

**George Mason University
Graduate School of Education**

**EDRD 619 (3 credits)
Literacy in the Content Areas
Fall 2011, Section 002, Science Technology II 228
Thursdays: 4:30 – 7:20 p.m.**

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Hours: by appointment

COURSE DESCRIPTION

EDRD 619 - Literacy in Content Areas (Credits: 3)

Offers understanding of language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas, and instructional strategies to support students' literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners.

Prerequisite(s): Methods I (EDCI 567, 569, 572, or 573) and Methods II (EDCI 667, 669, 672, or 673).

Corequisite(s): EDCI 790 Internship.

NOTE: This course is designed to be taken concurrently with EDCI 790 Student Teaching Internship. Only students enrolled in Student Teaching Internship are allowed to register for EDRD 619.

STUDENT OUTCOMES

1. Students will demonstrate understanding of how content area learning can be enhanced through reading, writing, and language-based strategies.
2. Students will plan and demonstrate a lesson that integrates literacy withinstruction in their own teaching specialty or content area.
3. Students will survey adolescent literature, media, and other print, visual, or technological resources that can be used to connect reading, writing and other language arts to their teaching specialty or content area. From these resources a book talk will be presented.

COURSE REQUIREMENTS AND EVALUATION

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

Assignment	Point Value	My Grade	Due Date
Class Participation and attendance	25		Ongoing
Group Chapter Strategy Demonstration	35		TBD
Article Reflection	30		Nov 19, 2011
Student Interview	20		Oct 27, 2011
Final Project: Content Area Alternative Texts Collection& Presentation	40		Dec 8, 2011
TOTAL	150		

Final grades are calculated as a percent of total points earned:

A	= 90% - 100%	150 – 135 pts.
B	= 89% - 80%	134 -- 120
C	= 79% - 70%	119 -- 105
D	= 69% - 60%	104 -- 90
F	= 59% or lower	89 -- lower

CLASS PARTICIPATION POLICY

To maximize the benefit of this interactive content literacy course, students are expected to attend and participate actively in every class session. Attendance for book talk and strategy share sessions is especially critical. Attendance is all that is required to earn the full 25 points for class participation. For each session you are absent, 5 points will be deducted from your class participation grade. Attendance will be taken beginning on the second class session. The only exclusions are class cancellations by the university or the professor.

REQUIRED TEXTBOOK/READINGS

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.

The National Reading Panel Summary Report:

<http://www.nationalreadingpanel.org/Publications/publications.htm>

The National Literacy Institutes' What Content-Area Teachers Should Know About Adolescent Literacy: <http://www.nifl.gov/adolescence/adolpubs.html>

ADDITIONAL TEXTBOOKS (NOT REQUIRED)

Rose Sadler, C. (2001). *Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers*. Newark, DE: International Reading Association, Inc.

Richardson, J. S. (2000). *Read It Aloud! Using Literature in the Secondary Content Classroom*. Newark, DE: International Reading Association, Inc.

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.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Core Values

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

GSE Statements of Expectations

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

ASSIGNMENTS

ARTICLE REFLECTION (DUE NOV 19, 2011)

Write a 4 page reflection on three peer-reviewed articles. Reflections should begin with a brief description of each article, followed by how the articles are similar, how they differ, and your reflection on each article, including how it can be used in your teaching practice and your overall impressions of the articles and their content.

CHAPTER STRATEGY DEMONSTRATION (DUE TBD)

Assignment

The purpose of this assignment is to provide you the opportunity to bring to life a strategy from the textbook in a group led strategy demonstration.

Completion Procedures

1. Form a team of 3-4 students to collaborate on the assignment.
2. Your group will be assigned a chapter of the textbook.
3. From your assigned chapter pages identify 2 strategies that can be discussed and demonstrated for the class. At least one should be a “motivational” strategy – a strategy that engages and sustains. Your demonstration should include the following:
 - A brief description of the chapter topic (i.e., study guides)
 - A brief description of the professional literature supporting the topic area
 - A brief explanation about why your group selected the particular strategies
 - Time spent demonstrating the strategy for replication by class mates
 - An explanation about how the strategy can be used in at least two different content areas (e.g., science and history)
 - Examples of strategy applications

- Questions, issues, or challenges for other students in the class to consider when thinking about using the strategy in their classrooms
 - Time to discuss the issues, answer questions, think through challenges related to ways of applying the strategy in the other students' classrooms
4. PowerPoint slides, overheads, and handouts should accompany the Chapter Strategy Demonstration
 5. Chapter Strategy Demonstration Team should plan 30-35 minutes for the activity.

Evaluation Chapter Strategy Demonstration Team will be given a grade based on (a) effective planning and coordinating of the presentation and discussion of the strategy; (b) how succinctly and understandably key information about the strategy was presented; and (c) the extent to which the demonstration used engaging techniques for helping students understand how to apply the strategy in their particular teaching contexts.

CONTENT TEACHER INTERVIEW, ALTERNATIVE TEXTS COLLECTION AND MOTIVATIONAL STRATEGY

FINAL PROJECT (DUE DEC 8, 2011)

Part 1: Adolescent Interview 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 secondary class or school, or someone from your neighborhood, a relation, etc. (Be sure to gain parental permission, if necessary.)
2. Conduct an 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

- What kind of reading do you do outside of school? (name books, magazines, favorite authors, etc.)

