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

EDRD 419.001: Literacy in the Content Areas
3 Credits, Spring 2014
7:20-10:00 Thursdays Robinson Hall A123

PROFESSOR (S):
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COURSE DESCRIPTION:

 A. Prerequisites/Corequisites**:**
  Prerequisites: EDCI 473 Methods of Teaching Science in Secondary School and
  EDCI 483 Advance Methods of Teaching Science in Secondary School
  Corequisites: EDCI 490 Student Teaching in Education

 B. University Catalog Course Description
 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.

 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
areas.

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

One graphic novel of choice. Must be approved by instructor.

Additional articles listed on syllabus and on Blackboard.

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

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment descriptions

Attendance and Participation (15 %): Attendance is <u>critical</u> and class time will provide opportunities to ask questions, hear others' ideas, and deepen your understanding of the material. Thorough preparation is important each week because class activities are designed to extend, critique, and synthesize the readings. 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

You will be assigned to TWO groups for class discussion. One group will be your CONTENT GROUP, comprising members who teach the same discipline, the other group will be your HOME GROUP, comprising members who teach other disciplines. Each HOME GROUP will designate one person each week to serve in the role of discussion leader. The discussion leader's role is to identify 2-3 essential questions from the readings to begin discussion. The discussion leader is responsible for keeping the discussion on track and reporting a summary of the discussion back to the class. Each group member should come prepared with detailed notes, including at least two specific passages from the readings to discuss.

Absences and tardies will impact a student's grade. For each class missed, 10 points will be deducted from your class attendance/participation grade. 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 personnel.

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.

Blog Log: (15%) Assessment Ongoing. Students will maintain a *Blog Log in Blackboard.* The purpose of this assignment is to support your active engagement with course readings and concepts. On this *Blog Log* you will have an opportunity to record your reflections, connections, and questions about course readings and topics. These logs will be actively used during class and small group discussions.

Procedures for completion: Each week we will have active discussion about our readings and our work in classrooms. You are to come to class prepared, with detailed, thoughtful notes on

your readings. As you work during class, you are encouraged to jot down your ideas and responses as we explore the readings in greater depth. Then, *after* each class you will create your Blog Log in response to the readings and class discussion.

Each blog entry should be between 300-350 words and must be posted by Monday at noon. Entries should RESPOND to and- not summarize the readings. Your writing should provide a thoughtful, organized reflection, making connections to your own teaching practice and understanding about what it means to teach students to be literate in your discipline. Include specific references to the week's readings, also noting intersections between various readings from both in and outside of class.

Throughout the semester, you must comment on 4-5 Blog entries from peers NOT in either of your other groups.

Final Blog Log Entry Directions: At the end of the semester, you will read through your Blog

> A. As you revisit your log . . .

- Highlight 4 areas where you make strong connections to your own teaching.
- Insert 2 check-marks by ideas that are especially salient- places where you feel your knowledge has been nudged.
- Insert 2 question marks by concepts that are still confusing to you OR areas 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.

> B. 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.

School and Student Study: (15%) DUE DATE 2/20

Student will compile a 5-7 -page paper that summarizes understanding of the school culture as it pertains to adolescent literacy. Student will describe how literacy is addressed in the school wide vision and in the particular content area in the school where student teaching is being completed. Student should address the literacy practices observed in the classroom and the challenges administrators, teachers, and students face. Information for this project will be obtained from

personal interviews conducted on the school site. Student is responsible for interviewing ONE content teacher and TWO students from diverse backgrounds.

Student will also collect school data (SOL scores**,** demographics, school vision plans, & other pertinent data**)** and summarize these findings in the introduction of the paper. See VDOE website http://www.doe.virginia.gov and school and county sites to find further information.

Young Adult Novel Project (10 %): DUE DATE 3/20

Student will choose a young adult novel related to his/her content area (Must be approved by instructor). After reading the novel, student will write a 2-3 page paper with the following sections:

Citation: Provide a full bibliographic citation using APA format.

Overall Introduction- In a paragraph, explain the age/grade range for the young adult novel and why you chose it for this project. Also, include the interest level and specific reading level of the book.

Author information and summary : Introduce the author and his/her works. Provide a brief, succinct summary of the entire text. This must be in your own words.

Discussion: Discuss the merits of the book: Identify key passages, themes, author's writing style, or other areas of the text you feel are worth highlighting in relationship to the book's usefulness in the content classroom. In addition, propose some approaches and/or strategies you would use or recommend to teachers for engaging adolescents in literacy learning in your discipline with this text. Be sure to consider and include ideas for meeting the needs of diverse learners. Use your texts and other appropriate scholarly sources to support ideas.

