George Mason University
Graduate School of Education
Secondary Education - Career Switchers Program

EDRD 619.003 Literacy in the Content Areas (3 cr.)

Spring 2010

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Office Hours before and after class, and by appointment

Duration: Wednesdays 7:20- 10:00 PM Jan 20- May 05

Location: Robinson B, room 122, Fairfax Campus,

Textbooks:

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2007). *50 Content Area Strategies for Adolescent Literacy.* Pearson: Merrill Prentice Hall.

Lenz, B.K., Deshler, D.D. with Kissam, B. R. (2004). *Teaching Content to all: Evidence-based Inclusive Practices in Middle and Secondary Schools.* NY: Pearson: Allyn&Bacon list price $49.00, Amazon prices vary from $33.00. Used may be available at GMU bookstore.

Content area Textbook(s) teacher's manual with student pages or T- manual and student text (Johnson Center)
Access to: Standards of Learning for the grade/subject you anticipate teaching
http://www.pen.k12.va.us/ VDOE Home Page
http://www.pen.k12.va.us/VDOE/Instruction/sol.html#general Select your subject, and grade level. Look for the appropriate curriculum framework. You will need to print this and bring it to class. Pay attention to the essential knowledge section.

A number of book chapters have been placed on the electronic reserve system. Students are responsible for accessing these documents. They will be noted as specific reading assignments in the class schedule. The password is books.

A number of articles are available on our Blackboard site:

Suggested reading:

Tovani, C. (2004). Do I Really Have to Teach Reading: Content Comprehension, Grades 6-12. Portland Maine: Stenhouse. new $20.00, Amazon prices ranged from $5.00 to 20.00. May be available for kindle.

Course Description
This course is designed to assist students in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in the content areas and instructional strategies to support students' literacy development. The course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of discipline specific curriculum including adaptations for culturally diverse and exceptional learners. The course develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading and writing. The course is structured around readings, reflections on those readings, class projects, discussions, activities, and participation in a series of model lessons designed to reflect strategies for the integration of literacy development and practice with the teaching/learning process. Using this collection of activities, the course seeks to build clear bridges between students' literacy development, theoretical / research perspectives and classroom practice.

Student Outcomes
The following objectives have been established for the course:
1. Students will explore and explain the role of literacy in learning the content areas.
2. Students will be introduced to and use strategies that middle/high school students can apply to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
3. Students will design reading and writing instruction that supports students' literacy development in middle and high school classrooms.
4. Students will create instructional goals and activities appropriate for their own students' active learning through interaction with print, media, and computer texts.
5. Students will develop content area curriculum that integrates reading, writing, speaking, and listening using multiple media forms throughout students' learning experiences.
6. Students will adapt instruction to accommodate secondary students' varying degrees of literacy and linguistic proficiency.
7. Students will assess print and non-print media and adapt it for effective instruction for a diverse student population.

Course Policies and Assignments
GSE Syllabus Statements of Expectations
The College of Education and Human Development (CEHD), Graduate School of Education expects that all students 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

IMPORTANT NOTES:

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. *Notify instructor of need in instances of personal situations that require your availability.*
- Students are expected to attend all classes, demonstrate professional behavior in the classroom (refer to web site noted in top bullet above for Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member (not from the instructor (s) prior to the class meeting that follows the absence.
- Points will be deducted for work submitted late without prior explanation and may be deducted for late arrival to or early departure from class beginning with the second occurrence unless clearly justified.
- With permission of the student, exemplary work may be kept and shared in the future.
- Papers or projects with excessive spelling, grammar, or punctuation errors will not be accepted.
- Routine access (daily) to electronic mail and the internet for communication and assignments is crucial to participation in this class; students are required to activate their GMU email account; if desired, follow "mail forwarding" procedures to have email sent to your ISP email address. GMU makes such accounts available at no cost to students.
- For each in-class hour devoted to EDRD 619 content, students are expected to spend 2 hours outside of class on course related assignments (8 hrs. weekly/ summer 27 hrs weekly)
- **The instructor reserves the right to change or adapt the syllabus based upon the perceived needs of and after discussion with students.**

Attendance and Participation (10 points): Attendance is critical and class time will provide opportunities for:

- Demonstration of effective, research based literacy strategies
- Participation in hands-on activities
- Reflection on readings, class activities and assignments
- Applications or extensions related to assigned readings

In class activities will build upon readings. Occasionally student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time

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Assignments: For details go to Course Documents/Assignments on Blackboard (blackboard.gmu.edu)

1. **Each student enrolled in EDSE 619 Spring 2009 is required to observe in an appropriate classroom(s) for 15 hours. Students will keep a log of hours and reflections of their experiences. (12 points) Please refer to Blackboard/assignments for details.**
   Assignment is due on or before April 14th

