



Graduate School of Education

EDRD 619.002
Literacy in the Content Areas (3 cr.) Fall 2012
Robinson B 118, Thursdays from 7:20 to 10:00 PM

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	EDRD 619	
Course Description	<p>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.</p> <p>Prerequisite(s): Methods I (EDCI 567, 569, 572, or 573) and Methods II (EDCI 667, 669, 672, or 673).</p> <p>Co-requisite (s): EDCI 790 Internship. Only students enrolled in EDCI 790 may register for EDRD 619</p>	
Textbooks	<p>Required:</p> <p>Fisher, D., Brozo, W.G., Frey, N., Ivey, G. 2nd Edition (2010). <i>50 Content Area Strategies for Adolescent Literacy</i>. Boston, MA: Pearson Education Inc.</p> <p>Tovani, C. (2000), <i>I Read it But I Don't Get It: Comprehension Strategies for Adolescent Readers</i>. Portland, Maine: Stenhouse Publishers.</p> <p>Vacca, R.T., Vacca, J.L., & Mraz, M. 10th Edition (2011). <i>Content Area Reading: Literacy and Learning Across the Curriculum</i>. Boston, MA: Pearson Education Inc.</p>	
Other reading requirements	<p>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.</p> <p>A number of articles are available on our Blackboard site. Assigned articles will be noted on the course schedule. To access Blackboard: mymasongmueu.edu</p>	
Additional resources	<p>Optional resources for your personal library:</p> <p>Math: Barton, M.L. & Heidema, C. (2002). <i>Teaching Reading in Mathematics: a Supplement to Teaching Reading in Content Areas</i>. Aurora, CO: McREL Purchase from ACS D Alexandria VA.</p>	

	Science: Barton, M.L. & Jordan, D.L. (2001). <i>Teaching Reading in Sciences: a Supplement to Teaching Reading in Content Areas</i> . Aurora, CO: McREL Purchase from ACSD Alexandria VA.
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Student Outcomes	<p>Student Outcomes</p> <p><u>Goal:</u> Based upon a theoretical framework showing 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.</p> <p>The following objectives have been established for the course:</p> <ol style="list-style-type: none"> 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 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 level 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/>].
- 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 from your participation grade.
- Thus: Computer access during class **must be confined solely and completely to content related to the class** 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 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 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.
- 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>.

Course Requirements for EDRD 619

Assignments	Points
Class Attendance and Participation	10
Position Paper	20
Weekly Responses	30
Strategy Lesson Project	40

TOTAL	100
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1. Attendance and Participation (10 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

Absences and tardies will be monitored. 2 tardies/early departures are equal to 1 absence. Each student is allowed 1 absence with no deductions. Beyond that 1 point will be deducted up to a total of 10 points.

I am aware that there are circumstances beyond your control, please communicate with Fontana relative to any/all tardies and absences.

Class Participation Rubric

Excellent (9-10)	Competent (7-8)	Minimal (5-6)
The student: <ul style="list-style-type: none"> Regularly attends class Actively questions, observes and reflects on readings and discussions Participates actively In small group activities 	The student: <ul style="list-style-type: none"> Regularly attends class Occasionally questions, observes and reflects on readings and discussions Participates actively In small group activities 	The student: <ul style="list-style-type: none"> Misses more than 3 classes Seldom questions, observes and reflects on readings and discussions Does not participate actively In small group activities

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.

2. Position Statement on Content-Specific Literacy (20 Points): Student will demonstrate an ability to synthesize theory, research and best practice from course readings, activities and assignments into a coherent philosophy of adolescent literacy as it relates to a specific content area. 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. Students may use references from class readings but must also include *at least* one peer reviewed journal article specific to the content area. The following outline should be used in organizing the paper. More specific detail will be covered in class.

- **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.
- **Discussion:** Reflect on the discipline challenges of your content and provide thoughtful suggestions on how you would address each. Reach enhancement decisions.

3. Weekly Responses: The class will be split into two groups. Each week, one half will produce and post questions generated from the weekly readings. These questions should be thoughtful and will be used to generate class discussion. The other half of the class will write a two-page single spaced reflection on the readings, which can lead from posted questions, from teaching experiences, or other readings you have encountered. The connection to the readings must be clear. For both questions and written responses you may choose to respond to one idea that runs across the readings, or to a series of ideas represented across the readings. These responses will be shared in small groups in the class and then used to facilitate whole class discussion. Responses should be emailed to the instructor at least one hour prior to class.

