George Mason University
College of Education and Human Development
Literacy Program

EDRD 619.6L1 – EDRD 619.DL2- Literacy in the Content Areas
3 Credits, Fall 2023
Asynchronous, Online

Faculty
Name: Jennifer Drake Patrick, Ph.D.
Office Hours: Mondays 3:00-4:30
Office Location: 1501 Thompson Hall, Fairfax Campus
Office Phone: 703-993-7611
Email Address: jdrakepa@gmu.edu

Required Prerequisite: SEED 566, SEED 567, SEED 569, SEED 572, or SEED 573 (with a grade of B or better)

Required Corequisite: SEED 667, SEED 669, SEED 672, SEED 673, or SEED 676

University Catalog Course Description
Examines language and literacy processes of adolescent learners. Builds understanding of reading, writing, listening, speaking, viewing, and visually representing in content areas. Evaluates disciplinary instructional strategies to support students' development of academic language and comprehension, including adaptations for diverse learners' needs. Fosters an awareness of the role of multiple texts and independent reading in adolescent learners' literacy practices.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format 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 August 21st, 2023.

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

1

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/Ultra/Getting_Started/Browser_Support
- 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 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:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Wednesday, and finish on Tuesday.**
- 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.
- 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 ensure 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. Compare theories of adolescent literacy.
2. Examine the role of literacy in learning across disciplines.
3. Evaluate evidence-based strategies that adolescent learners can use to comprehend, interpret, evaluate, and appreciate disciplinary-specific texts.
4. Critique scholarly literature.
5. Design learning strategies and plans in specific content areas to scaffold adolescent learners' literacy development, including their word analysis, vocabulary, comprehension and writing skills.
6. Explain the specific challenges adolescent learners with varying levels of literacy and linguistic proficiency face in each discipline.

Professional Standards (Not Applicable)

Required Texts
Fisher, D., & Frey, N. (2020). *Improving adolescent literacy* (5th ed.). Pearson.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignment Overview

Assignment	Total Value	Due Date
Course Learning Modules	40%	**weekly**
Annotated Bibliography	20%	**October 10th**
Disciplinary Literacy Inquiry Project	20%	**November 14th**
Disciplinary Literacy Lesson Plan	20%	**December 1st**

A. Course Learning Modules (40%): Each week, students are expected to complete a series of lessons and activities to show evidence of understanding course objectives. Assignments and point values are detailed in each module. Students can expect modules to take **6-9 hours per week** including time to read and view content.

Students' work should reflect learning from readings, videos, and any other online content posted within the **Course Learning Modules**. Thorough preparation and reflection is expected.

Participatory activities will vary including, but not limited to engaging in online discussions, sharing, and providing feedback on peers' work, reflecting through journals and blogs, and/or creating multi-media responses and projects. A variety of online tools and platforms will be used to facilitate activities.

Rubrics provided on Blackboard.

Students **must complete all lessons and activities** in the Course Learning Modules to be prepared for the final projects.

Late work not accepted without prior approval.

B. Annotated Bibliography (20%): Students will read six (6) articles related to teaching in a particular discipline and create an analytical annotated bibliography. Articles must be from peer-reviewed journals. Annotations must follow APA format.

C. Disciplinary Literacy Inquiry Project (20%). Students will investigate the role of literacy in learning in the disciplines. Using knowledge gained from the annotated bibliography and coursework, students will review at least 3-5 more resources (i.e. websites, books, podcasts, blogs) and develop a 15-minute multimedia presentation that demonstrates an ability to synthesize theory, research, and practice to explain the role of literacy in learning in the disciplines.

D. Disciplinary Lesson Plan (20%): Students will design, justify, and reflect on a detailed, standards-aligned lesson plan with specific content learning and literacy/language development goals. Students will draw on learning from the course to work across several modules to build and share the lesson plan.

Candidates will complete the following:
1. Lesson design: Students will design a lesson plan that engages students in reading a content area text. The lesson may focus on adolescent learners in middle level (grades 6-8) or secondary (grades 9- 12). A lesson template will be provided, or candidates may use a lesson plan template from their current teaching context, ensuring that all elements from the lesson template are addressed. A folder in Blackboard will be provided with lesson planning materials.

4

2. <u>Lesson rationale</u>: Students will submit a 1-2 page written or 3–5-minute audio-recorded lesson rationale reflecting on and explaining the lesson design**. Students will (1) explain why/how the content and language/literacy learning goals support one another in a rigorous (grade-level appropriate) lesson that is anchored in VA SOLS, (2) explain choices/thinking around lesson content, learning activities, and scaffolds/supports, and (3) explain the way that embedded formative assessment(s) will support adolescent learners **and** the candidate in assessing learners' progress toward the content and language goals.

*Further details and rubrics provided on Blackboard for all assignments.

- **Grading**
  A = 95%-100%
  A- = 90%-94%
  B+ = 87%-89%
  B = 83%-86%
  B- = 80%-82%
  C = 70 %-79%
  F = below 70%

- **Other Requirements**
All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. <u>Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from assignments for *each* day they are submitted late.</u>

Assignments should follow APA (7th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format (7th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first and last name and assignment title (ex: JOHNDOEResearchCritique1.docx).

Note: Students in the Secondary Education program must earn a B or higher in all coursework.

