

**George Mason University
College of Education and Human Development
Graduate School of Education
Secondary Education**

EDRD 619.003: Literacy in Content Areas
3 Credits, Fall 2013
7:20-10:00 Tuesdays, Krug Hall 253

PROFESSOR (S):

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Corequisites: Methods I (EDCI 567, 569, 572, or 573)

B. University Catalog Course Description

Offers an understanding of the 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.

C. Expanded Course Description

Not Applicable

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Explain theories of adolescent literacy and the role of literacy in learning in content areas.
2. Explain and describe evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
3. Draft instructional plans that support adolescents' literacy development in specific content area
4. Identify and evaluate technology to enhance literacy learning and integrate technology as well as a variety of media during instruction.
5. Identify and explain the instructional challenges of their specific content in light of populations of students with varying levels of literacy and linguistic proficiency.
6. Assess instructional materials and consider adaptations or alternatives as needed to provide effective instruction for a diverse student population.

REQUIRED TEXTS:

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2010). *50 Instructional routines to develop content literacy*. (2nd ed.). Boston, MA: Pearson Education Inc.

Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work*. (3rd ed.) Boston, MA: Pearson Education Inc.

Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*. Portland, Maine: Stenhouse Publishers

Kodzo, L.T. (2011). *Locker 572*. Enumclaw, WA: WinePress Publishing

Recommended Readings

Allen, J. (2004). *Tools for Teaching Content Literacy*. Stenhouse.

Allen, J. (2002). *On the Same Page: Shared Reading Beyond the Primary Grades*. Stenhouse.

Anderson, C. (2000). *How's it Going? A Practical Guide to Confering with Student Writers*. Heinemann.

Anstey, M. and Bull, G. (2006). *Teaching and Learning Multiliteracies: Changing Times, Changing Literacies*. International Reading Association.

Atwell, N. (1998, 2nd edition). *In the Middle: New Understanding about Writing, Reading, and Learning*. Heinemann.

Cary, S. (2000). *Working With Second Language Learners*. Heinemann.

Cooter, et al. (2007). *Comprehensive Reading Inventory: Measuring Reading Development in Regular and Special Education Classrooms*. Pearson.

Fountas & Pinnell. (2006). *Teaching for Comprehension and Fluency: Thinking, Talking and Writing About Reading, K-8*. Heinemann.

Fountas & Pinnell. (1999). *Matching Books to Readers*. Heinemann.

Freeman & Freeman (2000). *Teaching Reading in Multilingual Classrooms*. Heinemann.

Harvey, S. and Goudvis, A. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Stenhouse.

Hoyt, L. (2004). *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*. Heinemann.

Hoyt, L. (2002). *Make it Real: Strategies for Success with Informational Text*. Heinemann.

Lapp, Flood, and Farman. (2004). *Content Area Reading and Learning*. Lawrence Erlbaum Associates.

Morrow, L. (1996). *Motivating Reading and Writing in Diverse Classrooms*. National Council of Teachers of English.

Routman, R. (2005). *Writing Essentials. Raising Expectations and Results While Simplifying Teaching*. Heinemann.

Routman, R. (2003). *Reading Essentials. The Specifics You Need to Teach Reading Well.* Heinemann.

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating.* Heinemann.

Related Professional Journals

<i>Educational Leadership</i>	<i>Phi Delta Kappan</i>
<i>Elementary School Journal</i>	<i>Reading Psychology</i>
<i>Journal of Educational Psychology</i>	<i>Reading Research Quarterly</i>
<i>Journal of Education</i>	
<i>Journal of Adult and Adolescent Literacy</i>	
<i>Teacher Educators Journal</i>	
<i>Journal of Reading Behavior</i>	<i>The Educational Forum</i>
<i>Journal of Reading</i>	<i>The Reading Teacher</i>
<i>Language Arts</i>	

Additional Resources

Websites:

<http://www.adlit.org>

<http://www.readwritethink.org>

Professional Organizations:

International Reading Association (IRA) (organization for educators/and researchers)

www.reading.org

National Reading Conference (NRC) (an international literacy research organization)

www.nrconline.org

National Council of Teachers of English (NCTE): www.ncte.org

National Science Teachers Association (NSTA): www.nsta.org

National Council of Teachers of Mathematics (NCTM): www.nctm.org

National Council for the Social Studies (NCSS): www.socialstudies.org

Required Readings:

As assigned. See course schedule

Course Requirements and Assignments

Course Requirements:

Assignments	Due Date	Pts	Portion of grade
A. Participation and Attendance	As assigned	45	15%
B. Learning Log - Weekly Learning Log Final Learning Log	Weekly 12/10/13	20 25	15%
C. Field Experience - Observation Log and Summary Teacher Interview OR Strategy Implementation	11/12/13	30 30	20%
D. Position Statement on Adolescent & Content Literacy Position Statement Paper Position Statement Presentation	10/22/13	50 25	25%
E. Strategy Portfolio Strategy Portfolio Presentation	11/26/13	50 25	25%
Total		300	100%

Total Earned Points Earned/300 = Course Grade _____/300 = _____% = _____

A. Participation and Attendance (15%): Attendance is critical and class time will provide opportunities to ask questions, hear others ideas, and deepen your understanding of the material.

