George Mason University
College of Education and Human Development
Literacy Program

EDRD 631.6L7 – Literacy Foundations and Instruction
for Diverse Populations: Adolescence Through Adulthood
3 Credits, Spring 2019
Tuesdays, 4:30 – 7:10pm, 308 Founders Hall, Arlington Campus

FACULTY

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PREREQUISITES/COREQUISITES

EDRD 630: Advanced Literacy Foundations and Instruction, Birth to Middle Childhood; admission to literacy emphasis or permission of the program coordinator.

UNIVERSITY CATALOG COURSE DESCRIPTION

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. Offered by Graduate School of Education. May not be repeated for credit.

COURSE OVERVIEW

Not applicable

COURSE DELIVERY METHOD

This course will be delivered using a hybrid (2-75% online) format.

Online content will be delivered via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [January 22, 2019].

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week for online:
  - Asynchronous courses do not have a "fixed" meeting day; therefore, our week will start on Monday, and finish on Monday.
  - Synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES OR OBJECTIVES

This course is designed to enable students to do the following:

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, Young Adult Novel Study)
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, Young Adult Novel Study)
5. Demonstrate an understanding of varying degrees of learning disabilities (Virginia Standard 6d). (PBA A; ADL)

PROFESSIONAL STANDARDS (International Literacy Association)

Upon completion of this course, students will have met the following professional 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, ADL)
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, young Adult Lit)
4.1 Recognize, understand, and value forms of diversity that exist in society and their importance in learning to read and write. (PBA A, ADL,)
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)
6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue development of individual professional knowledge and behaviors. (ADL, Ya Lit)
6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. (PBA C, ADL)

REQUIRED TEXTS

1. Brozo, W.G. (2017). *Disciplinary and content literacy for today's adolescents: Honoring diversity and building competence*. New York, NY: The Guildford Press.

2. Fleischman, P. (2004). *Seedfolks*. New York, NY: Harper Collins.
3. One self-selected young adult novel from booklists provided.
4. Various required readings and others available for ADLs that can be accessed from the library databases or via links on Blackboard.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). See Blackboard for specific guidelines and evaluation rubrics for all assignments.

1. **Assignments and/or Examinations**

   A. **Class Engagement (20%- 200 points)**

   Professional Dispositions (5%- 50 points): Displaying professionalism in this course is essential to the teaching-learning process. Professionalism involves attendance, timeliness, and active participation in class. Attendance will be taken each class. It is expected that you <u>fully participate</u> in both online and face-to-face settings. It is expected that you are fully prepared for class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers. ***It is <u>critical</u> to keep up with the readings***. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. In general, we will engage in the following activities: lectures, activities, and discussions related to literacy leadership activities; discussion of the week's readings; and, partner and small group meetings in which you will provide feedback and support for each other's literacy leadership activities.

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Class Attendance	Missed no more than 1 face-to-face or synchronous class session **OR** arrived late/left early for no more than 1 class. (25 points)	Missed 2 face-to-face or synchronous class sessions **OR a**rrived late or left class early a minimum of 2-3 times. (23 points)	Missed 3 face-to-face or synchronous class sessions. **OR** Arrived late or left class early 4-5 times. (21 points)	Missed more than 3 face-to-face or synchronous class sessions. **OR** Arrived late or left class early more than 5 times. (12 points)

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Class Participation	Consistently well-prepared for class; regularly asked questions or made observations and analysis appropriate to the topic. Actively participated in *all* small group activities and class discussions. (25 points)	Usually prepared for class; occasionally asked questions or made observations and analysis appropriate to the topic. Actively participated in *most* small group activities and class discussions. (23 points)	Sometimes prepared for class; rarely asked questions or made observations that indicated familiarity with the topic. Rarely actively participated in small group activities and class discussions. (21 points)	Consistently not prepared for class; never asked questions or made observations that indicated familiarity with the topic. Never actively participated in small group activities and class discussions. (12 points)

Online Investigations (15%-150 points): For weeks marked ONLINE in the course schedule, you are required to complete a multi- step process to meet the week's requirements. All instructions and due dates for these assignments will be posted to Blackboard. **It is essential that you read all the assigned material since this content will not be repeated in class.** There is a total of 6 online assignments (as noted in the course schedule). Assignments for online weeks are worth 25 points (6 assignments x 25 points each = 150 points).

