George Mason University
Graduate School of Education

Literacy in the Content Areas (3 cr.) Spring 2012

EDRD 619.001 CRN 10704   EDRD 419.003 CRN 112909
Robinson B 220. Thursdays 4:30- 7:10

Spring 2012

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Office Hours Before and after class, and/or by appointment

	EDRD 619	EDRD 419
Course Description	**Course Description as per the George Mason University catalogue** 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). **Co-requisite (s):** EDCI 790 Internship. Only students enrolled in EDCI 790 may register for EDRD 619	**Course Description as per the George Mason University catalogue** Assists students in understanding the language and literacy process as it applies to teaching in middle and high schools. Focuses on instructional strategies to support literacy development, including adaptations for culturally diverse and exceptional learners. **Prerequisite(s)** EDCI 473, EDCI 483. **Co-requisite** EDCI 490
Textbooks	**Required:** Lenz, B.K., Deshler, D.D. with Kissam, B. R. (2004). *Teaching Content to all: Evidence-based Inclusive Practices in Middle and Secondary Schools.* NY: Pearson/Allyn & Bacon Tovani, C. (2000), *I Read it But I Don't Get It: Comprehension Strategies for Adolescent Readers.* Portland, Maine: Stenhouse Publishers. Fisher, D., Brozo, W.G., Frey, N., Ivey, G. 2nd Edition (2010). *50 Content Area Strategies for Adolescent Literacy.* Pearson: Merrill Prentice Hall.	**Required:** Lenz, B.K., Deshler, D.D. with Kissam, B. R. (2004). *Teaching Content to all: Evidence-based Inclusive Practices in Middle and Secondary Schools.* NY: Pearson/Allyn & Bacon . Fisher, D., Brozo, W.G., Frey, N., Ivey, G. 2nd Edition (2010). *50 Content Area Strategies for Adolescent Literacy.* Pearson: Merrill Prentice Hall.

	EDRD 619	EDRD 419
Additional resources	**From time to time you will need:** • A content area textbook(s) teacher's manual with student pages or T- manual and student text. There are some sample texts available in the Johnson Center. • Access to: Standards of Learning for the grade/subject you anticipate teaching http://www.pen.k12.va.us/ VDOE Home Page http://www.doe.virginia.gov/testing/sol/standards Select your subject, and grade level. Look for the appropriate curriculum framework. You will need to print this and bring it to class. Pay attention to the essential knowledge section. (links verified 1-16-11.)	

Optional resources for your personal library:
Math: Barton, M.L. & Heidema, C. (2002). *Teaching Reading in Mathematics: a Supplement to Teaching*
 Reading in Content Areas. Aurora, CO: McREL Purchase from ACSD Alexandria VA.

Science: Barton, M.L. & Jordan, D.L. (2001). *Teaching Reading in Sciences: a Supplement to Teaching*
 Reading in Content Areas. Aurora, CO: McREL Purchase from ACSD Alexandria VA.

A number of book chapters will be available on the GMU libraries electronic reserve system. Students are responsible for accessing these documents. They will be noted as specific reading assignments in the class schedule.
The password is: _____

A number of articles are available on our Blackboard site. Assigned articles will be noted on the course schedule.
To access Blackboard: mymasongmu.edu

	EDRD 619	EDRD 419
Student Outcomes	**Student Outcomes** Goal: Based upon a theoretical framework of the need and value of "Literacy in the content areas," Students will demonstrate the ability to draft plans for instruction that address content area learning that is enhanced through evidence/research based reading, writing and language based strategic activities. 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 draft instructional plans that support literacy development in their specific content that supports students' literacy development in middle and high school classrooms.	**Student Outcomes** Goal: Students will demonstrate conceptual understanding of how content area learning may be enhanced through evidence/research based reading, writing and language based strategic activities. 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 draft instructional plans that support literacy development in their specific content that supports students' literacy development in middle and high school classrooms. 4. Students will demonstrate an understanding of how

	4. Students will demonstrate the ability to use technology to as well as a variety of media during instruction. 5. Students will identify, describe and understand the instructional challenges of their specific content in light of population of students with varying levels of literacy and linguistic proficiency. 6. Students will assess instructional materials and consider adaptations or alternatives as needed to provide effective instruction for a diverse student population.	to use technology as well as a variety of media during instruction. 5. Students will identify, describe and understand the instructional challenges of their specific content in light of population of students with varying levels of literacy and linguistic proficiency. 6. Students will assess instructional materials and consider adaptations or alternatives as needed to provide effective instruction for a diverse student population.

