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 Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:   ___X___ NEW  ___ MODIFY  ___ DELETE

Local Unit:  College of Education and Human Development  Graduate Council Approval Date:

Course Abbreviation:  EDRD  Course Number:  658

Full Course Title:  Advanced Reading Methods & Language Acquisition, Elementary

Abbreviated Course Title (24 characters max.):  Adv Rdg Meth & Lang Acqui Elem

Credit hours:  3  Program of Record:  Education (EDUC)

Repeatable for Credit?  ___ Y=Yes, not within same term  Up to hours 3

___ T=Yes, within the same term  Up to  hours

___ N=Cannot be repeated for credit

Grade Type:  X GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)


Activity Code (please indicate):  ___ X Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)

___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)

Catalog Credit Format  3:3 : 0  Course Level:  GF(500-600)  ___X__ GA(700+)

Maximum Enrollment:  25  For NEW courses, first term to be offered:  Summer 2005

Prerequisites or corequisites:  EDRD 558 Literacy in the Content Area

Catalog Description (35 words or less):  Provides a research-based introduction to literacy for children in grades K-6. Emphasizes oral language, the reading process, literacy development, integration of reading across the curriculum, connections between culture, and families and literacy.

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

Description of modification:

APPROVAL SIGNATURES:
Submitted by:  ________________________________ email: ________________
  Libby Hall  lhall4@gmu.edu

Department/Program:  Education  Mark Goor  Date:  _5/2/05___________

College Committee:  Joan Isenberg  Date:  ____5/2/05_______

Graduate Council Representative:  Joan Isenberg  Date:  ____5/2/05_______
GEORGE MASON UNIVERSITY
Course Coordination Form

Approval from other units: NONE

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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Graduate Council approval: ____________________________ Date: ____________

Graduate Council representative: ____________________________ Date: ____________

Provost Office representative: ____________________________ Date: ____________
EDRD 658
Advanced Reading Methods and Language Acquisition

COURSE DESCRIPTION:

A. Prerequisites
   - EDRD 558: Literacy in the Content Areas, PK-12 (credits)

B. Course description from the University Catalog
   Provides a research-based introduction to literacy teaching and learning for children in grades K-6. The emphasis in this course is on oral language, the reading process, literacy development and instruction, integration of reading across the curriculum, connections between culture, families and literacy, and meeting needs of all learners

NATURE OF COURSE DELIVERY:

Includes multiple instructional strategies, to include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory will be explored via fieldwork

LEARNER OUTCOMES:

1. Students will demonstrate an understanding of reading as a cognitive, socio-cultural, psychological, and linguistic process.
2. Students will demonstrate an understanding of the stages of oral language development and its role in the reading process.
3. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
4. Students will plan lessons that facilitate reading fluency, reading comprehension and vocabulary development across content areas.
5. Students will survey technological tools, print materials, and other resources for teaching reading.
6. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.

PROFESSIONAL STANDARDS:

ISTE NETS (http://cnets.iste.org/teachstand.html)
REQUIRED TEXTS:

3. A variety of children’s literature in different genres
4. Select articles will be assigned for reading.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements

Class participation and in class assignments to include but not limited to:
- Literature Circles
- Leveling books assignment
- Evaluating Children’s Literature assignment

Lesson Plans- 30%
  - Shared Reading
  - Guided Reading

Online Literacy Exploration 25%

Final Exam 25%

Class Activities

Students will participate in class activities. These may include presentations, in-class writing assignments, and cooperative group activities. (20%)

Evaluation

Products created during class sessions will be assigned points according to a rubric.

Online Literacy Exploration

This technological exploration requires examination of online educational websites including children’s literature and literacy research. Students will learn to navigate and report on their findings. Students will create a binder with 4 sections related to children’s literature. A brief presentation will be made to the class. (25%)
Evaluation

The assignment will be evaluated for completion, accuracy, and creativity of extension ideas as well as coherence of writing and mechanics. Online exploration will be evaluated based on accuracy of completion, coherence of writing and mechanics.

Lesson Plan
Shared Reading/Guided Reading (30%)

Evaluation

Lesson plans will be evaluated based on appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

Final Exam
Content Based final exam. (25%)

Online Literacy Exploration Assignment
EDRD 658

Develop a binder with 4 sections.

I. Exploring Children's Literature
Select a theme. Find 10 children’s books on that theme. You must include
- picture book
- multicultural book
- chapter book
- read aloud
- nonfiction book
- 2002 or later publication date

List the ten books. For each book provide the title, author, and brief annotation. Identify one skill and one activity that could be taught with this theme.

II. Exploring Teacher Resources
Find the following sites that contain balanced literacy strategies and activities:
1. graphic organizers
2. file folder games
3. a “goldmine” of ideas
4. children’s literature
Print a sample/home page of each one.

VII. III. Exploring Research
Review the links listed below. Select 3 sites (online journal, research, and best practice) that you would “bookmark” as a favorite. Write a one page summary describing the three sites and your rationale for selecting each one as a favorite.

