Graduate School of Education

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDRD 619.001
Literacy in the Content Areas (3 cr.)
Spring 2013
Robinson Hall B 120
Thursdays 4:30-7:10 p.m.

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Course Description as per the George Mason University catalogue:

Offers understanding of language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas, and instructional strategies to support students' literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners.

Prerequisite(s): Methods I (EDCI 567, 569, 572, or 573) and Methods II (EDCI 667, 669, 672, or 673).

Co-requisite (s): EDCI 790 Internship. Only students enrolled in EDCI 790 may register for EDRD 619

Learner Outcomes:

Goal: Based upon a theoretical framework showing the need and value of literacy in the content areas, students will demonstrate the ability to draft plans for instruction that address content area learning that is enhanced through evidence/research based reading, writing, and language based strategic activities.

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 able to explain and apply strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
3. Students will draft instructional plans that support adolescents' literacy development
in specific content areas.
4. Students will demonstrate the ability to integrate technology as well as a variety of media
during instruction.
5. Students will identify, describe and understand the instructional challenges of their specific
content in light of populations of students with varying levels of literacy and linguistic proficiency.
6. Students will assess instructional materials and consider adaptations or alternatives as needed to

provide effective instruction for a diverse student population.

Course textbooks:

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2010). *50 Instructional routines to develop content literacy.* (2nd ed.). Boston, MA: Pearson Education Inc.

Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers.* Portland, Maine: Stenhouse Publishers.

Vacca, R.T., Vacca, J.L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum.* (10th ed.). Boston, MA: Pearson Education Inc.

Other course readings: A number of book chapters will be available on the GMU libraries electronic reserve system. Students are responsible for accessing these documents. They will be noted as specific reading assignments in the class schedule.

A number of articles are available on our Blackboard site. Assigned articles will be noted on the course schedule. To access Blackboard: mymasonportal.gmu.edu

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 leadership activities, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings; you will keep a reading log that includes both notes on and reactions to each reading. Class participation is a required component of your grade.

Class attendance
If, due to an emergency, you will not be in class, please contact me prior to class time. You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance **will** influence your grade.

Assignments
- All assignments should be turned in on the due date indicated in the schedule below via paper copy OR email attachment (by 4:30 pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: DrakePatrick_EDRD619_ProfDevProposal.docx).
- All assignments must be typed, in 12-point Times New Roman font, and double-spaced with one-inch margins. *Writing quality* (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.
- Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General
Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals.

Blackboard
Our course website (still under development at http://www.mymasonportal.gmu.edu/) will include information and resources important to your successful completion of the course. These resources will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard and may engage in online modules.

GEORGE MASON UNIVERSITY POLICIES AND RESOURCES FOR STUDENTS

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

TASKSTREAM REQUIREMENTS

Every student registered for any course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honorcode/].
b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
c. Students are responsible for the content of university communications sent to their George Mason University 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.
d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
e. Students with disabilities who seek accommodations in a course must be registered with the

George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & 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

General Information and Course Requirements:

Course Requirements for EDRD 619

Assignments	Percentage Value	DUE DATES
Class Attendance and Participation	10	ongoing
Learning Logs	15	ongoing
School and Student Study	20	2/28
Position Paper w/ journal summary	25	3/28
Strategy Lesson Project	30	4/25
TOTAL	**100**	

1. **Attendance and Participation (10 percent):** Attendance is critical and class time will provide opportunities to ask questions, hear others ideas, and deepen your understanding of the material.

Absences and tardies will impact a student's grade. Two tardies/early departures are equal to one absence. For each session a student is absent, 5 points will be deducted up to a total of 15. Missing 3 or more classes will result in failure of the course unless special circumstances have been approved by the instructor and /or university.

Class Participation Rubric

Excellent (9-10)	Competent (7-8)	Minimal (5-6)
Student regularly attends class and asks thoughtful questions or makes observations that indicate reflection and analysis appropriate to the topic. Participates actively in small group activities and class discussions.	Student regularly attends class and occasionally asks questions or makes relevant observations that indicate reflection and analysis appropriate to the topic. Participates in small group activities and class discussions.	Student attendance is irregular. Student asks questions or makes comments that indicate familiarity with the topic. Does not actively participate in small groups and class discussions.

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

2. **Learning Logs: (15 percent)** You will maintain a learning log where you record reflections, connections, and questions about course readings and topics. Instructor will assign weekly strategies to apply to the readings for the week. These logs will be actively used during class during small group discussions.

