EDRD 619  LITERACY IN THE CONTENT AREAS

George Mason University
Graduate School of Education
College of Education and Human Development
Secondary Teacher Education Program

Fall 2005, Sections 001 and 002 (3 credits)
Off-Campus Location: Robinson Secondary School
5035 Sideburn Road, Fairfax, VA 22032

INSTRUCTORS
Maureen McLoughlin  Kristy Dunlap
Assistant Principal / Former Asst. Professor, Literacy Program
Language Arts Specialist Office: GMU Robinson A 324
Office: Franklin Middle School 703-993-1878
703/904-5124 703-993-2082 fax
Maureen.McLoughlin@fcps.edu  kdunlap@gmu.edu

Office Hours  Robinson Secondary School: Before & after class, and by appointment
Dr. Dunlap – GMU campus – Mondays, 3:30-5:00 pm

Class Meetings  Tuesdays, 4:30 - 7:10 pm  Robinson Secondary School, Rooms D211 and D213
Course Website  http://blackboard.gmu.edu

COURSE DESCRIPTION
A. Prerequisites: Methods I and II. This course is designed to be taken concurrently with EDCI 790
Student Teaching Internship or by students who are teaching English, social studies, mathematics, or
sciences in grades 6 – 12.

B. This course is designed to assist students in understanding the language and literacy process as it
applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in
the content areas and instructional strategies to support students’ literacy development. The course will
focus on ways in which reading, writing, speaking, and listening are developed and used within the
learning of discipline-specific curriculum including adaptations for culturally diverse and exceptional
learners. The course develops connections between knowledge of the literacy process, using language to
support learning, and effective instruction incorporating reading and writing.

NATURE OF COURSE DELIVERY
The course is structured around readings, reflections on those readings, class projects, discussions,
activities, and participation in a series of model lessons designed to reflect strategies for the integration of
literacy development and practice with the teaching/learning process. Using this collection of activities,
the course seeks to build clear bridges between students’ literacy development, theoretical / research
perspectives, and classroom practice.

GSE SYLLABUS STATEMENT OF EXPECTATIONS
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of
these dispositions.

Students must follow the guidelines of the University Honor Code:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of
George Mason University and with the desire for greater academic and personal achievement, we, the
members of George Mason University, have set forth the following code of honor. Any individual who is
called in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a
council of their peers. In the event that the individual is found guilty, he or she will be punished
accordingly.
For further information, please refer to the University Catalog or Website at http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

**STUDENT OUTCOMES**

The following objectives have been established for the course:

1. Students will explore and explain the role of literacy in learning the content areas.
2. Students will be introduced to and use strategies that middle/high school students can apply to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
3. Students will design reading and writing instruction that supports students' literacy development in middle and high school classrooms.
4. Students will create instructional goals and activities appropriate for students' active learning through interaction with print, media, and computer texts.
5. Students will develop content area curriculum that integrates reading, writing, speaking, and listening using multiple media forms throughout students' learning experiences.
6. Students will adapt instruction to accommodate secondary students' varying degrees of literacy and linguistic proficiency.
7. Students will assess print and non-print media and adapt it for effective instruction for a diverse student population.
8. Students will integrate appropriate texts for instruction into the curriculum of their respective content areas, e.g., adolescent literature, trade books, and Internet resources.

**Required Texts:**


* ISBN 0-13-111348-8

**Texts for specific subject area disciplines.** Students will need one text pertinent to their licensure area or teaching assignment:

**English**


* ISBN 1-57110-384-8

**Mathematics**


* ISBN 1-893476-04-9

**Science**


* ISBN 1-893476-03-0

**Social Studies**


* ISBN 0-87986-096-0

**Recommended Texts / Professional References:**


Additional readings will be provided via electronic reserve and handouts.
COURSE REQUIREMENTS

Attendance and In-Class Responses to Reading Assignments

Attendance is critical; class time will provide opportunities for (1) demonstration of effective, research-based literacy strategies, (2) participation in hands-on activities, (3) discussions and analyses of research and theory on literacy, and (4) reflection on readings, class activities and assignments. Students are expected to be consistently well-prepared to participate actively in class. Weekly.

Classroom-Based Assignments

Each student enrolled in EDRD 619 is required to complete a minimum of 15 hours of classroom work in an accredited middle/high school. During EDRD 619, this work generally occurs in the classroom where students are placed for their student teaching or internship, or the classroom of a teacher with a provisional license. The specific classroom-based assignments focus on various aspects of literacy. Class participants will:

- create and administer an inventory to examine the literacy interests and learning behaviors of adolescents
- describe the range of literacies in the content area by observing and focusing closely on the work of 3 representative students
- incorporate and analyze literacy strategies used by effective teachers
- demonstrate at least one literacy strategy
- analyze a textbook excerpt or text sample using a readability formula
- compile a list of materials suitable for a unit of study
- prepare a literacy position statement reflecting current research

Information about each of these assignments will be provided in class. Individual, word-processed, classroom-based assignments should be completed by the dates specified on the class schedule.

