



Graduate School of Education

EDRD 631 (3 credits)

Advanced Literacy Foundations and Instruction, Adolescence through Adulthood

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E-RESERVE COURSE/PASSWORD: EDRD631/6R1 adult

COURSE DESCRIPTION

This course provides advanced study of literacy theory research, and practice as it relates to adolescents and adults. It addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Reading, writing, and oral communication are included. Prerequisite: EDRD 630 or permission of the program coordinator.

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master's degrees. The program is a *State Approved Program* and follows both the Virginia Department of Education requirements for reading specialist licensure and the International Reading Association's Standards for Reading Professionals (2003 Revision).

CLASS ATTENDANCE, PARTICIPATION & LATE WORK

1. Class attendance is extremely important due to the interactive nature of the course. If, due to an emergency, you will not be in class, you must contact the instructor and leave a message. Two or more absences will likely result in a lowered grade because essential class work will be missed.
2. Active involvement in in-class experiences is essential for creating a supportive classroom community that enhances learning. Participation includes completing

the reading assignments before the class in which they will be discussed, posing questions or comments that you will use during class discussion. It also includes presenting ideas and classroom situations that respond to the concepts discussed in class.

3. Readings and outside preparation for in-class activities are completed prior to class as evidenced by the ability to discuss and write about the concepts presented and examined in the texts.
4. Work that is late will generally receive a reduced grade; if you have a serious reason for turning in late work, instructors may make occasional exceptions. However, you need to discuss this in a timely fashion, whenever possible. Note: If according to circumstances you do not let the instructor know in a timely fashion, points will be deducted for each day the assignment is late.

COURSE REQUIREMENTS AND EVALUATION

The following course requirements will be explained in detail during class meetings:

Assignment	Due Date	Points
Term Project, Part A: Adolescent Interview		20
Term Project, Part B: Texts Collection		20
Term Project, Part C: Book Talk		20
Term Project, Part D: Strategy Presentation		20
Article Discussions		20
Total		100

Grading Scale	
A	93 – 100
A-	90 – 92
B+	85 – 89
B	80 – 84
C	75 – 79

REQUIRED TEXTBOOKS:

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

Sturtevant, E.G. & Linek, W. (2004). *Content literacy*. Upper Saddle River, NJ: Merrill/Prentice Hall.

RECOMMENDED:

Beers, Kylene, Robert E. Probst and Linda Reif (2007). *Adolescent Literacy: Turning Promise into Practice*. Portsmouth, N.H./Heinemann.

McGregor, Tanny (2007). *Comprehension Connections: Bridges to Strategic Reading*. Portsmouth, N.H./Heinemann

TENTATIVE AGENDA: EDRD 631

Date	Topic	Readings & Assignments Due
Session 1	Overview of Course & Assignments; Textbook Overview; e-Reserves; Introduction to Adolescent Literacy	
Session 2	Introduction to Adolescent Literacy (part II)	<ul style="list-style-type: none"> • Brozo & Simpson, chapter 1 • Sturtevant & Linek, chapter 1 • Moore, D. W., Bean, T. W., Birdyshaw, D., & Rycik, J. A. (1999). Adolescent literacy: A position statement. <i>Journal of Adolescent & Adult Literacy</i>, 43(1), 97-111. • <i>Reading Next</i>, www.all4ed.org
Session 3	Motivation	<ul style="list-style-type: none"> • Sturtevant & Linek, chapter 3 • Guthrie, J.T., & Davis, M.H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. <i>Reading and Writing Quarterly</i>, (19), 59-85
Session 4	Comprehension, part I	<ul style="list-style-type: none"> • Brozo & Simpson, chapter 3 • Massey, D. D. & Heafner, T. L. (2004). Promoting reading comprehension in social studies. <i>Journal of Adolescent & Adult Literacy</i>, 48(1), 26-40. • Goodman, A. (2003). Get A.C.T.I.V.E.: Engaging Middle School Readers with Text. <i>Voices in the Middle</i>, 11(1), Sept. • TERM PROJECT, PART A DUE : Student Interview (part of web portfolio)
Session 5	Comprehension, part II	<ul style="list-style-type: none"> • Sturtevant & Linek, chapter 2 and Content Area Handbook • Neufeld, P. (2005) Comprehension instruction in content area classes. <i>The Reading Teacher</i>, 59(4), 302-312. • Anders, P. & Spitler, E. (2007) Reinventing comprehension instruction for adolescents. In Lewis, J. & Moorman, G. (Eds.), <i>Adolescent literacy instruction: Policies and promising practices</i> (pp. 167-191). Newark, DE: IRA.

