Course Description
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.

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.

Objectives
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.
**Required Texts**
Companion website: [http://wps.prenhall.com/chet_brozo_readers_4/0,4769,252524,-00.html](http://wps.prenhall.com/chet_brozo_readers_4/0,4769,252524,-00.html)


**Texts for specific content area disciplines:**

- **English**

- **Mathematics**

- **Science**

- **Social Studies**

Additional assigned readings and handouts distributed in class or on electronic reserve.

**Optional Texts**


**Course Assignments**

**Attendance and Participation**
Attendance is critical; class time will provide opportunities for (1) demonstration of effective, research-based literacy strategies, (2) demonstration of effective, research-based approaches to classroom management for beginning teachers, (3) participation in hands-on activities, (4) discussions and analyses of research and theory on literacy and classroom management, and (5) reflection on readings, class activities and assignments. Students are expected to be consistently well-prepared to participate actively in class. Makeup assignments are to be completed for any missed class session and are due within a week of the missed class; please see the instructors for details.
Course Learning Log
The course learning log will consist of both in-class and out-of-class assignments, each of which will be
designed to support the development of theoretical understanding and/or practical implementation of
literacy across the curriculum. The format of the log assignments will be varied to reflect the range of
possible content-area literacy assignments appropriate for use with middle/secondary students.
All learning log assignments should be organized in a folder; the list of assignments should be included as
the first page in this folder. Log assignments completed outside of class must be typed. The entire learning
log should be brought to every class; individual assignments will be collected at the discretion of the
instructors.

Interest/Literacy Inventory
Create a beginning-of-year inventory (or similar activity) to examine the interests, behaviors, and the
literacy practices of the adolescents in your classes; make copies of your inventory for classmates in related
content areas (math/science and English/social studies). Initial inventory is due in class on July 6; revised
inventory should be included in the First Days of School Planning Assignment, due July 27. Further
explanation and models of this assignment will be provided in class.

Content-Area/Literacy Lesson.
Develop a specific content-area lesson that clearly and cohesively incorporates literacy strategies, activities,
texts, supplemental texts, and/or other literacy resources. The complete lesson will include a copy of a
content-area text selection, and the pre-reading, during-reading, and post-reading activities and strategies
designed to support literacy and content learning. The full lesson is due in class on July 22; please be
prepared to share your lesson with your classmates. Copies of the lesson should be made for classmates in
related content areas (math/science and English/social studies).

Classroom Management Plan
In general you will be asked to plan and describe a classroom management program that you can
implement in your own classroom. Components should include: basic procedures, classroom rules and
how they will be established, a plan for preventing behavior problems and for dealing with disruption when
it does occur, a physical layout of the classroom, and an approach for communicating with and involving
parents. The Emmer, Evertson, & Worsham text provides an excellent reference for this assignment; you
may also find the Wong & Wong book useful. In addition, it may be beneficial to talk to and/or observe a
teacher you know regarding his or her classroom management plan. The goal is not to just simply adopt
someone else’s plan, but rather to be able to question, understand, and assess all that goes into a classroom
management plan. You will begin working on the Classroom Management Plan in class on July 13; the
revised, extended plan is due on July 29.

First Day(s) of School Planning Assignment
Several class sessions, readings and assignments, and a full day of microteaching will be devoted to
classroom management and the development of plans for the first days of school. The final, revised First
Days of School Planning Assignment is due on July 27. The final First Days planning packet should
include the following:

Reflective Analysis of the July 23rd Microteaching.
After watching the videotape/listening to the audiotape of your lesson and reviewing the feedback
received, write a reflective analysis of the effectiveness of your microteaching lesson. What
worked? What didn't work as well as planned? What changes have you made in your lesson, and
why?
Revised Lesson Plan for the First Day(s) of the Year, including all handouts.
This lesson plan, revised according to the feedback received at Robinson Secondary School on Friday, July 23, should form the basis of your tentative plans for the first day or two of school.

Revised Interest/Literacy Inventory. Based on feedback received from the course instructor(s), your classmates, and students at Robinson, revise your beginning-of-year inventory or activity designed to examine the interests, behaviors, and the literacy practices of the adolescents in your classes. Original inventory is due in class on July 6; the revised inventory should be included with this First Days of School Planning Assignment due on July 27. More information about this assignment will be provided in class.

Literacy Position Statement
The purpose of the final project is to synthesize theory, research, and best practice from course readings, activities, and assignments into a coherent statement of philosophy regarding adolescent literacy in your content area. Additional information about this assignment will be provided later in the semester. The final project may be done in several different formats, but in general, all formats should include (1) a well-organized presentation of key points, (2) support from theory and research, and (3) 4-5 specific recommendations for the integration of literacy strategies in your content area. The Literacy Position Statement is due on the final night of class, July 29th.