Literacy Strategy Notebook

The Literacy Strategy Notebook is an organized resource notebook of practical ideas, effective literacy-based strategies, and lists of resources to aid planning of instruction. The intent is to create a basic collection of potentially useful strategies, activities, and resources that are literacy-based and content-related in a format that could be expanded during future teaching semesters. Suggested categories for sections and tabs: before-, during-, and after- strategies; vocabulary; prior / background knowledge; read-alouds; book lists; graphic organizers; previews or warm-ups; and information organizers. Further guidelines will be provided during the course. The Literacy Strategy Notebook is due December 6.

Position Statement on Content-Specific Literacy

The purpose of the position statement assignment is to synthesize theory, research, and best practice from course readings, activities, and assignments into a coherent statement of philosophy and action on adolescent literacy in students’ content area. The position statement may be done in several different formats, but in general, all formats should include a well-organized presentation of key points, support from theory and research, and specific recommendations for the integration of literacy strategies in the content area. Further guidelines will be provided during the course. A draft position statement is due December 6, and the final position statement is due December 13.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td>In-Class Responses to Reading Assignments</td>
<td>Weekly</td>
<td>40</td>
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<tr>
<td>Classroom-Based Assignments</td>
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<tr>
<td>Text Excerpt – Readability + Reflection</td>
<td>Sept 20</td>
<td>20</td>
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<tr>
<td>Student Survey / Reading Inventory</td>
<td>Draft Oct 4, Final Oct 25</td>
<td>30</td>
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<tr>
<td>Text Set with Shared Reading</td>
<td>Oct 18</td>
<td>30</td>
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<tr>
<td>Three Representative Students</td>
<td>Nov 8</td>
<td>30</td>
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<tr>
<td>Literacy Strategy Modeling / Share</td>
<td>Oct 25, Nov 1, Nov 8, Nov 15, Dec 6, Dec 13</td>
<td>40</td>
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<tr>
<td>Content – Specific Lesson</td>
<td>Dec 6</td>
<td>20</td>
</tr>
<tr>
<td>Literacy Strategy Notebook</td>
<td>Dec 6</td>
<td>50</td>
</tr>
<tr>
<td>Position Statement on Content-Specific Literacy</td>
<td>Draft Dec 6, Final Dec 13</td>
<td>40</td>
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<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>300</strong></td>
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It is recommended that students retain copies of all course products to document their progress through the Secondary Education Program. Selected products from this course (content-specific lesson with literacy connection, position statement on content-specific literacy, and selected classroom-based assignments) may be included in students’ portfolios for the M.Ed. program and may also become part of professional portfolios used for job placement.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 - 100%</td>
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<tr>
<td>A</td>
<td>94 - 97</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
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<tr>
<td>F</td>
<td>Below 70%</td>
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Grades of A+, A, and A- in this course are earned by students who do exemplary, distinguished work. The “A” student participates actively and thoughtfully in class discussions and activities; completes all course readings and assignments in a timely and professional way; shows coherence and thoroughness in lesson planning; writes well-organized responses and strategy descriptions; consistently demonstrates the ability to make connections between theory and practice; and meets the general requirements and guidelines of the course, as listed below.
GENERAL REQUIREMENTS

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

2. Class attendance is important. If, due to an emergency, students cannot be in class, they should make every effort to contact the instructor and leave a message. If students miss two classes, they should plan to consult with the instructor for an additional assignment or assignments. Late arrivals or early departures are considered as partial absences.

3. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students may occasionally have serious circumstances arise that prevent the completion of work by the assigned due date. If such a dilemma arises, students should make every effort to contact the instructor in advance.

4. The university requires that all pagers and cell phones be turned off before class begins.

ELECTRONIC REQUIREMENTS

Email: Students must have access to email and the internet, either at home, work or GMU campus. GMU provides students with free email accounts which 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 email.

Blackboard: Students will also be expected to access Blackboard for pertinent course documents. Blackboard can be accessed by going to http://blackboard.gmu.edu.

Electronic Reserves: Using the following link to search Electronic Reserves: http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi. Click on "Search Electronic Reserves." In "Select a Course," look in the drop down menu and select EDRD 619. In "Select an Instructor," find Kristy Dunlap. Enter the password that will be shared during a class session. Do not use spaces or caps. Click the Submit button. Read the instructions at the top, then scroll down until the article sought is located. Click on the icon to download the article. After entering their G-number, students can download and print their own copies.

