George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordination Form on page 2, if changes in this course will affect other units.

Please indicate: ___ X ___ NEW ___ MODIFY ___ DELETE

Local Unit: Graduate School of Education Graduate Council Approval Date:

Course Abbreviation: EDRD Course Number: 636

Full Course Title: Supervised Literacy Practicum I

Abbreviated Course Title (24 characters max.): Literacy Practicum I

Credit hours: 1 Program of Record: Literacy Program

Repeatable for Credit? ___ D=Yes, not within same term Up to hours ___ T=Yes, within the same term Up to  hours ___ N=Cannot be repeated for credit

Activity Code (please indicate): ___ Lecture (LEC) ___ Lab (LAB) ___ Recitation (RCT) ___ Studio (STU) ___ Internship (INT) ___ Independent Study (IND)

Catalog Credit Format: 1:1:0 Course Level: GF(500-600) ___ X ___ GA(700+)


Maximum Enrollment: 25 For NEW courses, first term to be offered: Fall 2003

Prerequisites: EDRD 630, 631
Corequisites: EDRD 632

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses:
EDRD 636 Supervised Literacy Practicum II (1:1:0). Prerequisites: EDRD 630, 631; Corequisite: EDRD 632. A supervised literacy practicum that requires students to engage in 30 practicum hours and 5 seminar hours.

For MODIFIED or DELETED courses as appropriate:
Last term offered: Previous Course Abbreviation: Previous number:

Description of modification:

APPROVAL SIGNATURES:
Submitted by: ________________________________ email: ________________________________
Department/Program: ________________________________ Date: __________________
College Committee: ________________________________ Date: __________________
Graduate Council Representative: ________________________________ Date: __________________
### Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
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Graduate Council approval: ______________________________________________ Date: ____________

Graduate Council representative: __________________________________________ Date: ____________

Provost Office representative: __________________________ Date: ____________
EDRD 636 SUPervised Literacy Practicum I

Advanced Studies in Teaching & Learning—Master of Education Program
Semester (1 credit)

INSTRUCTOR: Phone Number:
MSN 4B3 Fax Number:
Graduate School of Education E-Mail:
George Mason University Website: http://blackboard.gmu.edu
Fairfax, VA  22030

Office: Office Hours:

DESCRIPTION
This course is a supervised literacy practicum that requires students to engage in 30 practicum hours and 5 seminar hours. The practicum is taken concurrently with EDRD 632.

RATIONALE
As a required portion of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education (VDOE) and International Reading Association (IRA) competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master’s degrees.

NATURE OF COURSE DELIVERY
This course is a supervised practicum in literacy that requires students to engage in 30 practicum hours and 5 seminar hours. The one-credit practicum is integrated with EDRD 632 and requires students to work with a group of P-12 students to apply assessments and interventions appropriate for groups. During seminars, students meet in small groups to engage in active dialogue and sharing of ideas related to their practicum experiences.

HONOR CODE
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.

Note: This syllabus is subject to change based on the needs of the class. If you need course adaptations or accommodations because of a disability, need, or special circumstance, please inform your instructor as soon as possible.
International Reading Association (IRA) Standards

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan effective instruction.
4. Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment, and evaluation to create a literate environment that fosters both reading and writing.
5. Candidates view professional development as a career-long effort and responsibility.

Outcomes for EDRD 636

1. Students will model and scaffold procedures to ensure that students can work effectively.
   
   *Standards Addressed:* IRA 2.1b
   
   *Performance-Based Assessment:* Instructional Strategies Teaching Videotape

2. Students will use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum.
   
   *Standards Addressed:* IRA 2.2a
   
   *Performance-Based Assessment:* Strategies and Materials Log

3. Students will use appropriate practices and materials to enhance instruction for children from various cultural and linguistic backgrounds.
   
   *Standards Addressed:* IRA 2.4b & d
   
   *Performance-Based Assessment:* Strategies and Materials Log

4. Students will model and share the use of reading and writing for real purposes in daily life and will use think alouds to demonstrate good reading and writing strategies.
   