Book talk: You will create a 3-minute book talk presentation to share with the class about your YA novel. The purpose is to create interest in the author and the book. Make explicit ties to your discipline and share teaching ideas.

Disciplinary Literacy Group Project (15 %) DUE DATE 4/10

Your group has been assigned to provide a presentation to your staff at the start of the school year about disciplinary literacy. Using the following framework, create an 8-10 minute media presentation addressing each area of the framework. Be creative!

- **Status of Adolescent Literacy:** Using multiple, relevant sources from the course, review and synthesize data, theories, and policy on the current situation/crisis in adolescent literacy.

- **The Importance of Being Literate in _____** (Insert Content Area(s): Connect content literacy skills to real life literacy needs of adolescents. Identify specific skills, knowledge, and dispositions required for literacy in this content area.
- **Literacy and _____** (Insert Content Area): Identify a specific literacy challenge your content area presents. Then make a case for addressing (a) particular skill, knowledge, or disposition essential to literacy in the content area that challenges adolescents' learning success. Be sure to articulate why students may struggle with this aspect of literacy (reading, writing, and speaking) in the content area.
- **Discussion:** Reflect on the specific challenges of reading and writing in your content area and provide thoughtful suggestions to make a case for using the intervention/strategy addressed in the journal article to address this challenge. Be sure to describe how it could be adapted for use in your own practice/classroom.

Strategy Lesson Portfolio: (25 %) DUE DATE 5/8

The purpose of this project is to show your understanding of how to choose an appropriate reading or instructional strategy and apply it to relevant texts from your content area. You will complete the following: (a) identify a topic/idea in your discipline, (b) locate 8 texts that you could use in the classroom around this topic, (c) choose 8 learning strategies to support growth in student understanding on this topic and develop a portfolio of mini -strategy lessons to implement in a classroom

Steps to completion:

PART A

1. Choose a text that students will or could encounter in your content classroom. All mini strategy lessons must include a literary element (i.e. newspaper article, textbook, book chapter, online resource, etc.).

2. Choose a strategy to match that text. 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.

3. Develop the specific steps to how you would implement the strategy in the classroom.

4. Provide a 2-3 sentence rationale for using this strategy. Then, explain <u>why</u> it is relevant and <u>how</u> it supports student learning.

PART B

1. During the internship, you must implement *at least* 2 of the strategies in the content classroom. You will collect several student samples and bring to class to share with class study group.

2. After completion of the portfolio, you will write a 2-3 page reflection about your experience developing the mini-strategy lessons and implementing them in the classroom. Your reflection should address what worked/didn't, changes you would make to the lesson, why you would keep it the same or use it again, 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.

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

2. Assignment and examination weighting

Class participation	15 percent
Blog Log	15 percent
School Student Study	20 percent
Young Adult Novel Project	10 percent
Disciplinary Literacy Group Project	15 percent
Strategy Portfolio	25 percent
Total:	100 percent

3. Grading Policies

Grading Scale

A= 94%-100%
A- = 90%-93%
B+= 87%-89%
B= 80%-86%
C= 75%-79%

4. Other expectations

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. Online discussion boards and Blogs.
3. Pair and small group meetings in which you will provide feedback and support for each other's work.

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 upload assignments to Blackboard 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 paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). **Save all electronic files with your last name and assignment titles (ex: SMITH_ProfDevProposal.docx).** 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.

Assignments will be evaluated and returned one week from the date submitted if on time.

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.

Email inquiries will be responded to within 48 hours on weekdays and 72 hours on weekends and holidays.

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/ 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**

TASKTREAM 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 http://gse.gmu.edu/.