B. **Young Adult Novel Study (**15%- 150 points) **–** The purpose of this assignment is to expand understanding of how to effectively use young adult literature in the middle/secondary classroom to create literate environments. This assignment has two components.

 a) *Literature Circles (Whole class novel) (5 %)*- The class will read *Seedfolks* by Paul Fleischman. 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. Candidates will try a new role for each discussion. Role descriptions will be reviewed in class and posted on Blackboard.

 b) *Young Adult Best Bets (Individual novel) (10%)*– Candidates will choose and read a young adult book selected from one of the following lists (the last 5 years): ALA Young Recommended Books for YA, YALSA Best of the Best, ALA Best Fiction, Outstanding Science Trade Books (NSTA), Notable Social Studies Trade Books (NCSS). Candidates will present a brief read-aloud from the book and develop 5 power point slides to contribute to a class project. The slides will include the following information. (1) a picture of the book and brief author information, (2) bulleted summary of book, (3) critical

evaluation & rationale for use (4) Thematic links & ideas for integrating into the secondary content curriculum. Candidate will also view and respond to one classmate's presentation.

C. Article Discussion Leadership (ADL) (15%- 150 points).

Assignment
The purpose of this assignment is to show understanding of (1) how to analyze and interpret a research article, (2) how to lead a meaningful discussion with your colleagues, and (3) how to engage in meaningful discussion about professional literature.

Completion Procedures
1. Article selection: With a team of 2-3 students, you will select one article over which to lead discussion. The article should be taken from the list of additional course readings posted on Blackboard.

2. Article Analysis: Read, analyze, and format a narrated digital presentation around the following aspects of the article: (a) Author's purpose, (b) Research methodology, (c) Key Points/Concepts, (c), Conclusions/Findings, (d) Implications for Research & Practice, (e) Professional Reflections & Questions.

    Presentation should be posted to Blackboard *no later than noon on Saturday before your assigned ADL presentation day*.

3. Class Discussion: Your team will be responsible for leading a 15- minute class discussion on the day of your ADL presentation. Your team should consider ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended.

4. Self-Reflection: Within 48- hours, each individual will complete a self-evaluation and submit via Blackboard.

Evaluation
You will be given a grade based on (a) effective planning and coordinating of the presentation and discussion of the article; (b) how succinctly and understandably key information from the article was presented; and (c) the extent to which the discussant used engaging techniques for bringing all students into critical conversation about the article. Rubric is posted on Blackboard.

D. **Adolescent Literacy Term Project (50%- 500 points) – Performance-Based Assessment**

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.

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Overview
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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).

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Part A: Adolescent Interview (IRA Standard 1.1)
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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.

You will:

1. ***Identify an adolescent to interview***. Ideally, the youth be a struggling reader and from a culturally and/or linguistically diverse background.

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 by clustering them around the three constructs of concern: psychological/motivational, sociological, and linguistic. Then look for themes and new understandings about this youth.

5. *Connect to theory/research*: describe 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 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.

ILA 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.

Part B: Content Area Alternative Text Collection and Related Instruction (IRA Standards 2.2, 2.3, 4.1, 4.2, 5.2)

In this assignment, you will compile a collection of texts in one discipline or on a topic/theme that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with your youth and teach him/her an evidence-based strategy for reading/comprehending one of the sources. In teaching the strategy, 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.

You will:

1. **Reflect** on the discoveries you made about the youth you interviewed in terms of her/his interests, ability, etc.

2. **Identify a disciplinary topic** (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months.

3. **Create a text set**. Collect the following reading pieces related to this disciplinary topic that will likely be of high interest to the youth you interviewed. Sources should be no older than 15 years, unless historical or archival documents. Listed are the minimums. 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 reading from the perspective of a person of nonwhite/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** with the following components/subheadings:

    a. **Citations, Annotations & Rationales** – provide a full bibliographic citation for each source using APA format; briefly describe each source and its

connection to the disciplinary topic and why you think it will appeal to your adolescent.

    b. **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.

    c. **Teacher Sharing** – Discuss the collection with 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. (Also note below that you will be providing a copy of your instructional strategy paper to the teacher as well – Part C4).