   *Standards Addressed:* IRA 4.3a & b
   
   *Performance-Based Assessment:* Instructional Strategies Teaching Videotape

5. Students will motivate learners to be life-long readers.
   
   *Standards Addressed:* IRA 4.4a, b, c, & d
   
   *Performance-Based Assessment:* Motivation Teaching Videotape
**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Motivation Teaching Videotape</td>
<td>Week 6</td>
</tr>
<tr>
<td>Instructional Strategies Teaching Videotape</td>
<td>Week 13</td>
</tr>
<tr>
<td>Strategies and Materials Log and Seminar Discussions</td>
<td>Ongoing, Week 15</td>
</tr>
</tbody>
</table>

**GRADING**

- SATISFACTORY
- IN PROGRESS
- UNSATISFACTORY

**GENERAL REQUIREMENTS**

1. Seminar attendance is important. If, due to an emergency, you will not be in seminar, call the instructor and leave a message.
2. The university requires that all pagers and cell phones be turned off before seminars begin.
3. It is expected that assignments will be turned in on time. However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

**GUIDELINES FOR WRITTEN ASSIGNMENTS**

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at [http://library.gmu.edu/resources/edu/](http://library.gmu.edu/resources/edu/).

**Expectations**

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)

Use correct capitalization, punctuation, spelling, and grammar.
ASSIGNMENTS

Motivation Teaching Videotape
Videotape a lesson that shows evidence of your ability to effectively plan and implement instruction that motivates readers intrinsically and extrinsically. The lesson should be approximately 30 to 45 minutes in length. It should include evidence that you are aware of your students’ interests and reading levels and that you use this information when selecting appropriate texts. Also, it should include evidence that you can assist children in discovering reading for personal purposes.

After reviewing the tape, hold a conference with your practicum supervisor that focuses on your self-assessment of and reflections on the lesson. In your oral reflection, explain how you effectively plan and implement instruction on a daily basis that motivates readers intrinsically and extrinsically and how this lesson is a part of your ongoing efforts. Also, explain how you selected texts based on your students’ interests and reading levels and discuss how you adapt instructional plans to motivate all students. After the supervisor views the tape, conduct a post-observation conference.

Instructional Strategies Teaching Videotape
Videotape a strategy lesson that shows evidence of your ability to (a) model and scaffold procedures to ensure that students can work effectively and (b) use think alouds to demonstrate effective literacy strategies. The lesson should be approximately 30 to 45 minutes in length. After reviewing the tape, hold a conference with your practicum supervisor that focuses on your self-assessment of and reflections on the lesson. In your oral reflection, explain how you model and share on a daily basis the use of reading and writing for real purposes in daily life and how this lesson is a part of your ongoing efforts. After the supervisor views the tape, conduct a post-observation conference.

Strategies and Materials Log and Seminar Discussions
Maintain a log that documents at least five literacy-related instructional strategies implemented across the curriculum, including a minimum of one technology-based strategy and one writing strategy. Include a brief description of the strategy, a rationale for selecting the strategy, who was involved in the instruction, a list of materials used, a rationale for selecting these particular materials, and a brief reflection on the impact of the instruction. Share in seminar group meetings reasons for selecting the strategies and insights gained from implementing them.
**CRITERIA FOR MOTIVATION TEACHING VIDEOTAPE**

**IRA Standard 4.4: Motivate students to be life-long learners.**

a) Students will effectively plan and implement instruction that motivates readers intrinsically and extrinsically.
b) Students are aware of children’s literature, interests, and reading levels of students in their class and can select appropriate text.
c) Students assist children in discovering reading for personal purposes.
d) Students use methods to effectively revise instructional plans to motivate all students.