Absences and tardies will impact a student’s grade. For each class missed, 10 points will be deducted from your class attendance/participation grade (45 total). Two tardies/early departures are equal to one absence. Missing 3 or more classes will result in failure of the course unless special circumstances have been approved by the instructor and /or university.

Class Participation Rubric

Excellent (9-10)	Competent (7-8)	Minimal (5-6)
Student regularly attends class, asks thoughtful, critical questions and makes sophisticated observations that indicate reflection and analysis appropriate to the topic. Participates actively in small group activities and class discussions.	Student regularly attends class, occasionally asks questions and makes mostly relevant observations that indicate reflection and analysis appropriate to the topic. Participates in small group activities and class discussions.	Student attendance is irregular. Student asks questions or makes comments that indicate some familiarity with the topic. Does not actively participate in small groups and class discussions.

In class or online 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. In addition, students are required to participate in reading/literature circles throughout the syllabus. Students are expected to bring *Locker 572* to class meetings on those dates where literature circles will take place. See course schedule for dates.

B. Weekly Learning Log (10%) and Final Learning Log Entry (10%): Student will maintain a *handwritten* or *electronic learning log* to record reflections, connections, and questions about course readings and topics. Instructor will assign weekly strategies/topics (see course schedule for detailed listing). It is expected for students to bring their learning logs to each class meeting. These logs will be actively used during class and small group discussions. The Final Learning Log Entry is due via Blackboard no later than **12/10/13**.

Final Learning Log Entry Directions:

- 1.) As you read your weekly learning log . . .
 - Highlight 4 areas where you make strong connections to your own teaching.
 - Insert 2 check-marks by ideas that are especially significant- places where you feel your knowledge has been nudged.

- Insert 2 question marks by concepts that are still confusing to you OR area that you want to explore in greater depth.
- Insert 2 smiley-faces by ideas that are really powerful to you- ideas you want to try right away.

2.) In your final entry, summarize your course learning with the following framework: 1 paragraph per entry (total 6).

- 3 New Understandings you have about disciplinary literacy.
- 2 New Ideas/Strategies you have to integrate into your teaching
- 1 Question you want to explore more deeply as you begin your teaching career.

C. Field Experience Observation and Content Area Teacher Interview/Strategy Implementation (20%) due 11/12/13:

Students MUST complete the [Online Field Experience Registration](#) before 09/15/13.

This course requires a total of 15 hours of Field Experience. There are two components required for completion of the Field Experience assignment. The first component of the Field Experience assignment requires students to *observe* a classroom in their content area and note the particular ways the teacher integrates literacy into the content area. Students will write a summary of this experience as described in the table below.

The second component of the Field Experience assignment requires students to either a) *conduct an interview of a content area teacher* **OR** b) *teach a literacy strategy to an individual student, a small group of students or to the class as a whole*. The strategy must be a chosen strategy from the strategy portfolio. This assignment also requires an example of the student’s work upon completion as noted in the table below.

FIELD EXPERIENCE REQUIREMENTS (20%) due 11/12/13
<i>Part One (10%):</i>
<p>Students will submit the following for the <i>Observation</i> component (10%):</p> <ul style="list-style-type: none"> • Signed log of hours indication successful completion of the time requirement (<i>see Appendix A for format</i>); • Two-Three page summary (typed and double-spaced) of what was observed and an analysis of how this ties in to their content area. The summary should be a narrative, descriptive reflection of the student’s experience and how it relates to their discipline.

Part Two - choose from either option (10%):	
<p>a) Students will submit the following for the <i>Interview</i> component:</p> <ul style="list-style-type: none"> • Students will design interview questions will focus on ways in which the teacher integrates literacy into the content area. • Students will submit a transcript of the interview and an analysis (one page – typed and double-spaced) of how this ties into the course topic. 	<p>b) Students will teach one strategy during their field experience and submit the following:</p> <ul style="list-style-type: none"> • Students will collect student sample(s) and bring to class to share with class study group based on the strategy that was taught. • Students will submit one to two page reflection of the implementation of the strategy. Questions to consider include: What went well? What would you change? Why was this strategy a good fit (or not) for your content area?