GUIDELINES FOR WRITTEN ASSIGNMENTS

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their ability to catch errors, it is often helpful to have another person proofread the written work. When in doubt, students should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at http://library.gmu.edu/resources/edu/.

Expectations of Students in EDRD 619:

- Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
- Use correct capitalization, punctuation, spelling, and grammar.

The University Writing Center (Robinson A114) 703-993-1200 is a free writing resource open to everyone involved in the George Mason community, including graduate students. The Writing Center offers individual, group, and online tutoring sessions in a comfortable, supportive atmosphere. GMU students may register for the On-Line Writing Lab (OWL), http://writingcenter.gmu.edu.
# Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Aug 30</td>
<td>Introduction &amp; Overview of Course/Syllabus&lt;br&gt;Introduce Strategy Notebook</td>
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<tr>
<td>Sept 13</td>
<td>Effective Reading of Textbooks&lt;br&gt;Introduce Text Readability</td>
<td><strong>Read</strong> Allington article&lt;br&gt;<strong>Bring</strong> Texts/Reading Materials used in your classroom</td>
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<tr>
<td>Sept 20</td>
<td>The Match: Students and Texts&lt;br&gt;Introduce Text Sets / Shared Readings</td>
<td><strong>Read</strong> Fisher &amp; Frey, Chapter 3&lt;br&gt;<strong>Due</strong> Text Readability / Reflection</td>
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<tr>
<td>Sept 27</td>
<td>Effective Comprehension Strategies: Introduce Student Survey</td>
<td><strong>Read</strong> Fisher &amp; Frey, Chapter 2&lt;br&gt;Content Area Texts - Selections</td>
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<tr>
<td>Oct 4</td>
<td>Effective Comprehension Strategies&lt;br&gt;Introduce Strategy Share</td>
<td><strong>Read</strong> Fisher &amp; Frey, Chapters 4 &amp; 6&lt;br&gt;<strong>Due</strong> Draft Student Survey – Questions / Prompts</td>
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<tr>
<td>Oct 11</td>
<td><em>No class – Columbus Day holiday</em></td>
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<tr>
<td>Oct 18</td>
<td>Content Area Specialists</td>
<td><strong>Read</strong> Content Area Texts - Selections&lt;br&gt;<strong>Due</strong> Text Set Bibliography with Shared Reading</td>
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<td>Oct 25</td>
<td>Focus on Vocabulary&lt;br&gt;<strong>Strategy Share #1</strong></td>
<td><strong>Read</strong> Content Area Texts – Vocabulary Selections; Fisher &amp; Frey, Chapter 7&lt;br&gt;<strong>Due</strong> Student Survey - Results/Reflection&lt;br&gt;<strong>Bring</strong> Vocabulary set</td>
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<tr>
<td>Nov 1</td>
<td>Focus on Non-Fiction&lt;br&gt;<strong>Strategy Share #2</strong></td>
<td><strong>Read</strong> Fisher &amp; Frey, Chapter 5&lt;br&gt;<strong>Due - Option</strong> Three Representative Students</td>
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<td>Nov 8</td>
<td>Effective Comprehension Strategies&lt;br&gt;Introduce Literacy Position Statement&lt;br&gt;<strong>Strategy Share #3</strong></td>
<td><strong>Read</strong> Fisher &amp; Frey, Chapter 9&lt;br&gt;<strong>Due</strong> Three Representative Students</td>
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<tr>
<td>Nov 15</td>
<td>Writing to Learn&lt;br&gt;<strong>Strategy Share #4</strong></td>
<td><strong>Read</strong> Fisher &amp; Frey, Chapter 8&lt;br&gt;<strong>Due</strong> Responses - Literacy Position Statement prep</td>
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<tr>
<td>Nov 22/29</td>
<td>Content – Specific Strategies and Approaches&lt;br&gt;Alternate week – Outside of class preparation</td>
<td><strong>Read</strong> Content Area Texts - Selections</td>
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<tr>
<td>Dec 6</td>
<td>Putting It All Together: Designing Effective Instruction&lt;br&gt;Content-Specific Lesson Design&lt;br&gt;<strong>Strategy Share #5</strong></td>
<td><strong>Read</strong> Fisher &amp; Frey, Chapter 10&lt;br&gt;<strong>Due</strong> Literacy Strategy Notebook&lt;br&gt;<strong>Due</strong> Draft Literacy Position Statement</td>
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<tr>
<td>Dec 13</td>
<td>Final Thoughts on Literacy Learners and Content-Area Literacy</td>
<td><strong>Due</strong> Literacy Position Statement</td>
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<tr>
<td>Strategy Share #6</td>
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