<table>
<thead>
<tr>
<th>Clear, Consistent, and Convincing Evidence</th>
<th>Clear Evidence</th>
<th>Limited Evidence</th>
<th>Little or No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned and implemented effective instruction that motivated readers intrinsically and extrinsically. Explained in a clear, concise, and convincing manner how students are motivated on a daily basis and how this lesson is a part of ongoing efforts.</td>
<td>Planned and implemented instruction that motivated readers intrinsically and extrinsically. Explained how students are motivated on a daily basis and how this lesson is a part of ongoing efforts.</td>
<td>Planned and implemented instruction that showed limited evidence that the lesson motivated readers. Explanation of how students are motivated on a daily basis and how this lesson is part of ongoing efforts was unclear or not convincing.</td>
<td>Showed little or no evidence that the lesson motivated readers. Did not explain how students are motivated on a daily basis or how this lesson is part of ongoing efforts.</td>
</tr>
<tr>
<td>Selected appropriate texts based on students’ interests and reading levels. Explained in a clear, concise, and convincing manner how texts were selected based on students’ interests and reading levels.</td>
<td>Selected appropriate texts based on students’ interests and reading levels. Explained how the texts were selected based on students’ interests and reading levels.</td>
<td>Selected text based on students’ interests or reading levels. Explanation of how texts were selected was unclear or not convincing.</td>
<td>Showed little or no evidence that appropriate texts were selected based on students’ interests and reading levels. Did not provide a convincing explanation of how texts were selected.</td>
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</table>
**Criteria for Instructional Strategies Teaching Videotape**

**IRA Standard 2.1:** Use key instructional grouping options (individual, small-group, whole-class, computer-based).

- **b)** Students model and scaffold effective procedures so that students can work effectively.

**IRA Standard 4.3:** Model reading and writing enthusiastically as valued life-long activities.

- **a)** Students model and share the use of reading and writing for real purposes in daily life.
- **b)** Students use think alouds to demonstrate good reading and writing strategies.

<table>
<thead>
<tr>
<th>Clear, Consistent, and Convincing Evidence</th>
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<th>Limited Evidence</th>
<th>Little or No Evidence</th>
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<tbody>
<tr>
<td>Planned and implemented effective instruction that modeled and scaffolded procedures to ensure that students can work effectively.</td>
<td>Planned and implemented instruction that modeled and scaffolded procedures to ensure that students can work effectively.</td>
<td>Planned and implemented instruction that showed limited evidence of modeling and scaffolded procedures to ensure that students can work effectively.</td>
<td>Showed little or no evidence of modeling and scaffold procedures to ensure that students can work effectively.</td>
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<tr>
<td>Modeled and shared the use of reading or writing for real purposes in daily life in a clear and motivating manner.</td>
<td>Modeled and shared the use of reading or writing for real purposes in daily life.</td>
<td>Showed limited evidence of modeling and sharing the use of reading or writing for real purposes in daily life.</td>
<td>Showed little or no evidence of modeling and sharing the use of reading and writing for real purposes in daily life.</td>
</tr>
<tr>
<td>Used effective think alouds to demonstrate good reading or writing strategies.</td>
<td>Used think alouds to demonstrate good reading or writing strategies.</td>
<td>Showed limited evidence of using think alouds to demonstrate good reading or writing strategies.</td>
<td>Showed little or no evidence of using think alouds to demonstrate good reading or writing strategies.</td>
</tr>
<tr>
<td>Explained in a clear, concise, and convincing manner how the use of reading and writing for real purposes in daily life is modeled and shared on a daily basis and how this lesson is a part of ongoing efforts.</td>
<td>Explained in a clear manner how the use of reading and writing for real purposes in daily life is modeled and shared on a daily basis and how this lesson is a part of ongoing efforts.</td>
<td>Showed limited evidence of how the use of reading and writing for real purposes in daily life is modeled and shared on a daily basis and how this lesson is a part of ongoing efforts.</td>
<td>Showed little or no evidence that the use of reading and writing for real purposes in daily life is modeled and shared on a daily basis. The explanation of how this lesson is a part of ongoing efforts was unclear or not convincing.</td>
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<td>Provided an insightful self-assessment and reflected thoughtfully on the lesson.</td>
<td>Provided a self-assessment and reflected on the lesson.</td>
<td>Provided a self-assessment or a reflection, but not both. Or provided a self-assessment and reflection that were unclear or not convincing.</td>
<td>Showed little or no evidence of self-assessment and reflection.</td>
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</table>
### Criteria for Strategies and Materials Log

**IRA Standard 2.2:** Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum.

**IRA Standard 2.4:** Plan and use appropriate practices, including technology-based practices in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds.

b) Students use appropriate practices to enhance instruction for children from various cultural and linguistic backgrounds.

d) Students use appropriate practices and materials for children from various cultural and linguistic backgrounds.

