GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Literacy

EDRD 631. 6L9: Advanced Literacy Foundations and Instruction, Adolescence through
Adulthood
3 Credits, Spring 2015
Tuesdays, 4:30-7:10
Loudoun Campus: Signal Hill 208

Face-to-Face Meetings: 1/20; 1/27; 2/17; 3/24; 4/14; 4/28; 5/5
Online Meetings: 2/3; 2/10; 2/24; 3/3; 3/10; 3/17; 4/7; 4/21

PROFESSOR:
Name: Dr. Kim Kopfman
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COURSE DESCRIPTION:
A. Prerequisites
EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle
Childhood, admission to the literacy emphasis, or permission from the program
coordinator.

B. University Catalog Course Description
Advanced study of literacy theory, research, and practice as it relates to
adolescents and adults. Addresses sociocultural, cognitive, linguistic,
psychological, and developmental influences on literacy. Includes reading,
writing, and oral communication. Prerequisite: EDRD 630 or permission
of the program coordinator.

This is a required course for teachers seeking a Virginia Reading Specialist
License, K-12.

C. Expanded Course Description
This course will be conducted in a Hybrid context and taught through a
combination of lecture, discussion, online settings both asynchronous and
synchronous, and supervised practical experience working with adolescents.

LEARNER OUTCOMES or OBJECTIVES:
This course is designed to enable students to:
1. Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users **(Virginia Standard 2c). (PBA B & C)**
2. Demonstrate understanding of a range of word attack and word learning strategies including morphological analysis, affixes and roots, inflections, definitional and contextual approaches **(Virginia Standard 3b) (PBA B & C)**
3. Demonstrate understanding of and design appropriate strategies for developing reading comprehension of content text through meaning making processes such as predicting, questioning, summarizing, and clarifying **(Virginia Standard 3e,g). (PBA B & C)**
4. Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning **(Virginia Standard 3h). (PBA B & C)**
5. Promote independent reading through book talks **(Virginia Standard 3i)**
6. Demonstrate an understanding of varying degrees of learning disabilities **(Virginia Standard 6d). (PBA A; ADL)**

PROFESSIONAL STANDARDS (International Reading Association):
IRA STANDARDS (2010 Standards for Reading Professionals): 1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3

1.1 – Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. (PBA A, reader response)

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. (PBA B & C)

2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources (PBA B & C)

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. (PBA A, ADL, reader response, YA author study).

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (all)

5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write. (PBA B & C, reader response)

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (ADL, reader response, YA author study)

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs (PBA C)

NATURE OF COURSE DELIVERY;
This course utilizes a hybrid format, which means the class will meet face-to-face as well as online throughout the semester. Online meetings will be conducted synchronously and asynchronously via Blackboard. Expectations for participating in the hybrid model are noted under the "Expectations for Hybrid Model" section of this syllabus below.

REQUIRED TEXTS:
Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence.* Upper Saddle River, NJ: Merrill/ Prentice Hall.

Crutcher, C. (2009) *Whale Talk*. NY: Harper Collins.

One self-selected novel by Chris Crutcher.

Various articles listed on syllabus that can be accessed from the library.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions:

A. Class Participation/Reader Responses- 15%-(ongoing) (15 points)

Class participation is a required component of your grade. It is expected that you fully participate in both online and face-to-face settings. Participation involves several aspects: being fully prepared for class, completing work in a timely manner, offering critical insights to discussions, asking in-depth, thoughtful questions, and providing thoughtful, responsive feedback to your peers. *It is **critical** for you to keep up with readings and to participate in class*. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to literacy leadership activities
2. Discussion of the week's readings via discussion boards and small groups.

3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
4. Presentations and leadership of article discussions.

The following activities will be evaluated for this assignment: Discussion, Journals, Discussion leader, readings (see weekly schedule for details).

B. Young Adult Author Study (15%) (15 points)

The purpose of this assignment is to expand your understanding of how to effectively use young adult literature in the secondary classroom. We will complete a young adult author study about Chris Crutcher. You will participate in 3 literature circle discussions and develop one book talk. This assignment has 2 parts. See rubric at end of syllabus.

1. The class will read **Chris Crutcher's *Whale Talk*.** Candidates will assume literature circle roles as advocated by research (e.g. discussion leader, connector, illustrator, passage master, questioner, etc.) to guide the literature circle discussion. Literature circle roles will be assigned the second week of class. Candidates will try a new role for each discussion. Role descriptions will be reviewed in class and posted on Blackboard.