Course Policies and Assignments
College of Education and Human Development
Student Expectations

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
- George Mason University Policies and Resources for Students
  - Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
  - Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
  - Counseling and Psychological Services – 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/].
  - Office of Disability Services – 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 http://ods.gmu.edu/].
  - Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
  - The Writing Center (Optional Resource) – 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/].

- o University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].
- 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.

Please note also:

- The use of electronic communication devices (i.e., cell phones, pagers, etc.) is prohibited during class. Please keep them stowed away and out of sight. Phones may be set on vibrate. However, In general, please turn these devices off before the start of class.
- Texting and other non-class use of cell phones or similar devices is prohibited during class sessions.
- Laptops and tablets (iPads) may be permitted for the purpose of taking notes. Please submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc) will result in a significant deduction in your participation grade.
- Thus: Computer access during class **must be confined solely and completely to content related to the class.** Refer to GSE Statements of Expectations, particularly Professional Behavior and Dispositions, in this syllabus. Misuse of GMU's internet access during class sessions will result in suspension of computer access during class sessions.
- Students are expected to attend all classes, demonstrate professional behavior in the classroom (refer to web site noted in top bullet above for Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member (not from the instructor (s) prior to the class meeting that follows the absence.
- Points will be deducted for work submitted late without prior explanation and may be deducted for late arrival to or early departure from class beginning with the second occurrence unless clearly justified.
- With permission of the student, exemplary work may be kept and shared in the future.

- Papers or projects with excessive spelling, grammar, or punctuation errors will not be accepted.
- **Routine access (daily)** to electronic mail and the internet for communication and assignments is crucial to participation in this class; students are required to activate their GMU email account; if desired, follow "mail forwarding" procedures to have email sent to your ISP email address. GMU makes such accounts available at no cost to students.
- For each in-class hour devoted to EDRD 619 content, students are expected to spend 2 hours outside of class on course related assignments (8 hrs. weekly/ summer 27 hrs weekly)
- **The instructor reserves the right to change or adapt the syllabus based upon the perceived needs of and after discussion with students.**

General Information and Course Requirements:

1. The completion of all readings assigned for EDRD 619 or 419 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 in order to participate in class.

Nature of Course Delivery: Class time will consist of lecture, discussion, reflection, investigation of literacy strategies and strategic activities, and video clips.

2. Class attendance is important. If, due to an emergency, you will not be in class, please contact the instructor *in advance via email*. Specific accommodations may be negotiated.

3. It is expected that assignments will be turned in on time. However, it is recognized that 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. Points may be deducted for work that is turned in late. [Career Switchers: 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.]

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 proof-read your work.

When in doubt, check the APA manual 6th edition.
Online tip resources: http://www.apastyle.org/learn/faqs/index.aspx
                                http://search.apastyle.org/style
• Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy. Please do
   not use "utilize".)
• 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.

Your Grade will be based upon a variety of student products and participation.

Attendance and Participation (20 points): Attendance is critical and class time will provide opportunities for:

- Demonstration of effective, research based literacy strategies
- Participation in hands-on activities
- Reflection on readings, class activities and assignments
- Applications or extensions related to assigned readings

In class activities will build upon readings. Occasionally student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time

Assignments: Critical details for all assignments will be posted on Blackboard

Career Switchers who may be enrolled in EDSE 619 are required to observe in an appropriate classroom(s) for 15 hours. Students will keep a log of hours and reflections of their experiences. (12 points) *Please refer to Blackboard/assignments for details*
Assignment is due on or before April 5

1. ABC assignment: Three options see A, B, C below: Select one 25 point assignment (only 1 of these assignments will be accepted for credit). Each has a written and oral component (10-15 min. for the oral part). **Students enrolled in EDRD 419 are required to do option A.** *Please refer to Blackboard/assignments for details for EDRD 619 and EDRD 419.*

   Due dates:
   - **written component - on or before April 26**
   - **oral component – on April 26**

   Inform Fontana of your assignment choice, and write it into your class folder by Feb. 9
   For options B & C please submit your book or full text of the article for approval NLT Feb 9.

