the program; must be taken in programmatic sequence. Must have taken ELED 555.

University Catalog Course Description

This course is one of a pair of courses that provide a research-based introduction to literacy teaching and learning for children in grades K-6. The emphasis of this course is literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum. Field experience is required.

Relationship to Program Goals and Professional Organizations

This course addresses priorities in the School of Education 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 will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

Nature of Course Delivery

This hybrid course will be delivered on-campus (50%) and synchronous (50%) 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 prior to the first day of class.

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/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/

Expectations

- *Course Week*: Our course week will begin 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. 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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable students to:
1. Students will demonstrate an understanding of literacy as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will observe and assess the literacy development and needs of elementary learners.
3. Students will plan lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency, comprehension, reading, and writing.
4. Students will plan literacy lessons that promote creative and critical thinking.
5. Students will plan lessons that facilitate literacy development across content areas.
6. Students will survey technological tools, print materials, and other resources for teaching literacy.
7. Students will describe the literacy needs of diverse learners, including English Learners and students with special needs, and they will adapt lesson plans to meet these needs.
8. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
9. Students will understand the importance of reading and writing relationships by selecting quality literature, including fiction and non-fiction.
10. Students will demonstrate the ability to assess individual and group literacy needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

INTASC Core Standards

1. The teacher understand the **central concepts**, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands **how children learn and develop**, and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.
4. The teacher understands and uses a **variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group **motivation** and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media **communication** techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **plans** instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal **assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

Standards: INTASC (http://www.dpi.state.nc.us/pbl/pblintasc.html)

INTASC	Assignments
1. Learner Development	Writing Lesson; Writing Analysis
2. Learning Differences	Writing Lesson; Writing Analysis
3. Learning Environments	Writing Lesson
4. Content Knowledge	Writing Lesson; Writing Analysis
5. Application of Content	Writing Lesson
6. Assessment	Writing Analysis
7. Planning	Writing Analysis; Writing Lesson
8. Instructional Strategies	Writing Lesson
9. Professional Learning and Ethical Practice	Writing Analysis
10. Leadership and Collaboration	Writing Analyses

ISTE Standards	Assignments
2.5.a Use technology to create, adapt and personalize learning experiences and accommodate learner differences and needs.	Writing Analysis
2.5.b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Writing Lesson
2.5.c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	Writing Lesson
2.6.d Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.	Writing Lesson

Required Texts

Hochman, J. C., & Wexler, N. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades*. Wiley.

Additional selected readings will be posted on Blackboard

Core Performance Evaluation

All assignments are to be completed and submitted via Blackboard by the date and time 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 also be shared in synchronous class sessions.

Assignments

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3, 4, 5, 6,7,8,9	Attendance and Participation	30	Ongoing
1, 4, 9, 12	Dyslexia Awareness Modules	10	June 3
1, 2, 4, 5, 6, 7, 8, 9	Whole Group Writing Lesson	25	Plan: May 20; Reflection: June 10
1, 2, 3, 4, 5, 6	Writing Analysis (PBA)	35	June 17

1. ***Attendance and Participation (30%)***   **Due: Ongoing**

This course operates with the assumption that knowledge is socially constructed, and the most meaningful learning opportunities are those where you can offer and explore diverse perspectives with peers. To do this it is expected that you attend all classes as outlined within the syllabus and arrive on time. 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 or arriving late for any of these reasons, please notify the instructor at least 48 hours in advance.

You are expected to contribute to in-person 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, completing all assigned readings and synchronous and asynchronous tasks for that class. This includes but is not limited to:
- Contributions to whole group, small group discussions and self-directed learning/reflection time
- Coursework activities on Blackboard
- Fieldwork

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.

2. **Dyslexia Awareness Modules (10%)**   **Due: June 3**

https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/dyslexia-training

3. **Whole Group Writing Lesson (25%)**   **Due: Lesson Plan – May 20 / Reflection – June 10**

Students will plan and implement a whole group writing lesson incorporating technology in their placement. The focus should be on shared and/or interactive writing. The lesson will be videotaped and uploaded to Kaltura. Reflections on the lesson will be posted to Kaltura. A holistic reflection will be submitted with the lesson plan. Additional information will be provided in class.