Candidates will participate in literature circles on 3 dates: (10 points)
(1) 3/3 [pp. 1-137],
(2) 3/17, [pp. 138- 213],
(3) 4/14, [213- 304].

Being prepared for discussion, actively listening, developing questions, and supporting responses with specific book statements will be the criteria for evaluation.

2. Candidates will give one 5 minute book talk on a Chris Crutcher young adult novel of choice (must be approved by instructor). This will include a brief read-aloud from the book as well as a summary and evaluation of the novel. Candidates will make connections between the book and earlier discussions and information read about Chris Crutcher and include recommendations for *how* and *why* the book could be used with adolescents. Candidate will also view and respond to one classmate's booktalks.
(5 points)

C. Article Discussion Leadership (ADL) 20%

The purpose of this assignment is to show your understanding of (1) how to analyze and interpret a research article and (2) how to lead a meaningful discussion with your colleagues. You will work with your team (3) partners to complete this assignment.

Steps for Completion:

1. <u>Choose</u> an article from the APPROVED list for your project. Once the instructor has approved your selection, post a link to the article in the ADL folder.

2. <u>Develop</u> a powerpoint presentation. Read, analyze, and format the presentation around the following aspects of the article (***This portion of the ADL should comprise about 8-10 minutes*.**)

    - Introduction: statement of the problem
    - Research purpose/questions
    - Research methodology
    - Conclusions from the study
    - Implications for research and practice
    - Summarize your professional critique and pose 2-3 thought-provoking questions (2-3 minutes)

4. <u>Post your powerpoint</u> to Blackboard for your group and close with your 2 to 3 thought-provoking questions to prompt classmates to discuss the work.

5. <u>Monitor</u> the discussion for the week, providing feedback to each respondent (25-50 words).

6. <u>Self-Evaluation</u>: Send summary of discussion and a paragraph critiquing the total effort.

D. The Adolescent Literacy Term Project (50 points total)

NCATE Assessment #3 Planning

IRA Standards Addressed:
2 (Curriculum and Instruction), 4 (Diversity), 5 (Literate Environment) and
6 (Professional Learning and Leadership)
IRA Elements Reading Specialists/Literacy Coaches: (**1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3).**
Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

Overview

In this integrated semester-long assignment candidates are asked to do the following: (a) conduct a comprehensive interview with an adolescent struggling reader from a diverse background and link findings to three major theoretical constructs; (b) prepare a collection of alternative texts appropriate to the adolescent and prepare and teach the adolescent strategies to support his/her comprehension (c) provide class colleagues a

professional development experience with an evidence-based practice designed to meet the needs of the adolescent and share the plans with the adolescent's teacher(s).

Directions to Candidate:

Part A *(15 points)*
Adolescent Interview (IRA Standard 1.1)

In this assignment you will conduct a comprehensive interview of an adolescent struggling reader from a diverse background and write a paper which organizes the findings around three major constructs: psychological/motivational, sociological, and linguistic.

Steps for Completion:

1. *Identify an adolescent to interview*.
2. *Develop interview questions*. Questions should probe for greater understanding about the youth around the following three constructs, psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociocultural (preferred instructional context; funds of knowledge; culture); and linguistic (everyday language and/or second language development and its relationship to academic literacy and achievement) issues.
3. *Collect data:* Conduct a comprehensive interview with the youth, listening and taking good notes to inform your work with this youth.
4. *Analyze data:* Analyze the youth's responses to the interview questions. Begin by clustering responses around the three constructs: psychological/motivational, sociocultural, and linguistic. Then look for themes and new understandings about this youth.
5. *Connect to the theory/research:* Identify what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and linguistic perspective. Include *at least three* relevant and timely sources for each construct.
6. *Write an analysis paper:* Write a paper with the following headings (use APA guidelines).
   > **a. Introduction**: Provide a general introduction to the youth you interviewed. Include a brief description of the setting and the context of the interview.
   > **b**. **Interview Findings:** Describe the findings from your interview under each construct. Provide specific examples, showing clearly how the each lens provides a unique perspective on this youth.
   > > 1. Cognitive/Motivational.
   > > 2. Sociocultural.
   > > 3. Linguistic.

c. Discussion: Examine your findings under each construct and connect what you learned about your youth to the theory and research.
       1. Psychological/Motivational.
       2. Sociocultural.
       3. Linguistic.
d. Conclusion: Provide a general review of what you learned about the youth and how it connects to your understandings about working with adolescents.