ILA 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.
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.

Part C: Literacy Strategy Teaching and Demonstration

Part C is linked to Part B, above. In this assignment (Part C), you will present to your class colleagues the literacy strategy lesson you designed for the youth you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your youth's teacher.

You will complete the following:

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.

ILA Standards Assessed

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 and Examination Weighting**

Assignment	Value	Due Date
Class Engagement	20% Total	Ongoing
Participation	5%	Ongoing
Online Investigations	15%	2/5; 2/19; 3/12; 3/26; 4/2; 4/23
Young Adult Author Study	15% Total	
Literature Circles	5%	3/5; 3/19
Young Adult Best Bets	10%	4/2
Article Discussion Leadership	15%	As assigned
Adolescent Literacy Term Project	50% Total	
Part A	15%	2/26
Part B	20%	3/26
Part C	15%	4/30

3. **Other Requirements**

- *Class Attendance and Participation*
  Class attendance is both important and required (see Academic Policy 1.6 in the

GMU Catalog). If an emergency situation arises and you must miss a class, please contact me **PRIOR** to the class sessions via phone or email. Attendance will influence your grade as noted above. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents. At times, you may also be required to participate in online activities.

The completion of all readings assigned is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to fully participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

Laptops/tablets may be used for taking notes or for in-class instructional activities as necessary. However, engaging in activities not related to the course (e.g., gaming, email, texting, etc.) or typing during discussions or presentations is prohibited and will affect your participation grade.

Please see me with questions and/or 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 look forward to collaborating with each of you as you work towards your goals.

- *Assignment Guidelines*
  All assignments should be emailed to me on the date indicated in the schedule below (**by 4:30pm, whether or not you are in class that evening**). **Save all electronic files with your last name and assignment title (ex: DrakePatrick_PBA BTextSet.doc).**

  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 and use formal, academic English. Be sure to use **APA format** when providing citations for relevant research. Late papers and projects will not be accepted without penalty, except in extraordinary circumstances. **The standard late work penalty is a 15% deduction (of the total points) for each day the assignment is late**.

  Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Adolescent Literacy Project (Parts A, B, & C) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor).

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Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard.

- *Course Website*
  Our course website (www.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.

- *Communication*
  Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. Please allow 24 hours response time for emails during the week, and 48 hours during weekends and holidays. I am also available to schedule phone conferences or Collaborate conferences as needed.

  I will be available before class from 4:00-4:30, as well as during class breaks, and after class for 15 minutes, unless scheduled previously.

- *Inclement Weather*
  In the case of inclement weather, the please make sure you check your GMU email for information about class schedule.

- *Advising Information*
  Advising information is located on Blackboard, including a timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, a) login to Blackboard (mymasonportal.gmu.edu), b) click the *Organizations* tab in the top right corner, c) select the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

4. **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).

The performance-based assessments are designed to provide evidence that program candidates meet required program completion standards. Successful completion of these performance-based assessments is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Grading Scale

Grade	
A	= 94 – 100
A-	= 90 – 93
B+	= 87 – 89
B	= 80 – 86
C	= 75 – 79
F	= below 75

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

PROPOSED CLASS SCHEDULE

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
(F2F = meet face-to-face; SYNC = meet synchronously; ASYNC = class assignments completed asynchronously)

Date	Format	Topics	Readings	Assignments
#1 1/22	F2F	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. ILA Position Statement on Adolescent Literacy Review historical progress of adolescent literacy.	ADL partners and due dates set
#2 1/29	F2F	Adolescent literacies inside and outside of school Literacy competence for diverse learners	Brozo, Chapters 1 & 2 Kirkland, D. E. (2011). Books like clothes: Engaging young black men with reading. *Journal of Adolescent & Adult Literacy, 55*(3), 199-208. Klingner, J.K., Boardman, A.G., Eppolito, A.M., & Schonewise, E.A. (2012). Supporting adolescent English language learners' reading in the content areas. *Learning Disabilities: A Contemporary Journal, 10*(1), 35–64.	Review Interview questions
#3 2/5	ASYNC	Disciplinary and	Brozo, Chapter 3	