   A. Literacy Strategy Notebook: The purpose of this assignment is to create a basic collection of no fewer than 15 (EDRD 619.001 level), or 10 (EDRD 419.001) potentially useful strategic activities that promote literacy and are content related.
   You will be asked to:

   - Share the notebook
   - Demonstrate the use of one strategic activity interactively with your content in class.
   - Provide a handout for the instructor and class relative to this demonstration strategy. Be sure to cite your resources.
   Please Refer to Blackboard for additional assignment details for EDRD 619 and EDRD 419.

   B. Book review:

You are expected to:
- Read and report on a literacy methods book appropriate to your content. There is a written and oral component.
- Book must be approved. A list of suggested texts is available on Blackboard If you select a book not on the list it must be approved.

Please Refer to Blackboard for additional assignment details. Please note that this option

Is reserved for students enrolled in EDRD 619.

C. Strategy Article:
You are expected to:
- Select an intervention research article from a professional journal (e.g*., Reading Research Quarterly, The Reading Teacher, Educational Researcher, or any content specific peer reviewed journal*).
- Prepare and present a summary of the study.
- Embed your content into the strategy highlighted in the article and present the strategy interactively in class. Provide a 1 page summary of the article for the class.

You article must be approved. Please provide a full text copy for Fontana NLT 2/9/12.
Please Refer to Blackboard for assignment details. Please note that this option is

reserved for students enrolled in EDRD 619

2. Position Statement on Content-Specific Literacy (20 Points): The purpose of the position is to assist the student to synthesize theory, research and best practice from course readings, activities and assignments into a coherent philosophy of adolescent literacy as it relates to their specific content. There is no set format for the position statement, however, the final product should be a well- organized presentation of key points, support from theory and research and specific recommendations for the integration of literacy strategies into instruction.

- **Status of Adolescent Literacy** (Review statistics on adolescent literacy crises)
- **The importance of being Literate in _____** (Connect content literacy skills to real life literacy needs)
- **Literacy and _____** (Identify specific literacy challenges your content presents. AKA Analyze for learning difficulties)
- **Discussion:** Reflect on the discipline challenges of you content and provide thoughtful suggestions on how you would address each. AKA Reach enhancement decisions.
Please Refer to Blackboard for assignment details for EDRD 619 and EDRD 419.

The final complete paper is due on or before April 29

3. Electronic resources (10 points): The purpose of this assignment is to encourage students to explore several electronic resources that might prove helpful in planning and teaching.
Please Refer to Blackboard for assignment details specific to EDRD 619 or EDRD 419.

Due on April 19th

Instructional Plan (25 points): See Blackboard for templates and details
EDRD 619: Create an instructional unit comprised of no more than 5 consecutive classes or lessons. A variety of templates are provided for lessons planned for this assignment. The plan should reflect best practice, as cued by the template. The overview page must be included.

EDRD 419: Draft a mini unit of 3 consecutive classes or lessons. A variety of templates are provided for lessons planned for this assignment. The plan should reflect best practice, as cued by the template. The overview page must be included.

Required components specific to EDRD 619 and 419 are detailed on Blackboard:
Hard copy: Due May 3
Poster Presentation: May 10

Assignment Summary:

Assignment	Points
Class Participation	20
AB or C Assignment	25
Position Paper	20
Electronic Resources Exploration	10
Instructional Plan	25
Total	**100**

Grading Scale based on points earned for each assignment
A 95 - 100
A- 90 - 94
B+ 86 - 89
B 80 - 85
C 70 - 79
F below 70%
Grades of 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 papers; consistently demonstrates the ability to make
connections between theory and practice; and meets the general requirements and guidelines of the
course, as described. The instructor reserves the right to award an A+ to students who consistently exceed
basic course requirements.