IRA Standards Assessed:
*Standard 1 – Foundational Knowledge (**1.1**) Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading writing connections.*

<u>**Part B**</u> **(15 points)**
Content Area Alternative Text Collection and Related Instruction
(IRA Standards 2.2, 2.3, 4.1, 4.2)
In this assignment, you will compile a collection of texts in one discipline that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with the adolescent and teach him/her an evidence-based strategy for reading/comprehending two of the sources. In teaching the strategies, you will use a variety of appropriate instructional approaches that focus on developing critical thinking and reading/writing connections. You also will make the collection available to his/her teacher and share instructional suggestions related to use of multiple sources with diverse populations.

<u>Steps for completion</u>:

1. *Reflect*: Think about the discoveries you made about the adolescent you interviewed in terms of her/his interests, ability, and experiences, both in and out of school.

2. *Choose a disciplinary topic:* Identify an upcoming unit in a particular subject area (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months. You may need to contact his/her teacher(s) for this information.

3. *Create a text set:* Collect 8-10 alternative reading selections related to the disciplinary topic that will likely be of high interest to the adolescent you interviewed. *Sources should be no older than 15 years, unless historical or archival documents.* If, in your search, you find other pieces you would like to include you are welcome to do so; however, you must include at least one source that is representative of each category below:

- At least one reading from the perspective of a person of non-white/European background
- At least one reading from the perspective of an English language learner or nonstandard English speaker
- At least one reading from the perspective of a woman
- Two magazine articles (from popular and/or content-specific magazines for adults or teens)
- Two newspaper articles
- Two Web sites
- One nonfiction book
- One young adult novel
- One comic book or graphic novel

4. *Write a paper:* You will develop a paper that describes your text set and strategies that would be appropriate to use with each text selection. Include the following components/subheadings.

> **a. Introduction**- Provide a brief introduction to your adolescent and the disciplinary topic chosen.
>
> **b. Citations, Annotations & Rationales** – (1) provide a full bibliographic citation for each source using APA format, (2) briefly ***describe*** the content of each source and how it connects to the disciplinary topic, (3) why you think it will appeal to your adolescent.
>
> **c. Strategies for teaching with the sources** – propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts. Use strategies from your course texts or from other reputable published sources. Provide an explanation for HOW and WHY the strategy would be useful in supporting the adolescent's understanding of the text.

6. Teacher sharing. Present the collection to your classmates and describe how it could be used to increase engagement, reading, and learning for the adolescent as well as the teacher's diverse class as a whole. In particular, explain your selections and discuss ways that the varied texts could be used to differentiate instruction for students of different backgrounds/skill levels and to provide choices for students. Provide a copy of your paper to the adolescent's teacher, and encourage him or her to share with school colleagues.

IRA Standards Assessed
Standard 2 – Curriculum and Instruction
*(**2.2**) Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.*
*(**2.3**) Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources*
Standard 4 – Diversity

(4.1) Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
(4.2) Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

Part C: (20 points)
Literacy Strategy Teaching and Demonstration
(IRA Standards 5.2, 6.2, 6.3)

In this assignment, you will teach the strategy to the adolescent and then present to your class colleagues the literacy strategy lesson you designed for the adolescent you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your adolescent's teacher. (if possible)

Steps to Completion:

1. ***Adolescent Meeting- Instructional Strategy and Alternative Text Try-Out.***
   I. Meet with the adolescent a second time- (a) Show him/her the text collection (the actual texts) and discuss which texts he/she finds most interesting and why, (b) teach the youth a strategy using one of the texts in your collection, and (c) discuss with the adolescent whether he/she feels the strategy helps his/her learning, and how he/she could use it in the future, and (d) have the adolescent choose one of the texts for you to plan a strategy for your final meeting.
   II. Meet with the adolescent a third time- (a) review if he/she used the previous strategy, (b) teach the youth a new strategy using one of the texts in your collection, (c) discuss with the adolescent whether he/she feels the strategy helps his/her learning, and how he/she could use it in the future.

   *In deciding on a strategy, reflect on the adolescent's needs and identify an evidence-based literacy strategy that would be motivating to her/him for learning about the content area topic. The strategy must also be culturally and linguistically responsive to the youth's reading and learning needs. The strategy may be taken from any chapter in the course text or other acceptable source.