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<thead>
<tr>
<th>Clear, Consistent, and Convincing Evidence</th>
<th>Clear Evidence</th>
<th>Limited Evidence</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Used a wide range of effective instructional practices, including technology-based practices that promote reading and/or writing across the curriculum and enhance instruction for children from various backgrounds. Provided clear and accurate descriptions of the strategies, rationales for selecting the strategies, and descriptions of students involved in the instruction.</td>
<td>Used instructional practices, including technology-based practices that promote reading and/or writing across the curriculum and enhance instruction for children from various backgrounds. Provided descriptions of the strategies, rationales for selecting the strategies, and descriptions of students involved in the instruction.</td>
<td>Showed limited evidence of using a wide range of effective instructional strategies, including technology-based practices that promote reading and/or writing across the curriculum. Descriptions and rationales were unclear or not convincing.</td>
<td>Showed little or no evidence of using a wide range of effective instructional strategies, including technology-based practices that promote reading and/or writing across the curriculum. Descriptions and rationales were weak or not evident.</td>
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<tr>
<td>Used appropriate and effective materials for children from various cultural and linguistic backgrounds. Provided clear and accurate descriptions of the materials and rationales for selecting the materials.</td>
<td>Used appropriate materials for children from various cultural and linguistic backgrounds. Provided descriptions of the materials and rationales for selecting the materials.</td>
<td>Showed limited evidence of using appropriate materials for children from various cultural and linguistic backgrounds. Descriptions and rationales were unclear or not convincing.</td>
<td>Showed little or no evidence of using appropriate materials for children from various cultural and linguistic backgrounds. Descriptions and rationales were weak or not evident.</td>
</tr>
<tr>
<td>Explained in a clear, concise, and convincing manner why particular strategies were selected and implemented in the classroom. Provided in-depth oral reflections on insights gained while implementing the strategies.</td>
<td>Explained in a clear manner why particular strategies were selected and implemented in the classroom. Provided oral reflections on insights gained while implementing the strategies.</td>
<td>Showed limited evidence of why particular strategies were selected and implemented in the classroom. Oral reflections were unclear or not convincing.</td>
<td>Showed little or no evidence of why particular strategies were selected and implemented in the classroom. Oral reflections were weak or not evident.</td>
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<tr>
<td>Reflected thoughtfully in writing on the strategy lessons.</td>
<td>Provided a written reflection on the strategy lessons.</td>
<td>Showed limited evidence of reflecting in writing on the strategy lessons.</td>
<td>Showed little or no evidence of written reflection.</td>
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### PRACTICUM SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Practicum Activities (Timeline Related to EDRD 632 Practicum-Related Activities and EDRD 636 Assessments)</th>
<th>Readings/Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Identify classroom for practicum</td>
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<td>Week 2</td>
<td>Collect background information for class profile</td>
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<td>Week 3</td>
<td>Conduct interest/attitude assessment</td>
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<td>Week 4</td>
<td>Analyze interest/attitude assessment results. <strong>Seminar:</strong> Using the results of the interest/attitude assessment to plan instruction that promotes motivation</td>
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<tr>
<td>Weeks 5</td>
<td>Conduct reading assessment and analyze results</td>
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<td>Week 6</td>
<td>Conduct reading intervention. <strong>Motivation Teaching Videotape</strong></td>
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<td>Week 7</td>
<td>Conduct reading intervention. <strong>Seminar:</strong> Discussion of reading strategies</td>
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<td>Week 8</td>
<td>Collect and analyze work samples</td>
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<td>Week 9</td>
<td>Prepare report for EDRD 632</td>
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<td>Week 10</td>
<td><strong>Seminar:</strong> Sharing and discussion of technology-based strategies</td>
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<td>Weeks 11</td>
<td>Conduct writing assessment. <strong>Strategy Teaching Videotape</strong></td>
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<td>Week 12</td>
<td>Analyze writing assessment results</td>
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<td>Week 13</td>
<td>Prepare report for EDRD 632. <strong>Seminar:</strong> Sharing and discussion of writing strategies</td>
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<td>Week 14</td>
<td>Reflect on experience</td>
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<td>Week 15</td>
<td>Present case study. <strong>Seminar:</strong> Final reflections</td>
<td><strong>Strategies and Materials Log</strong></td>
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*Note:* Each seminar will be one hour in length.

### REQUIRED TEXTS FROM EDRD 632