3. **School and Student Study: (15 percent) DUE DATE 2/28**

   Student will compile a 4-5 page paper that summarizes your understanding of the school culture and how literacy is addressed in the school wide vision and in your content area in the school. You should address the literacy practices you observe in the classroom and the challenges administrators, teachers, and students face. You will interview 1 administrator, 2 content teachers, and 2 students. Interview question will be generated in class.

   Student will also collect school data (SOL scores**,** demographics, school vision plans, & other pertinent data**)** and summarize these findings in the introduction of the paper. See VDOE website http://www.doe.virginia.gov and school and county sites to find further information.

4. **Position Statement on Adolescent &Content-Specific Literacy (25 percent): DUE DATE 3/28**

   Student will demonstrate an ability to synthesize theory, research and best practice from course readings, activities and assignments into a coherent philosophy of adolescent literacy as it relates to a specific content area. The final product should be a well-organized presentation of key points, support from theory and research and specific recommendations for the integration of literacy strategies into instruction. Students may use references from class readings but must also include one peer reviewed journal article specific to the content area. The following outline should be used in organizing the paper. More specific details will be covered in class. APA format required. Paper length: 6-8 pages.

- **Status of Adolescent Literacy** (Review data and theories on adolescent literacy crises)

- **The importance of being literate in ____** (Connect content literacy skills to real life literacy needs)
- **Literacy and ____** (Identify specific literacy challenges your content presents.)
- **Journal Strategy Summary:** You will summarize the main points of the article including author's purpose, participants, methodology, findings, and outcomes. Then discuss how you would apply the ideas to your classroom.
- **Discussion:** Reflect on the discipline challenges of your content and provide thoughtful suggestions on how you will apply your understanding to your teaching practice.

5. **Strategy Lesson Project: (30 Percent) DUE DATE 4/25**

Part 1: You will work with a small group to generate *one strategy lesson* to use in your internship. Strategies selected must be research-based. You will develop a concrete lesson plan and execute at least one lesson. The lesson plan must include a literary element (i.e. newspaper article, textbook, book chapter). Students must be engaged in reading and using a designated strategy to assist them in gaining content. You must use a BDA framework. You will collect student work samples.

Part 2: You will choose an instructional strategy that you think would apply to your discipline and design an activity using this strategy to model to your group.

Part 3: After discussion and sharing in your small group, write a 4-6 page double-spaced paper with the following sections: What I did (explains the strategy and your thoughts on the lesson development), How I did it (describes the lesson execution in the classroom), and What I learned (reflection on the lesson goals and what you would change or not change about this lesson). You will close with a summary paragraph analyzing your participation in your strategy study group.

Part 4: Your small group will present your work to the class. Details to follow in class and on Blackboard.

You will turn in: 1. A copy of the lesson plan w/ at least 2 student samples- please include reading material with lesson. 2. A Copy of your strategy activity, 3. Your final paper.

The instructor reserves the right to adjust the syllabus and assignments as deemed necessary

Proposed Schedule:

Date	Topic/Learning Experience	Readings/Assignments
1/24	Course introduction Group Assignments	

1/31	Literacy Matters	VVM Ch. 1 Tovani Ch. 1 & 2 Greenleaf & Hinchman (2009) *Locate and bring in 2 articles about using literacy strategies in your content. *Review Professional Organization Standards
2/7	Culturally Responsive Teaching & New Literacies	VVM Ch. 2 & 3 Lenski (2011/12) *Locate and bring in demographic data and testing information from the school where you are completing your internship. *Be prepared to share one website/blog/webquest related to your content that you recommend.
2/14	Assessment	VVM Ch. 4 Fang (2008) *Locate and bring a textbook and an alternative reading source.
2/21	Planning for Instruction	VVM Ch. 5 Tovani Ch. 3,4, & 5 *Locate and print or have access to : SOL curriculum Framework for your content- Essential skills and knowledge http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml
2/28	Activating Prior Knowledge and Interest	VVM Ch. 6 **SCHOOL AND STUDENT STUDY DUE**
3/7	Guiding Reading Comprehension	Tovani Ch. 6,7,8 & 9 VVM Ch. 7
3/14	**GMU SPRING BREAK**	
3/21	Vocabulary	VVM Ch. 8 Article on Blackboard for your content.
3/28	**TBA**	**POSITION PAPERS DUE**
4/1	Writing Across the Curriculum	VVM Ch. 9 Article posted on Blackboard for your content.
4/11	Effective Lesson Planning	Be prepared to debrief your lesson and share student samples with group.
4/18	Learning with Trade Books	VVM Ch. 11
4/25	Strategy Group Presentations	**STRATEGY PROJECTS DUE**
5/2	Strategy Group Presentations Course Evaluations	