2. ***Classroom Presentation:*** In this demonstration, you will present to your colleagues the same strategy you taught your adolescent. Conduct a 15-minute professional development session for your colleagues in class. This will include (1) a PowerPoint or similar technology presentation explaining the rationale for the strategy and the evidence to support it (2) a summary of your work with your adolescent, (3) a simulation of the experience for your colleagues of engaging in the strategy, and (4) at the end of the presentation, invite input and suggestions as well as reflections on the utility of the strategy in other contexts and with other students. Also share your PowerPoint with teachers in your school or field placement by emailing it to them or posting it on a website.

3. *Write a paper:* Write a description of the work you did with the adolescent including a description of the strategy and how it would be taught in a content classroom that included the adolescent you interviewed. Use first-person narrative. Use the following subheadings and description:

    a. **Instructional Context**

        Introduce the setting- briefly describe the theme of the text set, the strategies taught, and how they connect to your youth. Describe your plan for why the strategy would be helpful to the youth you interviewed.

    b. **Steps in Conducting the Strategy**
        Describe what you did during the two meetings with your youth.

    c. **Reflections on Effectiveness**
        Indicate how effective you believe the strategy was for motivating your student to become a more engaged reader and learner and how the student responded to using the self-selected text from the text collection with your strategy. Be sure to include both positive and negative reactions as well as your youth's explanation of his/her response.

    d. **Connections to Teaching Practice**
        Discuss how you would transfer what you have learned to a larger classroom setting and your work with teachers of adolescents. Discuss the potential for the strategy to increase engagement and learning.

    e. **Attachments**
        Provide actual lesson material and a sample of your adolescent's actual work.

IRA Standards Assessed:
Standard 5 – Literate Environment
(5.2) Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.
Standard 6 – Professional Learning and Leadership
(6.2) Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.(6.3) Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

2. Assignment weighting

Assignment	Weight	Point value
Class participation	15%	15
Young Adult Author study:	15%	
Crutcher Lit. Circle		10

Book Talk		5
Article discussion leadership & summary	20%	
Summary and questions		10
Discussion & moderation		10
Adolescent Literacy Term Project (50%)		
Part A Interview & paper	15%	15
Part B Content Text Collection	15%	15
Part C Strategy paper & Demo	20%	20
		100 pts

3. Grading Policies

Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given).
Incompletes must be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 631 is a prerequisite for EDRD 632).

Grading Scale
A= 94%-100%
A- = 90%-93%
B+= 87%-89%
B= 80%-86%
C= 75%-79%

4. Other expectations/information:

Class attendance
Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. You are expected to email assignments regardless of 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 in the schedule below via paper copy OR email attachment (by 11:00 pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles (ex: SMITH_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.

All assignments will be evaluated one week from the date received.

General
I will respond to all emails within 24 hours during the week and 48 hours on weekends/holidays.

Students are expected to respond to emails within 24 hours during the week.

Our course website (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. These 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.

Advising
For Advising and Information for the literacy program, please visit "Literacy Program Advising and Information."   Or, alternatively, go to the home page of Blackboard and click on Organizations on the top right menu bar.

Electronic and Technical Requirements

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** that **must be accessed for** information sent from the university or the Graduate School of Education. Go to http://mason.gmu.edu/ for information on accessing mail.

After introductory training, students will also be expected to access Blackboard. Blackboard can be accessed by going **to** http://mymasonportal.gmu.edu. Please contact Blackboard support services or call (703) 993-8870 for technology assistance.

Due to the hybrid nature of this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer, Mozilla Firefox or Safari;
- 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 the course requirements;
- A headset microphone for use with the Blackboard Collaborate web conferencing tool.

Expectations for Hybrid Model:
Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor. Students are expected to login to the course blackboard site prior to each class session, and check email daily. For most assignments, students can expect to login to Blackboard a minimum of 3 times per week. Students must login for all scheduled online synchronous meetings and asynchronous meetings as required by the instructor.

Participation:
Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.*

Technical Issues:
Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:
To complete most assignments, you can expect to log in to this course **at least 3 times per week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

TASKSTREAM REQUIREMENTS

Every student registered for any Literacy course <u>with a required performance-based assessment</u> is required to submit this assessment, Adolescent Literacy Term Project 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/the-mason-honor-code/).

b. Students must follow the university policy for Responsible Use of Computing (See
http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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/**).