Literacy in the Content Areas (3 cr.)
EDRD 619.001/419.001   Spring 2012
Instructor: Judith L. Fontana, Ph.D.

Class #/date	Readings/ Assignment reminder (BB/CC = Blackboard Course Content)
1 Jan 26	Read and have access to a hard copy of the syllabus and the requirements of each of the assignments. One hard copy will be provided in class.
2 Feb. 2	**619/419**: Reading Next Executive Summary (*BB/CC = on Blackboard Course Content) 619:Position paper: National Council Teachers of English (BB/CC) 619: Position Paper: International Reading Association (BB/CC) a little dated, but look it over) 1999 and 1998 **619/419**: Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners.(2007) Alliance for Excellent Education. Specific pages will be assigned to each student. PDF posted on (BB/CC) **Note taking template will be provided**

3 Feb. 9	Teaching Content To All (TCTA)… chapters 1 and 2
	 While Reading:
	 Respond on writing and bring to class to support a discussion :
	  Page 4 Focus and Reflect #s 2-5
	  page 7 Focus and Reflect #s 1-3
	
	 EDRD 619: Do your best to locate and bring in demographic data from at least 1 school, middle or high. Note: at this time only Fairfax has the data we want easily accessible.
	 EDRD 419: Ask for some information on the demographics of the school in which you are observing.
	
	 http://commweb.fcps.edu/schoolprofile/
	 Select MS or HS category
	 Select a specific school
	 Look for the demographics tab at the top of the screen.

4 Feb. 16	E- reserves GMU • Judith Irvin Strategies to enhance literacy and learning in middle school content area classroom (Demands of text) Boston, MA: Pearson/Allyn and Bacon, 2007. GMU E- reserves o On 'blackboard there is a "user friendly version" of figure 5.14 BB/CC LOCATE and bring a textbook appropriate to your content and **more specifically to the event, concept, skill or theme you plan on developing into your unit or mini-unit.** (Johnson Center Library has curriculum materials. Go up the staircase behind the check out desk.) **English Teachers: You may select an Anthology designated by grade level.** • 619: Use figure 5.14 it to review the textbook you have selected. Bring both the text and completed 5.14 to class. • 619 and 419 Review: TCTA o Appendix D. Checklist for Considerate Text page 362-363 o TRIMS p 364-366 **Fontana will bring copies**
5 Feb. 23	*619/ suggested 419: Teaching Content to All...* Chapter 3 SMARTER Planning for Academic Diversity *619/419 Bringing Students and Text Together* Note: Concept of BDA Vacca & Vacca (GMU e-reserves) **All: Experiencing BDA:** Complete and bring the BDA activity BB/CC Optional: Gay Ivey, Reflections on teaching struggling middle school readers *Journal of Adolescent & Adult Literacy* Volume: 42 Number: 5 Feb, 1999. Page(s): 372-381.(GMU e-reserves) Bring a content text book to class. Designate a specific unit of instruction represented in the book.

1/19/12 Please take note: To accommodate weather complications, perceived student needs, or student requests relative to expanding the scope of the curriculum, the instructor reserves the right to make minor changes in the class schedule.