TENTATIVE AGENDA (CONTINUED): EDRD 631

Date	Topic	Readings & Assignments Due
Session 6	Assessment	<ul style="list-style-type: none"> • Brozo & Simpson, chapter 4 • Sturtevant & Linek, chapter 6 • Brozo, W.G., & Hargis, C. (2003). Using low-stakes reading assessment. <i>Educational Leadership</i>, 61, 60-64.
Session 7	Multiple Texts	<ul style="list-style-type: none"> • Brozo & Simpson, chapter 8 • Robb, L. (2002). Multiple texts: Multiple opportunities for teaching and learning. <i>Voices From the Middle</i>, 9(4), 28-32. • Hynd, C. (1999). Teaching students to think critically using multiple texts in history. <i>Journal of Adolescent & Adult Literacy</i>, 42(6), 428-436. • TERM PROJECT, PART C: Y/A book talks begin
Session 8	Vocabulary Development; Technology	<ul style="list-style-type: none"> • Brozo & Simpson, chapter 6 • Sturtevant & Linek, chapter 7 • Vocabulary article of your choosing
Session 9	Learning Strategies; Literacy Circles; Book Clubs	<ul style="list-style-type: none"> • Brozo & Simpson, chapter 8 • Sturtevant & Linek, revisit Content Area Handbook • Blanton, W., Pilonieta, P., & Wood, K. D. (2007). Promoting meaningful adolescent reading instruction through integrated literacy circles. In Lewis, J. & Moorman, G. (Eds.), <i>Adolescent literacy instruction: Policies and promising practices</i> (pp. 212-237). Newark, DE: IRA. • Freeman, J.G., McPhail, J.C., & Berndt, J.A. (2002). Sixth graders' views of activities that do and do not help them to learn. <i>Elementary School Journal</i>, 102, 335-347. • TERM PROJECT, PART B DUE: Text Collection (part of web portfolio)

Session 10	Content Literacy: Final Thoughts	<ul style="list-style-type: none"> • Sturtevant & Linek, chapter 4 & cross-case analysis chart p. 171 • Schoenbach, R., Braunder, J. & Greenleaf, C., & Litman, C. (2003). Apprenticing adolescents to reading in subject-area classrooms, <i>Phi Delta Kappan</i>, 85, 133-8. • Wilson, N.S., Grisham, D. & Smetana, L. (2009). Investigating content area teachers' understanding of a content literacy framework: a yearlong professional development initiative, <i>Journal of Adolescent and Adult Literacy</i>, 52(8), 708-718.
Session 11	Diversity in Secondary Classrooms	<ul style="list-style-type: none"> • Brozo & Simpson, chapter 11 • Sturtevant & Linek, chapter 8 • Allison, B. N. & Rehm, M.L. (2007) Effective teaching strategies for middle school learners in multicultural, multilingual classrooms. <i>Middle School Journal</i>, 39(2). • Fisher, D. & Ivy, G. (2006). Evaluating the interventions for struggling adolescent readers, <i>Journal of Adolescent and Adult Literacy</i>, 50(3), 180-190.
Session 12	Literacy Professional Development for MS/HS	<ul style="list-style-type: none"> • Sturtevant & Linek, chapter 9 • Beuhl, D. (2007) A professional development framework for embedding comprehension instruction into content classrooms. In Lewis, J. & Moorman, G. (Eds.), <i>Adolescent literacy instruction: Policies and promising practices</i> (pp. 192-211). Newark, DE: IRA. • TERM PROJECT, PART D DUE: Strategy presentations.
Session 13	Presentations Course Wrap Up	<ul style="list-style-type: none"> • Strategy presentations • Your views revisited

*** All assigned readings except for the book chapters are available on e-reserve**

COURSE OUTCOMES

The following Program Outcomes based on the International Reading Association “Elements” are taught and assessed in EDRD 631. (Elements 1.1-1.4 have been modified from the original to reflect course emphasis on older learners).

IRA #

Knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.

Knowledge of reading research and histories of reading.

Knowledge of language development variations related to culture and linguistic diversity.

Knowledge of the major components of reading (vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading

Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.