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/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:

Instructor may adjust as necessary

Class /Date	Class Format	Topics	Assignments DUE	Readings DUE
#1 **1/20**	Face-to Face	What is adolescent literacy? Course introduction Syllabus review		Snow, C., & Moje, E. (2010). Why Is Everyone Talking About Adolescent Literacy?. *Phi Delta Kappan*, *91*(6), 66-69. IRA Position Statement on Adolescent Literacy
#2 **1/27**	Face-to Face	Who are adolescent learners? Adolescent Literacy and Youth Culture *Professor Models ADL* *Practice with BB Collaborate – bring laptop*		Brozo & Simpson Chapter 1 McCabe, P. (2009). Enhancing Self- Efficacy for Literacy. In W.E. Blanton, & K. Wood, (Eds.), *Literacy instruction for Adolescents,* (pp. 54-76*)*. New York, NY: Guilford Press. (E-reserves).
#3 **2/3**	Online-Synchronous	Who are adolescent learners? Principled-Based Practices of Adolescent Literacy Comprehension Processes	*Interview Questions*	Brozo & Simpson Chapters 2 Goldman, S. (2012). Adolescent Literacy: Learning and understanding content. *The Future of Children*, 22 (2), 89-116. Retrieved at http://futureofchildren.org/futureofchildren/publications/docs/22_02_06.pdf Moje, Dillon, and O'Brien (2000) Reexamining the roles of learner, text and context in secondary literacy. Journal of Educational Research, 93,165-180.
#4 **2/10**	Online-Asynchronous	How do we know what adolescents need? Assessment & Comprehension Processes	*ADL 1*	Brozo & Simpson Chapter 3 & 4 Alvermann Exemplary Literacy Instruction in Grades 7-12:What Counts and Who's Counting?
#5 **2/17**	Face-to Face	What type of contexts support	*ADL 2*	Brozo & Simpson Chapter 5

	Adolescent Interview Week	adolescents literacy growth? Creating a culture of literacy		Biancarosa, G., & Snow, C. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education Casey, H. (2010). Engaging the Disengaged: Using learning clubs to motivate struggling adolescent readers and writers**.** In R. Bean, N. Helsey, & C. Roller (eds.), *Preparing Reading Professionals*. Newark, DE: International Reading Association
#6 **2/24**	Online-Asynchronous	What type of instruction supports adolescent literacy growth? Reading and Learning from Multiple Sources	*Part A of Term Project DUE*	Brozo & Simpson Chapter 8 Elish-Piper, L., Wold, L. S., & Schwingendorf, K. (2014). Scaffolding High School Students' Reading of Complex Texts Using Linked Text Sets. *Journal Of Adolescent & Adult Literacy*, 57(7), 565-574. doi:10.1002/jaal.292 Robb (2010)
#7 **3/3**	Online Synchronous	What type of instruction supports adolescent literacy growth? Developing Word Knowledge	*Crutcher - Literature Circle #1*	Brozo & Simpson Chapter 6 Kieffer, M. & Leseaux, N. (2010). Morphing into adolescents: Active word learning for English-language learners and their classmates in middle school. *Journal of Adolescent & Adult Literacy*, 54 (1), 47-56. Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. *Journal Of Adolescent & Adult Literacy*, *56*(2), 132-140. doi:10.1002/JAAL.00114
#8 **3/10**	Online-Asynchronous Individual Conferences	What type of instruction supports adolescent literacy growth?	*ADL 3 & 4*	Brozo & Simpson, Chapter 9 & 10

		Study Supports		
#9 **3/17**	Online Synchronous	What type of instruction supports adolescent literacy growth? Academic Conversations	*Crutcher - Literature Circle #2*	Gritter, K., Beers, S., & Knaus, R. (2013). Teacher Scaffolding of Academic Language in an Advanced Placement U.S. History Class. *Journal of Adolescent and Adult Literacy*, 56 (5), 409-418 Richardson, A. E. (2010). Exploring Text through Student Discussions: Accountable Talk in the Middle School Classroom. *English Journal*, *100*(1), 83-88. . Zwiers, J. (2014). *Opportunities to Develop Oral Language*. Newark, DE: International Reading Association. Retrieve from http://www.reading.org/general/Publications/essentials/e8050
#10 **3/24**	Face-to-Face	Debrief/Share Adolescent Literacy Project	*Part B Due by 3/27*	
#11 **3/31**	LCPS Spring Break			
4/07	Online - Asynchronous	What type of instruction supports adolescent literacy growth? Writing to Learn	*ADL 5*	Brozo & Simpson Chapter 7 Irvin, J., Meltzer, J., Mickler, M., Phillips, M., & Dean, N. (2009). What Can Literacy Leaders Do to Improve Student Engagement with Reading and Writing? In *Meeting the Challenges of adolescent Literacy: Practical ideas for literacy leaders.* Newark, DE: International Reading Association. .
#12 **4/14**	Face-to-Face Adolescent Strategy Teaching #3	What type of instruction supports adolescent literacy growth? Learning across content areas	*Crutcher – Literature Circle #3* *ADL 6*	Brozo and Simpson, Chapter 11
#13 **4/21**	Online-Synchronous	How do we support	*Book Talks*	Standards for Middle & HS Literacy Coaches