D. Position Statement on Adolescent & Content-Specific Literacy and Presentation (25%) due 10/22/13

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 AND must also review one peer reviewed journal article specific to related content area. The following outline should be used in organizing the paper. APA format required. Paper Length: 6-8 pages.

- **Status of Adolescent Literacy** (Review data, theories, and policy on adolescent literacy situation)
- **The importance of being Literate in _____** (Connect content literacy skills to real life literacy needs)
- **Literacy and _____** (Identify specific literacy challenges your content presents.)
- **Journal Strategy Summary:** Summarize the main points of the article including author’s purpose, participants, methodology, findings, and outcomes.
- **Discussion:** Reflect on the challenges of reading and writing in your content and provide thoughtful suggestions on how you will apply your understanding to your own teaching practice.

Students will present their papers using PowerPoint or other presentational software to share the key points of their article with the class.

E. Strategy Lesson Portfolio and Presentation (25%) due 12/10/13

The purpose of this project is to generate a personal resource of strategies that is particularly useful to increasing student understanding in a specific content area. Students will develop a portfolio of 6-8 mini-strategy lessons to implement in a classroom that serves adolescents.

All strategies must come from a course text unless otherwise approved by the instructor. All mini strategy lessons must include a literary element (i.e. newspaper article, textbook, book chapter, online resource, etc.). Students must be engaged in reading and/or writing using a designated strategy to assist them in gaining content.

At least one strategy from each of the following course topics must be included: Vocabulary, Anticipatory Activities, Questioning, Comprehension, Writing, and Graphic Organizers.

After completion of the portfolio, you will write a 2-page reflection about your experience developing the mini-strategy lessons. Your reflection should address what you learned about using strategies to support active reading, and/or other relevant thinking about integrating literacy strategies into your instructional routines.

Strategy portfolios will be presented and shared with classmates.

****PLEASE NOTE ALL ASSIGNMENTS ARE TO BE TURNED IN VIA BLACKBOARD****
(Blackboard can be accessed by going to <http://mymasonportal.gmu.edu>.)

*****The instructor reserves the right to adjust the syllabus and assignments as deemed necessary*****

Grading Policies and Descriptions

Grading Scale

A= 94%-100%

A- = 90%-93%

B+= 87%-89%

B= 80%-86%

C= 75%-79%

Readings and participation

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 disciplinary literacy, it is critical for you to keep up with readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. Class participation is a required component of your grade. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to disciplinary literacy
2. Discussion of the week's readings
3. Pair and small group meetings in which you will provide feedback and support for each other's strategy lessons.

Class attendance

Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. You are expected to email assignments regardless of class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments

All assignments should be turned in on the due date in the schedule below via Blackboard (by 4:30 pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles (**ex: SMITH_ProfDevProposal.docx**) and upload to Blackboard. All assignments must be typed in 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable time frame. I will be available for the 15 minutes following class, by appointment, and by-email. I look forward to collaborating with each of you as you work towards your goals.

Our course website (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

Electronic Requirements

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/](http://mason.gmu.edu) for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents. *Blackboard can be accessed by going to <http://mymasonportal.gmu.edu>*

TASKTEAM REQUIREMENTS:

NONE FOR THIS COURSE

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].

- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS:

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

CORE VALUES COMMITMENT:

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. <http://cehd.gmu.edu/values/>

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

TENTATIVE COURSE SCHEDULE

This schedule may be changed at the discretion of the professor or as needs of the students or the program dictate.

Date	Topic/Learning Experience	Readings/Assignments
8/29	Course introduction:	Biancarosa, 2012 (under Blackboard)