The following additional GMU outcomes are taught in EDRD 631. These outcomes are assessed in a formative manner and serve to provide a foundation for knowledge related to IRA Elements that have performance assessments in future coursework.

1. Students will observe and describe adolescent learners’ uses of literacy in school and non-school contexts.
2. Students will understand and explain strategies for teaching reading, writing, and oral communication in school settings for older learners.
3. Students will develop professional skills through participation in professional organizations, self-selection of professional materials, and participation in professional dialogue with colleagues.

GENERAL INFORMATION

Email Access

Students must have access to email and the Internet, either at home, work, or on the 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.

GSE Statements 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. Professional dispositions are expected of all members of the GSE community. Please go to <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See 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.

ARTICLE DISCUSSION LEADERSHIP

Assignment

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the research articles and readings for your peers.

Completion Procedures

Each student will be responsible for leading a discussion on *at least* two of the assigned readings for class. Readings include textbook chapters as well as assigned articles (from e-Reserves). Discussion leaders should include in their discussions:

- (a) Main points/aspects of the article (assume your audience has read the article, so do not restate every detail and aspect of the article)
- (b) Personal reactions/responses
- (c) Useful quotes
- (d) Two to three questions for the class on the article. Questions should elicit reflection as well as application of issues discussed. Alternatively, you may elect to use role-plays, simulations, debates or demonstrations to engage your peers in conversation about the reading. To encourage discussion, see suggestions in Brozo and Simpson, pp. 76-77 or p. 239.

Evaluation

Article discussants will be given a grade based on (a) how well they planned and coordinated 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 discussants used engaging techniques for bringing all students into critical conversation about the article.

TERM PROJECT

Assignment

The purpose of this assignment is to provide you the opportunity to demonstrate your understanding of key course concepts and practices within the conduct of and report on an integrated semester-long project. Several important theoretical and practical aspects of the course are embedded in this assignment, which is comprised of four main parts: (A) Adolescent Interview; (B) Content Area Alternative Texts Collection; (C) Book Talk; and (D) Motivational Strategy Activity. While the four parts are closely interrelated, each part will be completed and graded separately.

Part A Adolescent Interview - Completion Procedures

1. Identify an adolescent or pre-adolescent to interview. Preferably, this would be a youth-of-color and/or an English language learner. The youth may be a student from your own middle or high school class or school, someone from your neighborhood, or someone you are related to, etc. (Be sure to gain parental permission, if necessary.)
2. Conduct an informal interview of the youth using the following guidelines and protocol:
 - * Psychological/Motivational
Outside-of-school interests; reading and writing interests; skills and strategies; literate identity
 - * Sociological
Preferred instructional context; funds of knowledge; culture
 - * Linguistic
Language development issues

Required Interview Questions

1. What kinds of things do you do outside of school? What do you like to do the most? (specific activities as glimpses into out-of-school literacies and/or print experiences)
2. What class/subject do you like best in school? Why? (instructional/social context of school)
3. What class/subject do you like least? Why? (instructional/social context of school)
4. How would you characterize yourself as a reader? (self-description of ability and attitude and literate identity)
5. What skills and strategies do you use when you read? (particularly relevant for school-based reading)
6. What kinds of opportunities have you had or do you have at home for reading? (gets at home and cultural values of reading and literacy)
7. Do your parents like to read? (Describe)
8. Do you go to the library or bookstores? (Describe)

9. Do you read outside of school? If so, what kind of reading do you do outside of school? (name books, magazines, websites, favorite authors, etc.) If not, why not?
10. What do you like the most and/or least about reading in school? (instructional/social context of school)
11. How could school reading be made more enjoyable to you? (instructional/social context of school)
12. For ELLs only: What opportunities and experiences have you had and do you have for learning English? (relevant to English language learners)
13. For ELLs only: How do you think your ability with English influences your ability to read English? (gets at identity and metalinguistic awareness)
14. (Other relevant questions at your discretion)

3. Write a brief report (5 double-spaced pages) to be organized around the following subheadings and to include the following content:

Interview Subject and Context (1/2 page)

Provide the first name or a pseudonym of the youth and his/her grade level. Explain why the youth was chosen for your interview. Include the date and time of the interview and where it took place.

Interview Findings (2 - 3 pages)

Summarize the youth's responses to the interview questions by clustering them around the three constructs of concern: psychological/motivational, sociological, and linguistic.