| | | secondary teachers? The role of the literacy coach. | | http://www.reading.org/Libraries/resources/597coaching_standards.pdf |
| **4/28 #14** | Face-to Face | What did we learn about adolescent Literacy? Putting it all together | *Part C of Term Project Due* | Literacy Strategy Demonstrations |
| **#15 5/5** | Face-to-Face | What did we learn about adolescent Literacy? Putting it all together | | Literacy Strategy Demonstrations

Course evaluations |

ASSESSMENT RUBRIC(S):

**Scoring rubrics for The Adolescent Literacy Term Project
PART A**

IRA Standards/ Elements	Exemplary (3) (14-15 points)	Proficient (2) (13 points)	Developing (1) (12 points)	Not Met (0) (11 or less)
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehensio	Candidate effectively describes the interview providing clear, concise explanations of the adolescent's answers; discussion is thorough and well articulated, drawing clear connections to the 3 foundational components.

Candidate shows strong evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers | Candidate describes the interview providing mostly clear, explanations of the adolescent's answers; discussion is developed, drawing some connections to the 3 foundational components.

Candidate shows some evidence of interpreting major theories of reading and writing processes and development to understand the needs of all | Candidate describes the interview, but may be inconsistent in details; explanations of the adolescent's answers are vague; discussion is uneven, drawing few or weak connections to the 3 foundational components.

Candidate shows limited evidence of interpreting theories of reading and writing processes and development to understand the | Candidate describes the interview, but details are lacking; explanations are unclear; discussion is weak and does not address all 3 foundational components.

Candidate does not show evidence of interpreting theories of reading and writing processes.

Candidate provides weak, if any, discussion of the literature and research about |

n, strategic knowledge, and reading-writing connections	in diverse contexts. At a sophisticated and critical level, candidate discusses the literature and research about factors that contribute to reading success.	readers in diverse contexts. Candidate discusses the literature and research about factors that contribute to reading success.	needs of some readers in diverse contexts. Candidate vaguely discusses the literature and research about factors that contribute to reading success.	factors that contribute to reading success.
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write	Candidate develops a strong set of appropriate and varied interview questions to gain an understanding of the unique needs and experiences of the adolescent being interviewed. Clearly articulates how the interview data informs your knowledge of how to plan for effective instruction.	Candidate develops an adequate set of varied interview questions to gain an understanding of the unique needs and experiences of the adolescent being interviewed. Adequately articulates how the interview data informs your knowledge of how to plan for effective instruction.	Candidate develops an inconsistent set of interview questions to gain an understanding of the unique needs and experiences of the adolescent being interviewed.	Candidate develops a limiting set of interview questions; questions do not probe deeply enough to gain understanding of the unique needs and experiences of the adolescent being interviewed

Adolescent Literacy Term Project
PART B

IRA Standards/ Elements	Exemplary (3) (19-20 points)	Proficient (2) (18 points)	Developing (1) (17 points)	Not Met (0) (16 or less)
2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Candidate provides a very clear and concise explanation for how instructional strategies are matched to particular texts. Candidate clearly chooses relevant and varied	Candidate provides a mostly clear and concise explanation for how instructional strategies are matched to particular texts- may be minor inconsistencies in depth and clarity of explanations. Candidate mostly chooses relevant and varied instructional approaches for each	Candidate provides a vague explanation for how instructional strategies are matched to particular texts. Explanations are inconsistent in depth and conciseness. Candidate chooses some relevant instructional	Candidate provides a weak explanation for how instructional strategies are matched to particular texts- extreme inconsistencies in depth and clarity. Candidate chooses instructional strategies for each text, but relevance