4. Strategy Lessons: This assignment has three parts.

Part 1: You will work with a small group to generate two strategy lessons to use in your internship. Strategies selected must be research-based. You will develop a concrete lesson plan that evidences “Best Practice,” and execute that lesson. You will collect student work samples (delete names).

Part 2: After discussion and sharing in your small group, write a 3-4 page double-spaced paper with the following sections: What I did (explains the strategy and your thoughts on the lesson development), How I did it (describes the lesson execution in the classroom), and What I learned (reflection on the lesson goals and what you would change or not change about this lesson).

Part 3: Your small group will present your work to the class.

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.

Class Schedule: EDRD 619.002 Judith .L. Fontana Ph.D

Class #/date	Readings (BB/CC = Blackboard Course Content)	Assignment due dates
1. 8/30	Welcome and review the syllabus. In class activity: Review the Reading Next Executive Summary, NCTE position paper, and IRA position paper.	
2. 9/6	Literacy Matters: preparing to teach in the 21st Century	<u>A Group:</u>

	<p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapters 1 and 2. 2. 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 	<p>Paper #1</p> <p><u>B Group:</u> Questions</p>
3. 9/13	<p>Culturally Responsive Teaching</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 3. 2. Tovani: 1 & 2 <p>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. 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.</p>	<p><u>A Group:</u> Questions</p> <p><u>B Group:</u> Paper #1</p>
4. 9/20	<p>Assessment: Students and Text</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 4 2. Fang, Z. (2008). <i>Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades</i>. Journal of Adolescent & Adult Literacy, <i>51</i>(6), 476–487 <p>LOCATE and bring a textbook appropriate to your content. (Johnson Center Library has curriculum materials. Go up the staircase behind the check-out desk.)</p> <p>Choose your journal article for your position paper and bring to class for approval.</p>	<p><u>A Group:</u> Paper #2</p> <p><u>B Group:</u> Questions</p>
5. 9/27	<p>Planning for Instruction</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 5 2. Tovani 3 <p>Bring a content textbook to class. 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)</p> <p>Contents are listed on the right. When you select 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</p> <p>You may choose to limit your printing or access to SOL Framework/essential knowledge.</p>	<p><u>A Group:</u> Questions</p> <p><u>B Group:</u> Paper #2</p>
6. 10/4	<p>Activating Prior Knowledge and Interest</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 6 2. Tovani 4 & 5 	<p><u>A Group:</u> Paper #3</p> <p><u>B Group:</u> Questions</p>

	<p>3. Preview 50 Instructional Routines text.</p> <p>STRATEGY GROUP MEETING: Students will have time to meet in class with their strategy group to begin planning LESSON 1. The first lesson must be presented and student data collected by 10/25.</p>	
7. 10/11	<p>Guiding Reading Comprehension</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 7 2. Tovani 6/7/8/9 	<p><u>A Group:</u> Questions</p> <p><u>B Group:</u> Paper #3</p>
8. 10/18	<p>Vocabulary</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 8 2. Allen, Janet on GMU course reserves. 	Strategy Summaries
9. 10/25	<ol style="list-style-type: none"> 1. You will have 3 minutes to present your position paper to the class. <p>STRATEGY GROUP MEETING: We will use the second part of class to work in your teams on your strategy lessons. Bring student work samples to discuss your first lesson. Be prepared to commit to your second strategy for LESSON 2. The second lesson must be presented and student data collected by 11/15</p>	<p>POSITION PAPER DUE</p> <p>Lesson #1 work samples</p>
10. 11/1	<p>Writing across the Curriculum</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 9 2. Douglas Fisher <i>Learning to write, writing to learn: theory and research in practice (Creating independent writers and thinkers in secondary schools)</i> Ed. R.Indrisano and J.Paratore. Newark, DE: International Reading Association, 2005. Pages: 137-155 	<p><u>A Group:</u> Paper #4</p> <p><u>B Group:</u> Questions</p>
11. 11/8	<p>Learning with Trade Books</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 11 <p>Bring in a picture book for an older reader that could be used in your classroom. Be prepared to share the book and explain how it could be linked to your curriculum.</p>	<p><u>A Group:</u> Questions</p> <p><u>B Group:</u> Paper #4</p>
12. 11/15	<p>How to Study</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Vacca, Vacca, & Mraz: Chapter 10 	Lesson #2 work samples

	STRATEGY GROUP MEETING: We will use the second part of class to work in your teams to discuss the student works samples from LESSON 2.	
13. 11/29	TBD:	
14. 12/6	No Class meeting: Prep for your presentations: Strategy groups are expected to meet during this time to plan for your presentation.	
15. 12/13	Presentation Day!	