PROPOSED CLASS 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 DUE
1/23	Literacy Matters: Course introduction What does it mean to be literate in a discipline? *Group Assignments*	Readings: • Biancarosa (2012) Adolescent Literacy: More Than Remediation. *Educational Leadership*, 69(6), 22-27.
1/30	Foregrounding the disciplines: Why address literacy in content classrooms?	*Review Professional Organization Standards Readings: • Wilson, A. (2011). A Social Semiotics Framework for Conceptualizing Content Area Literacies. *Journal Of Adolescent & Adult Literacy*, *54*(6), 435-444. doi:10.1598/JAAL.54.6.5

		• Biancarosa, G., & Snow, C. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education {Jigsaw/complete graphic organizer on BB} • Fisher & Frey Chapter 1
2/6	Language and Literacy Development How do sociocultural contexts influence students' language and literacy growth? *Develop interview Questions* *Submit young adult novel choices to instructor*	Readings: • Moje, E. B., Dillon, D. R., & O'Brien, D. (2000). Reexamining roles of learner, text, and context in secondary literacy. *Journal Of Educational Research*, *93*(3), 165. • Greenleaf & Hinchman (2009). Reimagining Our Inexperienced Adolescent Readers: From Struggling, Striving, Marginalized, and Reluctant to Thriving. *Journal Of Adolescent & Adult Literacy*, *53*(1), 4-13. • Francois, C. (2013). Reading Is About Relating: Urban Youths Give Voice to the Possibilities for School Literacy. *Journal Of Adolescent & Adult Literacy*, *57*(2), 141-149. doi:10.1002/JAAL.218 • Tovani: Chapters 1-3
2/13	Knowing your students: Culturally responsive teaching & the language of schooling.	*Bring in demographic data and testing information from the school where you are completing your internship. Bring in school improvement/literacy plan. Readings: • *Double the Work: Challenges and Solutions to Acquiring Language and Academics Literacy for Adolescent English Language Learners*- A Carnegie Report {Jigsaw/complete graphic organizer on BB} • Vacca, Vacca, & Mraz, 2014 Chapter 3 (e-reserves) • Tovani 4-6 Group Work on Disciplinary Literacy Project
2/20	Comprehension and text complexity How do we know what texts to take into the classroom?	*Bring a textbook and an alternative reading source Readings: • Zhihui, F. (2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. *Journal Of Adolescent & Adult Literacy*, *51*(6), 476-487. • Zhihui, F., & Schleppegrell, M. J. (2010). Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through

		Functional Language Analysis. *Journal Of Adolescent & Adult Literacy*, *53*(7), 587-597.
		• Griffith, P. E. (2010). Graphic Novels in the Secondary Classroom and School Libraries. *Journal Of Adolescent & Adult Literacy*, *54*(3), 181-189. doi:10.1598/JAAL.54.3.3
		• (optional) Leko, M. M., Mundy, C. A., Kang, H., & Datar, S. D. (2013). If the Book Fits: Selecting Appropriate Texts for Adolescents With Learning Disabilities. *Intervention In School & Clinic*, *48*(5), 267-275. doi:10.1177/1053451212472232
		School and Student Study DUE
2/27	Interest and motivation: using anticipatory activities How do we get students to want to learn? *Librarian Interview*	Learning Log Readings: • Fisher & Frey Ch. 2 & 4 • Gambrell, L. B. (2011). Seven Rules Of Engagement: What's Most Important to Know About Motivation to Read. *Reading Teacher*, *65*(3), 172-178. doi:10.1002/TRTR.01024 • Content Article: Find specific article under content folder on BB <u>Group Work on Disciplinary Literacy Project</u>
3/6	Academic Language and Vocabulary Learning How do students really know a word?	Readings: • Fisher & Frey Ch. 3 • Hennings, D. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal Of Adolescent & Adult Literacy*, *44*(3), 268. • Kelley, J. G., Lesaux, N. K., Kieffer, M. J., & Faller, S. (2010). Effective Academic Vocabulary Instruction in the Urban Middle School. *Reading Teacher*, *64*(1), 5-14. doi:10.1598/RT.64.1.1
3/13	Developing Vocabulary Knowledge	ONLINE CLASS (see Blackboard for specific instructions) Readings: • Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. *Journal Of Adolescent & Adult Literacy*, *56*(2), 132-140. doi:10.1002/JAAL.00114 • Content Article: Find specific article under content folder on BB