2 **Three options see A, B, C below: Select one 20 point assignment (only 1 of these assignments will be accepted for credit). Each has a written and oral component (10-15 min. for the oral part).**
Due date: April 21

Inform Fontana of your assignment choice by: Feb. 3 For options B & C please submit your book or topic for approval no later than February 3

A. Literacy Strategy Notebook: is an organized resource of no fewer than 10, different effective literacy-based strategies you would be likely to use to plan and implement. You will encounter many content literacy strategies in class and in the readings. Not all will be suitable, or the best way to teach your content. You will see strategies/methods that sample other content. The examples you include must show that you have embedded your content. Be creative. Take a strategy that intrigues you and work your content with it. The intent is to create a basic collection of potentially useful strategies, activities and resources that promote literacy and are content related. Include a copy of each original as you found it and then your adaptation of the strategy.

In addition to sharing the notebook, be prepared to demonstrate the use of one strategy interactively with your content in class. Please **provide a handout for the instructor and class relative** to this demonstration of the strategy. Be sure to cite your resources.
Details/guidelines are available on Blackboard

B. Book review: Read and report on a literacy methods book appropriate to your content. The review should include an overview of the book, a critique (pros and cons) and summaries on 3 specific instructional methods you intend to try and why. Select one method/activity to demonstrate interactively in class. Provide a handout for the instructor and peers relative to this demonstration. Be sure to cite your source on the handout. See blackboard for suggestions. Book must be approved. If you select a book not on the list please bring it in so that I can look it over.
Details/guidelines are available on Blackboard

C. Strategy Article: Select an intervention research article from a professional journal (e.g., *Reading Research Quarterly*, *The Reading Teacher*, *Educational Researcher, or any content specific peer reviewed journal*). Prepare and present a summary of the study. Embed your content into the strategy highlighted in the article and present the strategy interactively in class. Provide a 1 page summary of the article for the class.
You article must be approved. Please provide a copy for Fontana.
Details/guidelines are available on Blackboard.
Due : April 21

3. Position Statement on Content-Specific Literacy (20 Points): The purpose of the position is to assist the student to synthesize theory, research and best practice from course readings, activities and assignments into a coherent philosophy of adolescent literacy as it relates to their specific content. There is no set format for the position statement. The format you choose should include a well- organized presentation of key points, support from theory and research and specific recommendations for the integration of literacy strategies into instruction.
Due: March 3

4. Electronic resources (8 points): The purpose of this assignment is to encourage students to explore several electronic resources that might prove helpful in planning and teaching. **Details/guidelines are available on Blackboard. Due on or before April 14**

5. Unit Plan (30 points): See Blackboard for templates and details
Create an instructional unit with a minimum of 5 consecutive lessons. A template will be provided for lessons planned for this assignment. The plan should reflect best practice, as cued by the template. The overview page must be included.
Required components are detailed on Blackboard:
Hard copy: 20 points,
Poster Presentation: 10 points
Due: Hard Copy: April 28
Poster Presentation: May 12.

Grading Scale
A 95 - 100
A- 90 - 94
B+ 86 - 89
B 80 - 85
C 70 - 79
F below 70%
Grades of A and A- in this course are earned by students who do exemplary, distinguished work. The "A" range student participates actively and thoughtfully in class discussions and activities; completes all course readings and assignments in a timely and professional way; shows coherence and thoroughness in planning; writes well-organized papers; consistently demonstrates the ability to make connections between theory and practice; and meets the general requirements and guidelines of the course, as listed below. The instructor reserves the right to award an A+ to students who consistently exceed basic course requirements.

General Information and Course Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy in middle and high school classrooms, it is important that you keep up with the readings and participate in class.

2. Class attendance is important. If, due to an emergency, you will not be in class, please contact the instructor *in advance via email, or phone*. Specific accommodations may be negotiated.

3. It is expected that assignments will be turned in on time. However, it is recognized that students may occasionally have serious circumstances arise that prevent the completion of work by the assigned due date. If such a dilemma arises, please speak to the instructor in advance. Points may be deducted for work that is turned in late. Note: Because of the state requirements for the Career Switcher Program, a grade of Incomplete in this course will result in a non-completion of Phase I of the program and the inability to be issued an Eligibility License.

4. Please turn off cell phones prior to the start of class.

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 (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. Please use the 5th Edition of the APA style manual.

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/.
Expectations

- Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy. Please do not use the word "utilize".)
- Develop points coherently, definitively, and thoroughly.
- 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.

The University Writing Center (Robinson A114) 703-993-1200 is a free writing resource open to everyone involved in the George Mason community, including graduate students. The Writing Center offers individual, group, and online tutoring sessions in a comfortable, supportive atmosphere. GMU students may register for the On-Line Writing Lab (OWL), the distance arm of the Writing Center that allows students to submit papers electronically. Access to a writing tutor, plus assistance with writing, editing, and composition are available at http://writingcenter.gmu.edu.