		content literacy: Expanding text comprehension	International Literacy Association. (2015). Collaborating for success: The vital role of content teachers in developing disciplinary literacy with students in grades 6–12 https://www.literacyworldwide.org/docs/defaultsource/where-we-stand/ccss-disciplinaryliteracy-statement.pdf?sfvrsn=12 Goldman, S. (2012). Adolescent literacy: Learning and understanding content. *The Future of Children, 22*(2), 89-116.	
#4 2/12	F2F	Disciplinary and content literacy: Expanding text comprehension	Brozo, W.G., Moorman, G., Meyer, C., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent & Adult Literacy, 56*(5), 353–357. Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. *Journal of Adolescent and Adult Literacy, 57*(8), 614–623. OPTIONAL: Siebert, D., & Draper, R. J. (2008). Why content-area literacy messages do not speak to mathematics teachers: A critical review of the literature. *Literacy Research and Instruction, 47*, 229-245.	Bring Part A DRAFT and interview data to class ADL #1
#5 2/19	ASYNC	Assessment for literacy growth and disciplinary learning	Brozo, Chapter 4 Graham, S. (2014). The use of multiple forms of assessments in the service of writing. *Literacy Research and Instruction, 53*(2), 96– 100.	**Part A of term project due**
#6 2/26	F2F	Reading and learning from multiple sources	Brozo, Chapter 8 & 9 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. Optional: Chun, C.W. (2009). Critical literacies and graphic novels for English language learners: Teaching Maus. *Journal of Adolescent and Adult Literacy, 53*(2), 144–153.	ADL #2 & #3

#7 3/5	F2F	Creating motivating contexts for literacy and learning	Brozo, Chapter 5 Barta, S. (2018). Writing in role: A new process to engage and empower literacy students. Literacy Learning: The Middle Years, 26(3), *i-xvi.* Class Jigsaw: You will be assigned one of the following to read: (a) Brozo, W.G., Sulkunen, S., Shiel, G., Garbe, C., Pandian, A., & Valtin, R. (2014). Reading, gender, and engagement: Lessons from five PISA countries. *Journal of Adolescent and Adult Literacy, 57*(7), 584–593. (b) Guthrie, J.T., & Klauda, S.L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly, 49*(4), 387–416.	Literature Circles #1 (pg. 1-44) ADL #4
#8 3/12	ASYNC	Developing academic vocabulary knowledge	Brozo, Chapter 6 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 and Adult Literacy, 56*(2), 132– 140.	
#9 3/19	F2F	Developing academic vocabulary knowledge	Ajayi, L. (2015). Vocabulary instruction and Mexican-American bilingual students: How two high school teachers integrate multiple strategies to build word consciousness in English language arts classrooms. *International Journal of Bilingual Education and Bilingualism, 18*(4), 463–484. Cumming, A. (2013). Multiple dimensions of academic language and literacy development. *Language Learning, 63*(1), 130–152.	**Literature Circles #2 (Pg. 44-end)** ADL #5

			Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly, 47*(1), 91–108	
#10 3/26	ASYNC	Writing to learn in the disciplines	Brozo, Chapter 7 Spirgel, A. S., & Delaney, P. F. (2016). Does writing summaries improve memory for text? *Educational Psychology Review, 28*(1), 171– 196.	**Part B of term project due**
#11 4/2	SYNC	Writing to learn in the disciplines	Cervetti, G., & Pearson, P.D. (2012). Reading, writing, and thinking like a scientist. *Journal of Adolescent and Adult Literacy, 55*(7), 580– 586. Hebert, M., Gillespie, A., & Graham, S. (2013). Comparing effects of different writing activities on reading comprehension: A meta-analysis. *Reading and Writing, 26*(1), 111–138. Howard, R. M., Serviss, T., & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Writing and Pedagogy, 2*(2), 177– 192.	Young Adult Best Bets – share and post slides
#12 4/9	F2F	New Literacies	Gleason, B. (2018). Adolescents becoming feminists on Twitter: New literacies practices, commitments, and identity work. Journal of Adolescent and Adult Literacy, 62(3), 281-289. Class Jigsaw: You will be assigned one of the following to read: (a) Coiro, J. (2011). Talking about reading as thinking: Modeling the hidden complexities of online reading comprehension. *Theory into Practice, 50*, 107–115. (b) Alvermann, D. E., Marshall, J. D., McLean, C. A., Huddleston, A. P., Joaquin, J., &	ADL #6 & #7