3/20	Instruction that Matters: The role of questioning and inferencing in student learning How do we ask questions and how do we teach students to ask questions? What role does asking questions have in developing students' comprehension?	Readings: • Frey, N., & Fisher, D. (2011). Structuring the Talk: Ensuring Academic Conversations Matter. *Clearing House*, *84*(1), 15-20. doi:10.1080/00098655.2010.484440 • Fisher & Frey Ch. 5 • Tovani 7-9 • Content Article: Find specific article under content folder on BB **Young Adult Novel Project DUE**
3/27	Instruction that Matters: Writing Across the Curriculum What types of instructional routines support student writing? Critical Friends Draft Review and APA Once-Over	Readings: • Fisher & Frey Ch. 8 • Hansen, J. & Kissel, B. (2009). Writing instruction for Adolescent Learners. In Wood, & Blanton (Eds.), *Literacy instruction for adolescents: research-based practice* (pp. 392-419). NY: Guilford Press. • Content Article: Find specific article under content folder on BB
4/3	Technology in the Classroom: How do we ensure that technology is supporting students' learning?	Readings: • Vacca, Vacca, & Mraz, 2014 Chapter 2 (e-reserves) **Disciplinary Literacy Project DUE**
4/10	Instructional strategies: supporting students' organization and note-taking.	Guest Speaker: Travis Holder- Teacher Certification Readings: • Fisher & Frey Ch. 6 & 7
4/17	SPRING BREAK	SPRING BREAK PUBLIC SCHOOLS
4/24	Using tradebooks to	ONLINE CLASS (see Blackboard for specific instructions).

	enhance content learning.	Readings: • Brozo, W. G. (2012). Building Bridges for Boys: Graphic Novels in the Content Classroom. *Journal Of Adolescent & Adult Literacy*, *55*(6), 550. doi:10.1002/JAAL.00064 • Content Article: Find specific article under content folder on BB **Graphic Novel DUE**
5/1	Effective Disciplinary Instruction for all learners *Course evaluations*	Readings: • Allington, R. (2007). Effective Teachers, Effective Instruction. In Beers,K., Probst, R. & Rief, L. (Eds). *Adolescent literacy: turning practice into promise (pp. 273-289)*. Portsmouth, NH: Heinemann. (e-reserves) • Keene, E., & Zimmermann, S. (2013). Years Later, Comprehension Strategies Still at Work. *Reading Teacher*, *66*(8), 601-606. doi:10.1002/trtr.1167 (e-reserves) **Final Blog Entry DUE**
5/8	Strategy Portfolio Showcase	**Strategy Portfolios DUE**

ASSESSMENT RUBRICS:

Blog Log Rubric:

Criteria	Low Performance (0-3 points)	Developing (4 points)	Accomplished (4.5 points)	Exemplary (5 points)
Quality: Level of insight and reflection (evidence of thoughtful responses);	Minimal evidence of thoughtful responses; highly inconsistent	Provides adequate reflection and insight into own teaching practice; may be inconsistent between entries	Provides solid reflection and offers critical insight into own teaching practice.	Provides very thorough reflection and offers critical, constructive insight into own teaching practice.

Connections: extent to which relevant course content (from texts and class discussions) is integrated in the entries.	Provides minimal reflection; highly inconsistent	Provides adequate critical reflection; may be inconsistent between entries or over reliance on summarizing.	Provides critical reflection that includes links to class discussions, readings and theoretical perspectives, roots of practices, views, and values.	Provides a strong critical reflection that includes links to class discussions, readings and theoretical perspectives, roots of practices, views, and values; may provide additional evidence beyond the course.

School Student Study Rubric:

Criteria	Low Performing (0-3 points)	Developing (4 points)	Accomplished (4.5 points)	Exemplary (5 points)
Introduction: Includes a narrative describing school, department, literacy visions, and important findings from the state testing data.	Introduction included some of the required information, was unclear or disorganized.	Introduction included most of the required information, was somewhat clear; some flaws in organization.	Introduction included all required information, was mostly clear and organized.	Introduction included all required information; written in a clear, succinct manner. Well organized
Interview Reporting: Answers to interview questions are presented in narrative format; compares, contrasts, and synthesizes interview information.	Does not convey information that is compared, contrasted, and synthesized from those interviewed. Ideas are vaguely stated and not well supported.	Conveys information that is compared, contrasted, and/or synthesized from those interviewed. Ideas are stated and somewhat supported.	Conveys information that is compared, contrasted, and synthesized from those interviewed. Ideas are stated and mostly supported.	Clearly and consistently conveys information that is compared, contrasted, and synthesized from those interviewed. Ideas are clearly stated and very

				strongly supported.
Discussion: References course concepts; connects experiences to own teaching practice.	Ideas from the interviews are vaguely summarized. Connections unclear and not rational; lacks insight. Weak connections to your own teaching practice.	Ideas from the interviews moderately summarized to an extent. Ideas are somewhat insightful, rational, and logical. Some connections to your own teaching practice.	Ideas from the interviews are clearly summarized. Ideas are presented in a logical manner. Connections to your own teaching practice evident.	Ideas from the interviews are very clearly summarized in a logical, coherent manner. Ideas are insightful and strongly connected to your own teaching practice. Synthesis of work is strong.
Readability	Contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Page limits may not be adhered to.	Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. May be outside of page limits.	Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. Within page limits.	Error free: accurate spelling, grammar, language usage; variety of sentence structures; rich vocabulary. Within page limits.