4. **Writing Analysis (PBA) (35%)**   **Due: June 17**

This is the programmatic Performance Based Assessment for ELED 556. Each student should select a child to observe engaged in the writing process. Each student should also collect at least three writing samples from the target child. Based on these samples, students will prepare an assessment of the child's writing ability, including ideas for further instruction. Additional information will be provided in class.

UNDERGRADUATE GRADING SCALE

Grade	Grading Scale	Interpretation
A	93-100	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	
C+	77-79	
C	72-76	
C-	70-71	Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.
D	60-69	
F	<69	

Professional Dispositions

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

Class Schedule

Date	Topics	Readings and Assignments
Mon May 13 <mark>**In Person**</mark>	• Introductions • Syllabus • Shared and Interactive Writing • Foundations of Writing	**Read:** TWR Introduction & chapter 1
Wed May 15 **Online**	• Reading-Writing Connection • Sentence Expansion • Teaching Students to Plan Before Writing	**Read:** TWR chapters 2 & 3
Mon May 20 **Online**	• Single-Paragraph Outline	**Read:** TWR chapter 4 **Due:** Whole group lesson plan
Wed May 22 **Online**	• Revising and Editing • Conferring with Students	**Read:** TWR chapter 5
Wed May 29 **Online**	• Summarizing and Drafting	**Read:** TWR chapter 6
Mon June 3 <mark>**In Person**</mark>	• Multi-paragraph Outline	**Read:** TWR chapter 7 **Due:** Complete Dyslexia Modules
Wed June 5 **Online**	• Argumentative Writing	**Read:** TWR chapter 8
Mon June 10 **Online**	• Assessing Writing	**Read:** TWR chapter 9 **Due:** Whole group video & reflection
Wed June 12 **Online**	• Bringing it all together	**Read**: TWR chapter 10
Mon June 17 <mark>**In Person**</mark>	• Culturally Responsive Writing Instruction • Motivation and Engagement in Writing • Technology and Writing	**Read:** TBD **Due:** Writing Analysis PBA

Faculty reserves the right to add, alter, or omit any assignment as necessary during the semester with advanced notice of any modifications.

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/.

Guidelines for Writing Analysis
(ELED 556 PBA)

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child's writing development and the instructional program you would implement for that child based on your assessments. This analysis is a performance-based assessment for literacy III.

As you begin your fieldwork, select a target child. You will assess the child's writing ability.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include as many different types of writing as possible. Try to avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of the writer's strengths in form, function, and process (you will have to observe the writer engaged in the process of writing). Supporting documents should be attached as appendices and cited in the text.

Include a research-based instructional plan.

Evaluation

Diversity of assessments used, accuracy of developmental levels assigned, and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric.

Assessment Rubric for Writing Analysis – ELED 556 Performance-Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
Complete Introduction of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional &social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Development ACEI 1.0 INTASC 1a CAEP 1a)
The Writing Analysis includes evidence of multiple assessments and cites references and appendices.	9-10 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's writing learning needs are collected, referenced, and included in the appendices.	8-8.9 Assessment data collected by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	7-7.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-6.9 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The Writing Analysis includes evidence of child's level, strengths in form, function, and process	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
The Writing Instructional Plan is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to	7.7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
	weaknesses while differentiating instruction for the learner.	build on the learner's strengths.			
Conclusion: synthesizing the analysis is included.	9-10 Conclusion synthesizes analysis with instructional plans. It includes and supports predictions for learner's success.	8-8.9 Conclusion synthesizes analysis with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
Mechanics: The paper is coherent, proofread, well-organized, error free and adheres to APA format.	9-10 Paper is coherent, well-organized, error free and adheres to APA format.	8-8.9 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	7-7.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-6.9 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage, or APA.	(Content ACEI 2.1)
Total Weighed Score	9-10	8-8.9	7.7.9	0-6.9	