Course Due Dates/Requirements
Additional information about all course assignments will be provided in class. Well-written, well-organized, word-processed course assignments should be completed by the dates listed below.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>• Learning Log</td>
<td>To be brought to all class sessions and collected at the discretion of the instructors.</td>
<td>20</td>
</tr>
<tr>
<td>• Interest/Literacy Inventory</td>
<td>July 6</td>
<td>10</td>
</tr>
<tr>
<td>• Content Area Literacy Lesson</td>
<td>July 22</td>
<td>50</td>
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<tr>
<td>• Microteaching Lesson: The First Day</td>
<td>July 23</td>
<td>20</td>
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<tr>
<td>• First Days of School Planning Assignment</td>
<td>July 27</td>
<td>50</td>
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<tr>
<td>- Reflective Analysis</td>
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<td>- Revised Lesson Plan</td>
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<td>- Revised Inventory</td>
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<tr>
<td>• Classroom Management Plan</td>
<td>July 29</td>
<td>25</td>
</tr>
<tr>
<td>• Literacy Position Statement</td>
<td>July 29</td>
<td>25</td>
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Total 200

Grading Scale
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<th>Grade</th>
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<td>A</td>
<td>94 - 97</td>
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<tr>
<td>A-</td>
<td>90 - 93</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<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” range 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 planning; writes well-organized learning logs and papers; 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 Information and Course 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 that you keep up with the readings and participate in class.

2. Class attendance is key. If, due to an emergency, you will not be in class, please contact the instructor in advance. Please note that all missed class sessions require the completion of a makeup assignment within a week of the missed class; see the instructors for details.

3. It is expected that assignments will be turned in on time. 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, please speak to the instructor in advance. Note: Because of the state requirements for the Career Switcher Program, a grade of Incomplete in this course will result in a non-completion of Phase I of the program and the inability to be issued an Eligibility License.

4. Please turn off cell phones prior to the start of class.

GSE Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Professional Dispositions
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

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

George Mason 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 caught 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 www.gmu.edu. Code in the University catalog can be found online at http://www.gmu.edu/facstaff/handbook/aD.html.
George Mason University Policy on Disabilities:

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474). The Disability Resource Center website is at http://www.gmu.edu/student/drc/

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 you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, 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

- 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), the distance arm of the Writing Center that allows students to submit papers electronically. Access to a writing tutor, plus assistance with writing, editing, and composition are available at http://writingcenter.gmu.edu.
### Class Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Class Topics</th>
<th>Due Next Class</th>
</tr>
</thead>
</table>
| 1       | June 16 | * Introduction to course, instructors  
* Review of syllabus                                                           | * Log: Literacy Autobiography  
* Read Brozo, preface and chap 1/Log  
* Browse the Brozo text website |
| 2       | June 29 | * Intro to literacy & content-area literacy  
* Literacy Interest Inventory  
* Comprehension                                                               | * Read Buehl, chapters 1, 2, 3/Log  
* Read Brozo, chapters 2, 3/Log |
| 3       | July 1  | * Content area literacy  
* Literacy/Interest Inventory  
* Comprehension                                                               | * Literacy Interest Inventory  
* Read Brozo, chapters 5, 10/Log |
| 4       | July 6  | * Comprehension strategies  
* Preparing students to learn                                                  | * Read Brozo, chapter 7/Log  
* See Buehl, 78-82, 93-94,109-111, 114-117, 132-134, 141-142 |
| 5       | July 8  | * Writing to learn  
* Process-based writing                                                         | * Read Emmer et al/Log |
| 6       | July 13 | * Classroom management  
* Getting ready for the first days                                               | * Work on classroom management plan  
* Begin to plan for microteaching |
| 7       | July 15 | * Classroom management, continued  
* Guest speakers: Experienced teacher and a beginning teacher                  | * Read content-specific book/Log  
* Read Brozo, chapter 4/Log  
* Review Emmer, chapter 10/Log |
| 8       | July 20 | * Content-specific book: Lit circles  
* Assessment  
* Differentiation for diverse learners                                          | * Complete content literacy lesson plan  
* Read Brozo, chapter 6/Log  
* Read Ernst-Slavit handout on ESOL students/Log |
| 9       | July 22 | * Word study/vocabulary  
* Supporting ESOL students                                                       | * Finalize all plans and materials for microteaching |
| 10      | July 23 | * The First Day(s): Microteaching Robinson Secondary School                   | * Read Brozo, chapter 11/Log  
* Complete First Day(s) Assignment |
| 11      | July 27 | * Reflective analysis of microteaching  
* Roles and responsibilities of school professionals  
* Guest speaker: Reading specialist                                             | * Complete Literacy Position Statement  
* Complete Classroom Management Plan |
| 12      | July 29 | * Content-area literacy  
* Monthly class sessions - info  
* Licensure/job search information  
* Course wrap-up                                                                | * Suggestion: Read the Wong book before school opens  
* Check GMU email for CS notices  
* Introduce yourself to your school’s reading specialist |

Reminder: This course continues in monthly class sessions during the school year. Additional readings, assignments, and in-class activities will continue to strengthen your knowledge and skills of literacy and content-area learning.