Connections to the Literature (1½ - 2 pages)

Briefly describe what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and linguistic perspective. Include at least six sources, two for each construct. Sources may come from any of the available readings and references in the class. *Sources should not be older than ten years.*

Bibliography

Accurately cite each reference to the professional literature using APA format.

Evaluation

The interview report will be evaluated based on (a) evidence of a thorough interview; (b) succinct and intelligent summary of interview responses; (c) appropriate discussion of and references to the professional literature; and (d) overall clarity and editing.

*This assignment will be submitted as part of your web portfolio.

Part B Content Area Alternative Text Set: Topic/Subtopic Web & Annotations - Completion Procedures

This part of the term project should be based on your adolescent interview. It is designed to: (a) help you discover the importance of multiple perspectives on subject area topics; and (b) incorporate livelier texts into content area teaching with more connections to current events and the larger world.

1. Reflect on the discoveries you made about the youth you interviewed in terms of her/his interests, ability, etc. Identify a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.) your youth is likely to encounter in school.
2. Using the guidelines for integrating young adult literature into the content classroom from Chapter 8 of our textbook, create a content area topic/subtopic web (see p. 261).
3. Collect reading pieces related to your topic that will likely be of high interest to the youth you interviewed. Include at least ten separate sources. The text-set should include fiction, nonfiction, and picture books. It may also include newspaper or magazine articles, websites, and graphic novels.
4. This assignment should include the following:

A. Explanation of why you chose this topic to match your student interview.

Strategies for teaching with the sources – Briefly propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts as opposed to simply assigning them.

B. Topic/Subtopic Web – a graphic overview

C. Citations, Annotations & Rationales – provide a full bibliographic citation for each source; briefly describe each source and its connection to the disciplinary topic and why you think it will appeal to adolescents.

Evaluation

This aspect of the term project will be evaluated based on (a) the appropriateness of the alternative texts to the disciplinary topic; (b) the succinctness of the annotations; (c) the relevance of the teaching suggestions; and (d) overall clarity and editing.

*This assignment will be submitted as part of your web portfolio.

Part C Book Talk – Completion Procedures

This assignment requires you to select a young adult book, read it, and present it to the class in a brief, exciting book talk. You may use one of the books you used for your Text Set. This project is designed to give you experience providing a demonstration activity for your colleagues.

Read the book and prepare a 4-6 minute book talk based on the features of quality book talks observed and discussed in class:

- An attention-grabbing introduction
- Broad stroke information about the book
- Contextual information about a scene to be excerpted
- An exciting excerpt read aloud
- A conclusion that leaves listeners eager to learn more

Requirements and Cautions

Do not say too much about the book (A book talk is not a book report)

Do not provide a synopsis of the book

Do not base your talk around the climax of the story

Rehearse by timing yourself to keep the talk within the timeframe.

Repeat author and title as often as possible

Show enthusiasm

Use an effective oral reading voice

Use appropriate simple gestures

Make frequent eye-contact throughout the room

Take your talk to your listeners by moving around the room

Evaluation

The book talk will be evaluated based on how well it conforms to the guidelines above.

*The date of your book talk will be assigned randomly and begin on Session 7.

Part D Reading Comprehension Strategy Presentation – Completion Procedures

The purpose of this assignment is to provide you the opportunity to learn about and share a reading comprehension strategy that would be appropriate for the youth you interviewed, along with other adolescent readers.

Completion Procedures

1. Locate an article that discusses a reading comprehension strategy that can be used effectively with adolescent learners. It is recommended that you select an article from a relevant literacy journal. Internet articles that are not journal articles will not be accepted. Possible journals may include (among others):
 - a. Journal of Literacy Research
 - b. Reading Research Quarterly
 - c. Journal of Adolescent & Adult Literacy
 - d. Reading Online
 - e. Reading & Writing Quarterly

If you're not sure about the journal you've selected, please check with me prior to your presentation.

2. Complete a one-page summary of the strategy including complete bibliographic citation. Make enough copies for each member of the class. Prepare a 5-7 minute presentation on the strategy. Be sure to include the following:
 - a. An explanation of the strategy
 - b. Why the author says the strategy is effective
 - c. How the strategy is used with adolescent readers
 - d. Your views on the strategy (effectiveness, uses, possible modifications, etc.)
 - e. An explanation as to why you selected this strategy (how would it meet the needs of the boy/girl you interviewed?)
3. Turn in one copy of the article when you give your presentation.

Evaluation

The strategy presentation will be evaluated based on how well you followed the above directions.