	instructional strategies for each text; instructional approaches are supported by literature and research for providing appropriate in-depth instruction for readers and writers who struggle. Candidate very effectively adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	text; instructional approaches are mostly supported by the literature and research for providing in-depth instruction for readers and writers who struggle. Candidate adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	strategies for each text; may be limited in variety of strategies; some instructional approaches supported by the literature and research for providing instruction for readers and writers who struggle. Makes some adaptations of instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	and usefulness of strategies are unclear or inappropriate. Instructional approaches are not supported by the literature and research. Adaptations of instructional materials and approaches are not made or are limited.
2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources	Candidate very effectively develops a varied text set for adolescents around a specific disciplinary topic. Candidate demonstrates a very strong ability to support classroom teachers in building and using a quality accessible classroom library of materials collection that meets the	Candidate adequately develops a varied text set for adolescents around a specific disciplinary topics. Candidate demonstrates an ability to support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.	Candidate develops a text set for adolescents around a specific disciplinary topic- variety is limited. Candidate demonstrates a limited ability to provide support to classroom teachers in building and using a classroom library and materials collection for all learners.	Candidate does not develop a varied text set for adolescents around a specific disciplinary topic. Candidate does not demonstrate an ability to support classroom teachers in building and using a classroom library and materials collection for all learners.

	specific needs and abilities of all learners.			
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write	Candidate chooses texts that represent a wide range of diverse perspectives. Candidate very clearly develops well-structured reading and writing instruction that is responsive to diversity.	Candidate chooses texts that represent diverse perspectives. Candidate develops reading and writing instruction that is responsive to diversity.	Candidate chooses texts that represent some diverse perspectives. Candidate develops reading and writing instruction that is somewhat responsive to diversity.	Candidate chooses texts that represent limited diverse perspectives. Candidate develops reading and writing instruction that is limited in its responsiveness to diversity.
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	Text set is clearly designed with texts that are relevant, interesting, and appropriate for the targeted adolescent. Candidate demonstrates a strong ability to provide differentiated instruction and to motivate students as agents of their own literacy learning.	Text set is designed with texts that are mostly relevant, interesting, and appropriate for the targeted adolescent. Candidate demonstrates an ability to provide differentiated instruction and to motivate students as agents of their own literacy learning.	Text set is designed with texts that are somewhat relevant, interesting, and appropriate for the targeted adolescent- but may be lacking in consistency of quality and/or relevancy of Candidate shows limited ability to provide differentiated instruction and to motivate students as agents of their own learning.	Text set is designed with texts that are not relevant, interesting, and/or appropriate for the targeted adolescent- major inconsistencies in the quality and/or diversity of texts. Candidate does not show an ability to provide differentiated instruction and/or to motivate students as agents of their own literacy learning.

Adolescent Literacy Term Project
PART C

IRA Standards/ Elements	Exemplary (3) (14-15 points)	Proficient (2) (13 points)	Developing (1) (12 points)	Not Met (0) (11 or less)
5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write	Candidate shows very strong evidence of creating a highly positive social, low-risk environment for diverse learners. Candidate	Candidate shows evidence of creating a positive social, low-risk environment for diverse learners. Candidate provides an adequate analysis of his/her work with an adolescent; discussion is	Candidate shows evidence of creating a somewhat positive social, low-risk environment for diverse learners. Candidate provides an analysis of his/her work with	Candidate shows little or no evidence of creating a highly positive social, low-risk environment for diverse learners. Candidate provides a brief description

	provides a very clear analysis of his/her work with an adolescent; discussion is well-articulated with logical and meaningful links to teaching practice.	developed with links to teaching practice.	an adolescent, though development and details may be lacking; discussion is vague with loose if any links to teaching practice.	of his/her work with an adolescent, but is lacking in analysis; is weak, underdeveloped discussion and links to teaching practice are unclear or not evident.
6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.	Candidate very effectively models a positive attitude toward reading and writing as shown in working with an adolescent, his or her teacher, and graduate school colleagues. Candidate very strongly demonstrates effective interpersonal communication in both one-on-one and group interactions as evidenced in the description of his/her work with an adolescent and the demonstration to classmates.	Candidate effectively models a positive attitude toward reading and writing as shown in working with an adolescent, his or her teacher, and graduate school colleagues, Candidate demonstrates effective interpersonal communication in both one-on-one and group interactions, as evidenced in the description of his/her work with an adolescent and the demonstration to classmates.	Candidate mostly models a positive attitude toward reading and writing as shown in working with an adolescent, his or her teacher, and graduate school colleagues, Candidate demonstrates an inconsistent ability in interpersonal communication in both one-on-one and group interactions, as evidenced in the description of his/her work with an adolescent and the demonstration to classmates.	Candidate does not model a positive attitude toward reading and writing as shown in working with an adolescent, his or her teacher, and graduate school colleagues. Candidate ineffectively demonstrates interpersonal communication in both one-on-one and group interactions, as evidenced in the description of his/her work with an adolescent and the demonstration to classmates.
6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	Candidate's presentation addresses all components effectively; thorough and succinct review of the strategy; concise summary of work with the adolescent, appropriately	Candidate's presentation addresses all components; adequate review of the strategy; clear summary of work with the adolescent, and mostly engages colleagues. Candidate collaborates in, leading, and evaluating	Candidate's presentation addresses all components- but some area may be underdeveloped; includes review of the strategy- may be vague; weak summary of work with the adolescent, limitedly engages	Candidate's presentation does not address all components effectively; inconsistent review of the strategy; summary of work with the adolescent is vague, does not effectively engage colleagues.