	Why is it important to study adolescent literacy?	Small group work: INSERT strategy
9/5	Literacy matters: History and issues in adolescent literacy	<p>Download or have access to: <i>Reading Next: A Vision for Action and Research in Middle and High School Literacy</i>- A Carnegie Report (under Blackboard)</p> <p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Tovani Ch. 1 & 2 <p><u>LEARNING LOG ENTRY 1:</u> Write down one brief passage (2-3 sentences) from each reading and explain its significance to your teaching. Bring Learning Log to class.</p>
9/10	Knowing your students: Culturally responsive teaching & the language of schooling	<p>Bring <i>Locker 572</i> to class: Literature Circles based on <i>Locker 572</i> through p. 89.</p> <p>Download or have access to: <i>Double the Work: Challenges and Solutions to Acquiring Language and Academics Literacy for Adolescent English Language Learners</i>- A Carnegie Report (under Blackboard)</p> <p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Tovani Ch. 3 & 4 • Vacca, Vacca, & Mraz, 2014 Chapter 3 (e-reserves) <p><u>LEARNING LOG ENTRY 2:</u> Respond to this quote: “It is crucially important to be aware that students form diverse cultural backgrounds may bring different ways of knowing, different styles of questioning, and different patterns of interaction to school.” <u>Connect to the readings.</u></p>
9/17	Planning for Instruction: Reading purposes and BDA frameworks	<p>Find a peer-reviewed journal article that addresses literacy in your content area. Skim article and bring to class for peer-sharing activity.</p> <p>Learning Log Readings:</p>

		<ul style="list-style-type: none"> • Fisher & Frey Ch. 1 • Tovani 5 & 6 <p><u>LEARNING LOG ENTRY 3:</u> Describe your own reading processes: what fix-up strategies do you use? How do you approach different types of reading? What strategies are helpful to you as you read? Make personal connections to the readings. Describe how those connections help you to make better sense of the material being read.</p>
9/24	<p>Interest and motivation: using anticipatory activities</p> <p>Assessment: knowing what your student's have learned.</p>	<p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 2 & 9 • Moje, 2006 (under Blackboard) <p><u>LEARNING LOG ENTRY 4:</u> Text to world connections: Connect at least 3 ideas from the readings to what you are observing in the classroom.</p>
10/1	<p>What's in a word?: Vocabulary learning in the content areas</p>	<p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 3 <p><u>LEARNING LOG ENTRY 5:</u> Text-to-Text Connections: Connect at least 3 ideas between the readings. Discuss how these ideas inform your own understanding of teaching vocabulary in your content. Bring Learning Log to class.</p>
10/08	<p>Guiding Comprehension</p>	<p>Bring Locker 572 to class: Literature Circles pp. 90-188</p> <p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 4 • Vacca, Vacca, & Mraz, 2014 Chapter 7 (e-reserves) <p><u>LEARNING LOG ENTRY 6:</u> Discuss your role in guiding students' reading. Identify at least 2 specific strategies/techniques you can integrate into your teaching.</p>
10/15	<p>No class – Columbus</p>	<p>Work on Position Statement Paper</p>

	Day Recess	
10/22	The role of questioning and inferencing in student learning	<p>Position Statement Paper and Presentation Due</p> <p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 5 • Tovani 7,8, & 9 <p><u>LEARNING LOG ENTRY 7:</u> Describe the role of questioning in developing students' reading comprehension. What are high quality questions? How can you ensure students are asking and being asked high quality question?</p>
10/29	Using trade books to enhance content learning.	<p>Bring Learning Log to class</p> <p>Small group Work</p>
11/5	Writing Across the Curriculum	<p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 8 <p><u>LEARNING LOG 8:</u> Connect the readings to the kinds of writing you are seeing ongoing in your internship experience. What are the challenges to integrating writing into daily instructional routines? Discuss how writing can be integrated both formally and informally in your classroom.</p>
11/12	Effective ways to use graphic organizers	<p>Field Experience due</p> <p>Sharing of field experiences</p> <p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 6 <p><u>LEARNING LOG 9:</u> Review the list of considerations for creating and interpreting graphic organizers on p. 108. Discuss your understanding and opinion of applying these ideas to your teaching practice.</p>
11/19	Note-taking Discussion strategies for engaging students	<p>Learning Log Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey Ch. 7

		<p><u>LEARNING LOG 10</u>: Choose one of the previously assigned question formats for learning logs 1-9 and use for Learning Log 10, which is the final weekly earning log entry.</p> <p>*Visit from Travis Holder about certification</p>
11/26	LAST CLASS: Strategy Portfolio Showcase	STRATEGY PORTFOLIO AND PRESENTATION DUE
12/03	NO CLASS	Instructor at LRA conference
12/10	NO CLASS- Reading Days	DUE: Final Learning Log to be turned in via Blackboard

APPENDIX A

Experience Hours/Activities Log (EDRD 619.002)

Deliver this log to your mentor teacher on the 1st day of your field experience. Keep the log in your classroom and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience. Submit this signed log by 11/12/13 to Ms. Kopfman.

GMU Student: _____ Mentor Teacher/School: _____

Content Area: _____

Dates	Activities with focus student(s)	Other activities	Hours
			Total:

GMU student signature: _____ Mentor teacher signature: _____ Date: _____