- 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)
- How would you characterize yourself as a reader? (self-description of ability and attitude and literate identity)
- What skills and strategies do you use when you read? (particularly relevant for school-based reading)
- 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)
- Do your parents like to read? (Describe)
- Do you go to the library and bookstores? (Describe)
- What do you like the most and/or least about reading in school? (instructional/social context of school)
- How could school reading be made more enjoyable to you? (instructional/social context of school)
- What opportunities and experiences have you had and do you have for learning English? (relevant to English language learners)
- How do you think your ability with English influences your ability to read English? (gets at identity and metalinguistic awareness)
- (Other relevant questions at your discretion)

Draft the following and post on Blackboard (DUE OCT 27, 2011)

- Interview Subject and Context**(1/2 page) Provide the first name or a pseudonym of the student. Explain why the student 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 student's responses to the interview questions around motivation, sociological and linguistic domains.
- Reflection** (1/2 page) Reflect on your findings.

Part 2: Content Alternative Text Collection

This assignment is designed to: (a) help you discover the importance of multiple perspectives on subject area topics; (b) incorporate livelier texts into content area teaching; and (3) identifying a motivational strategy to teach content area subject.

Completion Procedures

1. Identify a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.) you are likely to teach in your classroom in the coming weeks/months.
2. Collect the following reading pieces related to your topic that will likely be of high interest to the student you interviewed. Listed are the minimums and categories may overlap. If you find other pieces you would like to include you are welcome to do so; however, your collection must have:

- * At least one reading from the perspective of a person of non-white-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 magazines for adults or teens)
 - * Two newspaper articles
 - * Two Web sites
 - * One nonfiction book
 - * One young adult novel
 - * One comic book or graphic novel
3. Identify a motivational strategy that could be used to engage your student in learning the disciplinary topic identified. Be prepared to share this strategy with the class.
 4. Write a short paper (8 or more double-spaced pages) with the following components/subheadings:
 - A. **Interview Subject and Context** (1/2 page) Provide the first name or a pseudonym of the student. Explain why the student was chosen for your interview. Include the date and time of the interview and where it took place.
 - B. **Summarize Interview Findings** (2 pages) Summarize the student's responses to the interview questions.
 - C. **Citations, Annotations & Rationales** (4 or more pages) – 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 adolescents. *Sources should not be older than ten years.*
 - D. **Strategies for Teaching with the Sources** (1 page) – propose some approaches and strategies you would use for engaging the student with these alternative texts as opposed to simply assigning them. Be sure your strategy suggestions are applied specifically to the source content. Also this should also be tied to your motivational strategy.
 - E. **Motivational Strategy for Teaching the Disciplinary Topic Identified** (1 page) – write a brief description of the motivational strategy identified and how it will be used to teach the disciplinary topic identified. In addition include a justification for the strategies use based on current research and how it will be used to engage adolescent.
 - F. **Reflection** (1/2 to 1 page). Reflect upon the interview, the collection and the strategies.
 - G. **Reference.** Reference research that support strategies used in D and E.
 5. Share 2-3 pieces of your collection (*DUE Dec 8, 2011*)

Evaluation This assignment 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, APA, and editing.

EDRD 619 CLASS SCHEDULE (TENTATIVE)

Date	Topic	Readings & Assignments Due
Class 1: Sept 1, 2011	Overview of course; Texts; BB; Assignment explanations; Course expectations etc. Review Chapter 1: Adolescent Identities and Literacies Model “My Bag”	Reading for next class: Chapter 2 (Brozo)
Class 2: Sept 8, 2011	Principal Practices for Effective Reading and Learning Groups & Chapter for Group Strategy Demonstrations selected for next week’s class requirement	Assignment: Class “My Bags” DUE Reading for next class: Chapter 5 (Brozo)
Class 3: Sept 15, 2011	<i>Chapter Strategy Group Meeting</i>	
Class 4: Sept 22, 2011	Creating Motivating Contexts for Literacy and Learning	Assignment: Chapter Strategy Demonstration DUE (Group & Chapter TBD) Reading for next class: Chapter 3 (Brozo)
Class 5: Sept 29, 2011	Principled Practices for Expanding Comprehension	Assignment: Chapter Strategy Demonstration DUE (Group & Chapter TBD) Reading for next class: Chapter 4 (Brozo)
Class 6: Oct 6, 2011	Writing as a Tool for Active Learning (BB Discussion)	
Class 7: Oct 13, 2011	Classroom Assessment of Literacy Growth and Content Learning	Assignment: Chapter Strategy Demonstration DUE (Group & Chapter TBD) Reading for next class: Chapter 6 (Brozo)
Class 8: Oct 20, 2011	Developing General and Content-Area Vocabulary Knowledge	Assignment: Chapter Strategy Demonstration DUE (Group & Chapter TBD) Reading for next class: Chapter 8 (Brozo)
Class 9: Oct 27, 2011		On-Line Assignment - Summary of Adolescent Interview DUE
Class 10: Nov 3, 2011	Reading and Learning from Multiple Sources	Assignment: Chapter Strategy Demonstration DUE (Group & Chapter TBD) Reading for next class: Chapter 11 (Brozo)

Class 11: Nov 19, 2011		On-Line Assignment – Article Reflections DUE
Class 12: Nov 17, 2011	Honoring Diversity and Building Competence: Supporting Striving Adolescent Readers Across the Disciplines	Reading for next class: Chapter 14 (Brozo)
Class 13: Nov 24, 2011	THANKSGIVING BREAK	NO CLASS
Class 14: Dec 1, 2011	Learning Strategies	
Class 15: Dec 8, 2011	Presentations	Assignment(s): Final Project Paper DUE & Final Project Collection Presentation DUE

NOTE: Classes 3, 6, 9, and 11 will not meet on campus. All other classes will be held in the Science Technology II Building, room 228.