	and effectively engages colleagues. Candidate effectively collaborates in leading, and evaluating professional development activities for individuals and groups of teachers.	professional development activities for individuals and groups of teachers.	colleagues. Candidate collaborates in and provides some leadership and evaluation of professional development activities for individuals and groups of teachers.	Candidate does not collaborate in and/or leadership and evaluation of professional development activities for individuals and groups of teachers does not occur.

Scoring Rubric for Article Discussion
Leadership (ADL) Assignment

	Excellent	Competent	Minimal
APA Reference 1 point	Nearly error free.	Minimal Errors	Numerous Errors
Purpose 1 point	Very clearly stated, reflects author's purpose and situates the work within adolescent literacy.	Clearly stated and reflects the author's stated purpose	Purpose statement is unclear or does not reflect the author's stated purpose (below
Summary 3 points	Summarizes and synthesizes the key points concisely and accurately.	Summarizes the article accurately.	Describes different points covered in the article, may be disjointed, vague, and/or inaccurate.
Critical Comments/ Reflection 4 points	Thoroughly addresses specific strengths and weaknesses by providing a clear, logical reason for why the points are strengths or weaknesses. Compares and contrasts the points to other readings covered in the course. Reflection summarizes thoughts about the article and includes a rationale for the statements made.	Addresses strengths and weaknesses and tells why each point is a strength or weakness. Reflection describes thoughts about the article.	Addresses only strengths or only weaknesses. Reflection describes thoughts about the article
Clarity of Writing (Mechanics) 1 point	Few, if any, errors made.	Minimal grammatical or spelling errors	Multiple errors

Response to Peers 3 points	Responses are specific and thoughtful; promote critical thinking and/or connections to other resources/ideas/etc.; completed in timely manner	Responses are specific and thoughtful; mostly completed in timely manner	Responses are brief and lack depth; not completed in timely manner
Self-Evaluation 2 points	Thoughtfully completed; includes thoughtful insights into teaching practice; logical, meaningful connections to course concepts and strong rationale	Complete; includes insights to teaching practice; makes some connections to course concepts	Incomplete and/or vague insights and limited connections to course concepts.

Scoring Rubrics for Online and Class Participation

Face-to-Face and online Class Participation Rubric

Excellent (13-15)	Competent (10-13)	Minimal (<10)
Student regularly attends class, asks thoughtful, critical questions and makes sophisticated observations that indicate reflection and analysis appropriate to the topic. Participates actively in small group activities and class discussions.	Student regularly attends class, occasionally asks questions and makes mostly 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 some familiarity with the topic. Does not actively participate in small groups and class discussions.

Scoring Rubric Young Adult Author Study

	Excellent (4.5-5)	Competent (4)	Minimal (0-3)
Literature circles 10 points	Consistently prepared for discussion; actively listens to peers and regularly provides insightful feedback.	Mostly prepared for discussion; listens to peers and often provides feedback.	Inconsistently prepared for discussion; listens to peers but does not offer consistent or insightful feedback
Book Talk 5 points	Provides succinct, detailed summary; read aloud passage	Provides adequate summary; read aloud passage is	Provides vague summary; read aloud is disjointed

	is relevant and interesting; evaluation shows strong evidence of synthesis of ideas presented and insights about the book and author. The implications of these insights for overall teaching practice are thoroughly presented. Candidate also responds to at least one or more of their classmates' booktalks.	adequate; evaluation shows some evidence of synthesis of ideas presented and insights about the book and author. Some implications of these insights for overall teaching practice are presented. Candidate responds to one classmate's booktalk.	from the rest of talk; evaluation is limitedly supported and references to book and author are are weak or missing. Candidate does not respond to any of his/her classmates' booktalks.