			Bishop, J. (2012). Adolescents' web-based literacies, identity construction, and skill development. *Literacy Research and Instruction, 51*(3), 179– 195. Optional: Zenkov, K. & Harmon, J. (2009). Picturing a Writing Process. Journal of Adolescent and Adult Literacy, 52(7), 575-584.	
			4/16 NO CLASS	
#13 4/23	ASYNC	Strategic Literacy and Learning	Choice article. You may meet with your peer on campus, or virtually for feedback. I will be available during class hours in our room.	Peer Conference
#14 4/30	F2F	What did we learn about adolescent literacy? Putting it all together Course evaluations	None	**Part C of term project due by midnight 5/2** Literacy Strategy Demonstrations
5/14	Finals Week- NO class meeting.			**All PBA revisions must be submitted by 4:30 pm**

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/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/

Performance-Based Assessment Rubrics

The Adolescent Literacy Term Project Rubric (NCATE 3)

Part A – Adolescent Interview

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development,	Provides exemplary evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of	Provides satisfactory evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of	Provides partial evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and	Provides little or no evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and

processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Part B – Content Area Alternative Text Collection and Related Instruction

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides exemplary evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides satisfactory evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides partial evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides little or no evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
2.2b Provide appropriate in-depth instruction for all readers and writers, especially those who struggle	Provides exemplary evidence of using appropriate in-depth instruction for all readers and writers, especially those	Provides satisfactory evidence of using appropriate in-depth instruction for all readers and writers, especially those	Provides partial evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle	Provides little or no evidence of using appropriate in-depth instruction for all readers and writers, especially those

with reading and writing.	who struggle with reading and writing.	who struggle with reading and writing.	with reading and writing.	who struggle with reading and writing.
2.2d As needed, adapt instructional materials and approaches to meet the language proficiency needs of English learners and students who struggle to learn to reading and write.	Provides exemplary evidence of adapting instructional materials and approaches as needed to meet the language proficiency needs of English learners and students who struggle to learn to read and write.	Provides satisfactory evidence of adapting instructional materials and approaches as needed to meet the language proficiency needs of English learners and students who struggle to learn to read and write.	Provides partial evidence of adapting instructional materials and approaches as needed to meet the language proficiency needs of English learners and students who struggle to learn to read and write.	Provides little or no evidence of adapting instructional materials and approaches as needed to meet the language proficiency needs of English learners and students who struggle to learn to read and write.
2.3b Support classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides exemplary evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides satisfactory evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides partial evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides little or no evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.
4.1b Assist teachers in developing reading and writing instruction that is responsive to diversity.	Provides exemplary evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides partial evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides little or no evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.

| 4.2b. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. | Provides exemplary evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. | Provides satisfactory evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. | Provides partial evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their own literacy learning. | Provides little or no evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their own literacy learning. |

Part C - Literacy Strategy Teaching and Demonstration

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
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.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.
6.2b Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students,	Provides exemplary evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading	Provides satisfactory evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading	Provides partial evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with	Provides little or no evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with

colleagues, administrators, parents and guardians.	and writing with students, colleagues, administrators, parents and guardians.	and writing with students, colleagues, administrators, parents and guardians.	students, colleagues, administrators, parents and guardians.	students, colleagues, administrators, parents and guardians
6.2d Demonstrate effective interpersonal, communication, and leadership skills.	Provides exemplary evidence of effective interpersonal communication, and leadership skills.	Provides satisfactory evidence of effective interpersonal communication, and leadership skills.	Provides partial evidence of effective interpersonal communication, and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.
6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence for collaborating of planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.