Professional Dispositions
See https://cehd.gmu.edu/students/policies-procedures/

Class Schedule

Date	Topic	Readings	Assignments Due
Module 0

August 21-22 | Welcome & course overview | Read the syllabus. | Complete all activities in module. |

Module 1 August 23-29	Adolescent literacy Disciplinary Literacy	Ch. 1, *Improving Adolescent Literacy* Buehl, D. (2017). Mentoring students in disciplinary literacy. In Doug Buehl, *Developing readers in the academic disciplines* (pp. 1-22). Stenhouse.	Complete all activities in module.
Module 2 August 30-September 5	Comprehension Multiliteracies	Cartwright, & Duke, N. K. (2019). The DRIVE Model of Reading: Making the Complexity of Reading Accessible. *The Reading Teacher*, 73(1), 7–15. https://doi.org/10.1002/trtr.1818 Harrison, C. & Alvermann, D. E. (2017). The "M" Word: Dare We Use It? *Journal of Adolescent & Adult Literacy*, *61*(1), 99–102. https://doi.org/10.1002/jaal.665	Complete all activities in module.
Module 3 September 6th – 12th	Text Complexity	Buehl, D. (2017). Teaching comprehension of complex disciplinary texts. In *Developing readers in the academic disciplines* (pp. 29-73). Stenhouse. Fang, Z. (2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. *Journal of Adolescent & Adult Literacy*, *(51)*6 476-487. https://doi.org/10.1598/JAAL.51.6.4	Complete all activities in module.
Module 4 September 13th- 19th	Background knowledge	Ch. 2, *Improving Adolescent Literacy* Jones, L., Smith, S. L., & Durham, C. (2022). Teachers as digital composers: Designing digital jumpstarts to scaffold for emerging bilingual learners. *Computers and Education*, *189*, 104592–. https://doi.org/10.1016/j.compedu.2022.104592 Rance-Roney, J. (2010). Jump-starting language and schema for English-language learners: Teacher-composed digital jumpstarts for academic reading. *Journal of Adolescent & Adult Literacy, 3*(5), 386–395 https://doi.org/10.1598/JAAL.53.5.4	Complete all activities in module.
Module 5 September 20th- 26th	Vocabulary Learning Language Structures	Ch. 3, *Improving Adolescent Literacy* Flanigan, K., & Greenwood, S. (2007). Effective content vocabulary instruction in the middle: Matching students, purposes, words, and strategies. *Journal of Adolescent & Adult Literacy*, *51*(3), 226–238. https://doi.org/10.1598/JAAL.51.3.3 Schneider, E. & Ming, K. (2019). Masters of morphology: Explicit multisensory structured metacognitive language strategies to foster adolescent learners' content vocabulary. *The Clearing House*,	Complete all activities in module.

6

		92(3), 101–111. https://doi.org/10.1080/00098655.2019.1608144	
Module 6 September 27th- October 3rd	Planning for comprehension instruction Explicit teaching Think Aloud	Chapter 4, *Improving Adolescent Literacy* Rainey, E. C., Maher, B. L., Coupland, D. Franchi, R., & Moji, E. B. (2018). But what does it look like? Illustrations of disciplinary literacy teaching in two content areas. Journal of Adolescent & Adult Literacy, 61(4), 371-379. Spires, H. A., Kerkhoff, S. N., & Graham, A. C. K. (2016). Disciplinary literacy and inquiry: Teaching for deeper content learning. *Journal of Adolescent & Adult Literacy*, *60*(2), 151–161. https://doi-org.mutex.gmu.edu/10.1002/jaal.577	Complete all activities in module.
Module 7 October 4th-10th		Choose articles for annotated bibliography.	Annotated Bibliography due
Module 8 October 11th-17th	Using strategies to support comprehension	Ch. 5, 7, & 8 *Improving Adolescent Literacy* Brown, S. A., & Pyle, N. (2021). Self-Questioning strategy routine to enhance reading comprehension among secondary students. *Teaching Exceptional Children*, *53*(6), 441–449. https://doi.org/10.1177/0040059920976677 Gabriel, Wenz, C., & Dostal, H. (2016). Disciplinary text-dependent questions: Questioning for learning in the disciplines. *The Clearing House, 89*(6), 202–207. https://doi.org/10.1080/00098655.2016.1209154	Complete all activities in module.
Module 9 October 18th -24th	Writing	Ch. 9, *Improving Adolescent Literacy* Fang, Z., & Park, J. (2020). Adolescents' use of academic language in informational writing. *Reading & Writing*, *33*(1), 97–119. https://doi.org/10.1007/s11145-019-09937-8	Complete all activities in module.
Module 10 October 25th-31st	Guided discussions	Ch. 6, *Improving Adolescent Literacy* Chiaravalloti, L. (2010). "Wouldn't she notice he had mud on his shirt?": Scaffolding meaningful discussions. *Voices from the Middle*, *18*(2), 16–25. Windschitl, M. (2019). Disciplinary Literacy Versus Doing School. *Journal of Adolescent & Adult Literacy*, *63*(1), 7–13. https://doi.org/10.1002/jaal.964	Complete all activities in module.
Please note that the next two modules are each 2 weeks in length			

Module 11 November 1st - 14th	Disciplinary Literacy Inquiry Project		Disciplinary Literacy Inquiry Project due
Module 12 November 15th – December 1st	Lesson Planning	Ch. 9, *Improving Adolescent Literacy* Jung, L. A. (2021). Lesson planning with UNIVERSAL DESIGN for Learning: Intentionally using UDL principles upfront means making fewer adaptations later-- and reaching more students. *Educational Leadership*, 78(9), 38–43. Prather, C. (2021). The code for student engagement: What Malcolm X, The Wire, and my students' lives taught me about creating lessons that matter. *Educational Leadership*, 79(4), 52–57. Wiggins, G., & Wilbur, D. (2015). How to make your questions ESSENTIAL? *Educational Leadership*, 73(1), 10–15	Complete all activities in module. Disciplinary Literacy Lesson plan due
Exam Week		Complete course evaluations.	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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

a. Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/ (New Window)).

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

c. 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.

d. 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 (New Window)).

e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus (New Window)
- For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.