Disciplinary Literacy Group Project Rubric:

Criteria	Low Performance (0-3 points)	Developing (4 points)	Accomplished (4.5 points)	Exemplary (5 points)
Status of Adolescent Literacy: Demonstrates an understanding of the status of adolescent literacy on a national level by incorporating data and theories on the crisis in adolescent literacy. Presentation synthesizes	Demonstrates LITTLE OR NO understanding. References few if any resources. Ideas are loosely developed and supported. Writer shows minimal	Demonstrates PARTIAL understanding. References some resources; may be weakly linked. Ideas are somewhat developed and	Demonstrates CONSIDERABLE understanding. References a variety of resources from class. Ideas are developed and supported. Shows evidence of	Demonstrates COMPLETE understanding. References a variety of resources from in and out of class. Ideas are fully developed

a variety of appropriate and relevant resources to explain current context of adolescent literacy.	evidence of synthesizing information from articles and course readings.	supported. Writer shows some evidence of synthesizing information from articles and course readings.	synthesizing information from articles and course readings.	and supported. Shows strong evidence of synthesizing information from articles and course readings.
The importance of being literate in (insert content area). Demonstrates an understanding of the importance of literacy in the specified content area, making specific connections between broader concepts of adolescent literacy and literacy in the content area. Identifies specific skills, knowledge, and dispositions required for literacy in this content area.	Demonstrates LITTLE OR NO understanding. Minimally connects content literacy skills to real life literacy needs. Details and reasoning are illogical and/or not evident.	Demonstrates PARTIAL understanding. Somewhat connects content literacy skills to real life literacy needs. Details and reasoning are somewhat relevant; could be more fully developed.	Demonstrates CONSIDERABLE understanding. Connects content literacy skills to real life literacy needs. Details and reasoning are mostly relevant and insightful	Demonstrates COMPLETE understanding. Clearly connects content literacy skills to real life literacy needs. Details and reasoning are relevant, thoughtful, and insightful.
Literacy and (insert content area). Presentation makes a case for addressing (a) particular skill, knowledge, or disposition essential to literacy in the content area and demonstrates an understanding of a particular aspect of his/her content area (linguistic, conceptual, vocabulary, etc.) that challenges adolescents' learning success. Articulates WHY students may struggle with this aspect of literacy (reading, writing, and speaking) in content area.	Demonstrates LITTLE OR NO understanding. Ideas are loosely summarized. Connections unclear and/or not rational; lacks insight.	Demonstrates PARTIAL understanding. Ideas are summarized to an extent. Ideas are somewhat insightful, rational, and logical. Addresses the relationship between the students' literacy experiences and the challenges of content reading and writing, but	Demonstrates CONSIDERABLE understanding. Ideas are summarized. Ideas are mostly insightful, rational, and logical; articulates the relationship between the students literacy experiences and the challenges of content reading and writing.	Demonstrates COMPLETE understanding Ideas are clearly summarized in a logical, coherent manner. Ideas are deeply insightful and strongly articulate the relationship between the students' literacy experiences and the challenges of content reading and writing.

		could be more developed.		
Discussion: Demonstrates an understanding of how the idea(s) addressed in the journal strategy critique might directly impact teaching the aspect of literacy he/she addresses in the section on Literacy and (insert content area). Makes a case for using the intervention/strategy addressed in the journal article and how it could be adapted for use in his/her own practice.	Demonstrates LITTLE OR NO understanding. The ideas are under developed; does not make clear connections to how he/she may organize and plan in the classroom to more effectively enhance the students' literacy growth in the specified content area.	Demonstrates PARTIAL understanding. The ideas are somewhat thoughtful and reflective; makes some connections to how he/she may organize and plan in the classroom to more effectively enhance the students' literacy growth in the specified content area.	Demonstrates CONSIDERABLE understanding. The ideas are mostly thoughtful and reflective; makes clear connections to how he/she may organize and plan in the classroom to more effectively enhance the students' literacy growth in the specified content area.	Demonstrates COMPLETE understanding. The ideas are thoughtful, critical, and highly reflective; makes strong and very clear connections to how he/she may organize and plan in the classroom to more effectively enhance the students' literacy growth in the specified content area.