Literacy Links
http://www.reading.org/links/

Literacy Research and Best Practices
www.ncrel.org/litweb/

Literacy Journals
http://www.literacy.uconn.edu/litjrnl.htm

IV. Exploring Organizations
At each of the literacy organizations websites, find out their position on the same literacy topic. Compare and contrast the major components in a 2 page synopsis.

IRA (International Reading Association)
http://www.reading.org/

NCTE (National Council Teachers of English)
http://www.ncte.org

NAEYC (National Association of Educators of Young Children)
http://www.naeyc.org

B. Performance-Based Assessments

Online Literacy Assignment
EDRD 658

<table>
<thead>
<tr>
<th>25 points</th>
<th>CRITERIA</th>
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</thead>
</table>
| EXPLORING CHILDREN’S LITERATURE | 1. Ten books and their annotations
• Picture book
• Multicultural book
• Chapter book
• Read aloud
• Nonfiction
• 2002/2003 publication date
2. One skill to be taught
3. One activity to be taught |
| Possible Points = 5
Points earned = ____ |

| TEACHER RESOURCES | 1. Graphic organizer
2. Comprehension Strategy
3. Word Study Strategy
4. File folder Game
5. Website “goldmine” (printout of each) |
| VIII. Possible Points = 5
Points Earned = ____ |
<table>
<thead>
<tr>
<th>EXPLORING RESEARCH</th>
<th>One page summary explaining 3 sites that you would bookmark as a favorite.</th>
<th>Points Earned = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX. Possible Points = 5</td>
<td>☐ Description of 3 sites ☐ Rationale for selecting each</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPLORING ORGANIZATIONS</th>
<th>☐ Select a literacy topic ☐ Compare and contrast position statements on the topic at IRA, NAEYC and NCTE</th>
<th>Points Earned = _____</th>
</tr>
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<tbody>
<tr>
<td>X. Possible Points = 5</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>OTHER</th>
<th>☐ Writing and mechanics ☐ Creativity</th>
<th>Points Earned = _____</th>
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<tr>
<td>XI.</td>
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</table>

**Total Points =**

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**Content Based Final**

**EDRD 658**

Cut-off score of 80.

**C. Criteria for evaluation (see above in Requirements)**

**D. Grading Scale**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>F</td>
<td>Below 70%</td>
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</tbody>
</table>

**EXPLORATION OF CHILDREN’S LITERATURE**

**EDRD 658**

Literature circle groups will be based on books from each category below.

**Poetry:**
Love That Dog by Sharon Creech
Spin a Soft Black Song by Nikki Giovanni
I Love the World and Other Voices from the Chorus
Monday’s Troll by Jack Prelutsky

**Multicultural Literature:**
Tar Beach by Faith Ringgold
Hattie and the Wild Waves by Barbara Cooney
Weaving of a Dream by Marilee Heyer

**Formula/Series Fiction**
Junie B. Jones Series by Barbara Parks
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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</thead>
</table>
| 1    | • Introduction  
• Course Overview  
• Theory of Reading Development  
• Reading Process  
• Word study/Phonemic awareness  
• Select Multicultural Literature circles | -Learning to Read and Write...: A Position Statement of IRA & NAEYC  
-Everything You Wanted to Know About Phonics...  
GJG Chapters 1, 4 |
| 2    | • Oral Language Development/ Language Experiences  
• Oral language and reading connections  
• Shared Reading- write draft of SR lesson  
• Read aloud/reading to children  
• Reading/writing connection | GJG Chapters 2, 5, 10 |
| 3    | • Balanced Literacy Framework  
• Reader’s & Writer’s Workshop  
• Literature Circles  
  Meet with group/ Select Poetry Literature Circles | GJG Chapters 3, 8  
Literature Circles  
XII. Shared Reading Lesson Plan Due |
| 4    | • Supporting oral language development at home and in the classroom  
• Guided Reading with lifted text  
• Scaffolding Comprehension  
• Comprehension strategies  
• Meet with poetry group/ Select Formula Fiction Literature Circles  
• Guided Reading- write draft of GR lesson | XIII. GJG Chapters 6, 7 |
| 5    | • Expository Text (covered in other class)  
• Reading in the Content Area (other class)  
• Curriculum Integration  
• Running Records  
• Developmental Spelling Assessment | Review- GJG Chapter 6  
In-class Assessment Assignment |
| 6    | • Assessment: Informal, formal, anecdotal  
• Grouping  
• Literacy Centers  
• Organization and Management of the Reading Classroom  
• Meet with formula fiction group | GJG Chapter 12  
Guided Reading Lesson Plan Due |
| 7    | **ONLINE CLASS**  
• Diverse Learners  
• Leveling Children’s Books  
• Evaluating Literature | GJG Chapters 4, 8, 11  
Leveling Books Assignment  
Evaluating Children’s Lit. Assignment |