6 March 1	619/419 Read: Don't Water Down: Enhance This is a PDF file BB/CC TCTA: Chapter 7 Bring Content materials and SOL information to class. It is suggested that you commit to a unit for your Unit plan/mini plan assignment. LOCATE and print or have access to : SOL curriculum Framework for your content- Essential skills and knowledge http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml (link checked 1-17-12) Contents are listed on the right. When you select a content the next page should have a table with grades and pdf/w choice. Note the headings on the columns. Select content and the curriculum framework You may choose to limit your printing or access to SOL Framework/essential knowledge you anticipate covering in you Unit Plan FYI: For future reference: www.stratepedia.com Is a site where teachers may share various Content Enhancement Routines. It is free, but you do have to create an account. "Depot " is the repository. 50 Routines….groupings- Just look yours over and think about how you will implement/explain to your colleagues.
7 March 8	Bring a draft of your Unit Organizer for Peer review (approx.. 15 min.) You have been grouped and assigned a "Routine " from the 50 Instructional Routines… Textbook. You will have class time to work with your team to explore and decide how to explain/do it with your colleagues. Each Team will have the opportunity to share/ teach their routine.
March 15	GMU Spring Break
8 March 22	EDRD 619: Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers. Cris Tovani (approximately: 30 min.- Additional guidelines will be provided) - Please bring your book to class - Be prepared to share: 3 big ideas or themes 2 instructional or motivational ideas that intrigued you 1 question you would like to ask the author Best practice in planning for daily instruction & integrating literacy strategies
9 March 29	The FRAME You may wish to download this article/guidebook that Dr. Ellis shared in the public domain. Ellis, E. Framing Main Ideas and Essential Details to Promote Comprehension PDF will be posted on Blackboard
10 April 5	**Position Paper is due**

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	619/419 • *Learning Words and Concepts,* Alverman, Phelps and Ridgeway, (GMU e-reserves) • Janet Allen, Word matter tensions , *Voices From the Middle* (GMU e-reserves) Volume: 7 Number: 4 May, 2000. Page(s): 4-8. (GMU e-reserves) **619 Suggested 419** • http://www.keystoliteracy.com/reading-comprehension/effective-vocabulary-instruction.pdf • http://www.ldonline.org/article/5759 from: LDONLINE Ed Ellis, "clarifying routine, focus is vocabulary. Optional • Camille Blachowicz, Peter Fisher, Donna Ogle and Susan Watts-Taffe *Theory and Research Into Practice* *Vocabulary: Questions From the Classroom* *Reading Research Quarterly* (GMU e-reserves) Volume: 41 Number: 4 Oct/Nov/De, 2006. Page(s): 524-539. • • Becky Bone *Lessons from a vocabulary journal* *Voices From the Middle* Volume: 7 Number: 4 May, 2000. Page(s): 18-23.
11 April 12	Work on your Electronic Resources assignment it is due April 19th Fontana is attending the CEC National Conference
12 April 19	**Electronic Resources assignment is due** All of the readings are on the GMU e- reserves • William Brozo *Readers, Teachers, Learners: Expanding Literacy Across the Content Areas (Writing as a Tool for Active Learning)* Upper Saddle River, N.J.: Merrill/Prentice Hall, 2003. Pages: 255-300. • **Math teachers:** Karen Wood *Fostering collaborative reading and writing experiences in mathematics Journal of Reading* Volume: 36 Number: 2 Oct, 1992. Page(s): 96-103. • **Science Teachers** Shelley Stagg Peterson, Leonora Rochwerger, Joyce Brigman, Karen Wood *Cross-curricular literacy: writing for learning in a science program* *Voices From the Middle* Volume: 14 Number: 2 Dec, 2006. Page(s): 31-37. Optional: • Richard Beach *Learning to write, writing to learn:theory and research in practice (Ch.9:Writing and Response in the Secondary School)* Newark,DE:International Reading Association, 2005. Pages: 156-175 • Douglas Fisher *Learning to write, writing to learn: theory and research in practice (Creating independent writers and thinkers in secondary schools)* Ed. R.Indrisano and J.Paratore. Newark, DE:International Reading Association, 2005. Pages: 137-155

1/19/12 Please take note: To accommodate weather complications, perceived student needs, or student requests relative to expanding the scope of the curriculum, the instructor reserves the right to make minor changes in the class schedule.

14 April 26	**ABC Assignment Due Oral and Written Components**
15 May 3	TBD: Anticipated- student reflection on internship or observation experiences, Guidance documents will be provided. **Unit plan: Written Component due tonight**
16 May 10	**Unit plan oral component due tonight**

1/19/12 Please take note: To accommodate weather complications, perceived student needs, or student requests relative to expanding the scope of the curriculum, the instructor reserves the right to make minor changes in the class schedule.