Strategy Portfolio Rubric

	Low performance (0-3)	Developing (4)	Accomplished (4.5)	Exemplary (5)
Completeness	Missing more than 2 mini-lessons and/or reflection paper.	Includes reflection paper, but may be missing 1-2 sample lessons and/or student samples.	All sections included, but may be missing a small piece (i.e. a sample text, rationale, etc.)	All sections of the assignment are included.
Quality: lessons	Candidate demonstrates an unclear understanding of writing an effective strategy lesson; instruction is not clearly targeted on a goal for student learning; needs to be responsive to student needs , appropriate scaffolding is not	Candidate demonstrates a moderate understanding of writing an effective strategy lesson; instruction is somewhat targeted, but focus needs greater clarity; lesson loosely stimulates student interest, needs greater consideration of student needs, scaffolding is weak	Candidate demonstrates a mostly clear understanding of writing an effective strategy lesson; instruction is targeted and focused on a goal for student learning; lesson stimulates student interest and is somewhat responsive to student needs providing sufficient	Candidate demonstrates a very clear understanding of writing an effective strategy lesson; instruction is targeted and focused on a goal for student learning; lesson powerfully stimulates student interest and is acutely responsive

	evident; and interaction with the text is minimal or not evident; does not support students' development of disciplinary knowledge.	and interaction with the text is minimal or focused on basic levels of comprehension; does not strongly support students' development of disciplinary knowledge;	scaffolding and interaction with the text; mostly supports students' development of disciplinary knowledge; minor tweaks could strengthen the lesson.	to student needs providing dynamic and appropriate scaffolding and interaction with the text; strongly supports students' development of disciplinary knowledge;
Quality: paper	Writing is unclear. Ideas are not presented in a logical manner. Extensive errors in grammar, syntax, and spelling interfere with meaning of work.	Writing is somewhat clear, concise, and well organized. Minor flaws in logical presentation of ideas. Many errors in grammar, syntax, and spelling.	Writing is mostly clear, concise, and well organized. Ideas presented in a logical manner. Several errors in grammar, syntax, and spelling.	Writing is very clear, concise, and well organized. Ideas are presented in a logical, effective manner. Few, if any, errors in grammar, syntax, and spelling.
Content: lessons	Reading material is not appropriate in length and/or reading level for targeted students; Reading strategy weakly supports students' active reading and understanding of text/concepts.	Reading material is either the appropriate length or reading level for targeted students, but match is weak; Reading strategy supported students' active reading understanding of the text/concepts.	Reading material is mostly the appropriate length and reading level for targeted students; clear connection to overall unit themes. Reading strategy mostly supports students' active reading and understanding of the text/concepts.	Reading material is the appropriate length and reading level for targeted students; very clear and insightful connections to overall unit themes. Reading strategy strongly supports students' active reading and deep understanding of the text/concepts.
Content: paper	Reflection shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. Very vague or no implications overall teaching practice are presented.	Reflection shows some evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for overall teaching practice are presented.	Reflection shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for overall teaching practice are presented.	Reflection shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for overall teaching practice are thoroughly presented.

Young Adult Novel Rubric

	Excellent (4.5-5)	Competent (4)	Minimal (0-3)
Paper **5 points**	Writer includes clear and succinct summary; ideas are very clearly presented: discussion is well articulated and connections to teaching practice are innovative and strongly support student engagement and learning of the content. All parts of paper included; APA format strongly adhered to; few, if any, grammatical and/or spelling errors.	Writer includes adequate summary; ideas are satisfactorily presented: discussion is mostly clear and connections to teaching practice are evident, and support student engagement and learning of the content. All parts of paper included; APA format mostly adhered to; several grammatical and/or spelling errors.	Writer includes minimal summary; ideas are weakly presented: discussion is under developed and few connections to teaching practice are included; connection tot teaching practice weakly support student engagement and learning of the content. Parts of paper may be missing; APA format not fully adhered to; extensive grammatical and/or spelling errors.
Book Talk **5 points**	Provides succinct, detailed summary; read aloud passage is relevant and interesting; evaluation shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for overall teaching practice are thoroughly presented.	Provides adequate summary; read aloud passage is ; evaluation shows some evidence of synthesis of ideas presented and insights gained throughout the entire course. Some implications of these insights for overall teaching practice are presented.	Provides vague summary; read aloud is disjointed from the rest of talk; evaluation is limitedly supported and references. to course concept are weak or missing