EDRD 419.001: Literacy in the Content Areas
3 Credits, Fall 2014
4:30-7:10 West Building 1001

**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

Zwiers, J. (2014). *Opportunities to Develop Oral Language*. Newark, DE: International Reading Association. Retrieve from http://www.reading.org/general/Publications/e-ssentials/e8050

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

**TASKTREAM REQUIREMENTS:**

NONE FOR THIS COURSE

**COURSE ASSIGNMENTS AND EXAMINATIONS**:

1. Assignment descriptions

**Attendance and Participation:** 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.

*If you miss a class*, you will need to submit a (1) a 2-page bulleted summary of the readings for that day and (2) an additional article response. *Article must be approved by instructor*. Choose an article relative to course topics. APA format must be followed.

**Article Responses (10%):** Student will locate 2 relative articles from peer -reviewed journals. For each article you will (1) read the article, (2) develop a one-page summary critique, (3) post to your group BLOG and submit to instructor via Blackboard, and (4) share and discuss in class with your group.

One page summary should follow this format: (see sample on Blackboard)

a. **Author's most significant points:** A brief summary of the author's message.
b. **Test-to-self connections:** Analyze how the article connects to your content and teaching practice. Use specific examples and elaborate on the utilization of the ideas.
c. **Questions and Criticism:** One paragraph of doubts, challenges, and lingering questions.

Journal Examples:

| | |
|---|---|
| *American Educational Research* | *Journal of Adolescent and Adult Literacy* |
| *Action in Teacher Education* | *Journal of Research in Reading* |
| *Educational Researcher* | *Reading Research Quarterly* |
| *Harvard Educational Review* | |

**Disciplinary Literacy Group Project (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!

- **(1) Status of Adolescent Literacy:** Using multiple, relevant sources from the course, review and synthesize data, theories, and policy on the current situation in adolescent literacy.
- **(2) The Importance of Being Literate in _____** (Insert Content Area): Connect content literacy skills to real life literacy needs of adolescents. Identify specific skills, knowledge, and dispositions required for literacy in this content area.
- **(3) Literacy and _____** (Insert Content Area): Identify the specific literacy challenges your content area presents. Be sure to articulate why students may struggle with these aspects of literacy (reading, writing, and speaking) in the content area.

**Young Adult Novel Study (10%):** With a small disciplinary group, students will read 2 young adult novels (1) a graphic novel, and (2) a novel connected to your content [can be fiction or non-fiction]. Students will meet *two times* during class [October 30 & November 20] to discuss the novels using literature circles. Student will informally share their work with classmates. Students will complete a 500-600 word journal on Blackboard discussing (1) his/her experiences with the assignment including a brief summary of the texts and rationale for use, (2) the value of using alternative texts in the content classroom, and (3) ideas for implementation in the secondary content classroom.

**Strategy Portfolio (30%):**

The purpose of this project is to show understanding gained about how to *choose* an appropriate instructional strategy and *apply* it to relevant content area texts. Student will work with a partner to develop 6 mini-strategy lessons from each of the following course topics: *Vocabulary, Anticipatory Activities, Questioning, Comprehension, Writing, and Graphic Organizers*. Strategies must come from a course text or resource unless otherwise approved by the instructor.

Steps for each strategy:

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 and building comprehension.

3. Develop the specific steps to how a teacher would implement the strategy with that text. What will happen Before, During, and After to support student learning. Include any materials you create.

4. Write a 2-3 sentence rationale for using this strategy. Explain <u>why</u> it is relevant and <u>how</u> it supports student learning in your discipline.

Presentation of work:

(a) Name of Strategy
(b) Rationale
(c) Steps of lesson
(d) Copy of reading materials [if part of a novel copy small section]

**Final Position Statement (15%):** Student will develop a 3-4 page position statement articulating his/her understanding of literacy in a specific content area. Reflect on the specific challenges of reading and writing in that content area and provide thoughtful suggestions to *make a case* for how to plan for instruction in the discipline. In your closing identify one specific course concept to continue to explore. Use references to support ideas. APA required.

**Field Experience Requirements (25%):**

Students MUST complete the <u>Online Field Experience Registration</u> *NO LATER* than the first week of classes.

**Signed log of hours indicating successful completion of the time requirement must be submitted in order to receive credit for the field experience** *(see Appendix A for format)*

This course requires a total of **15 hours** of Field Experience. There are three components required for completion of the Field Experience assignment. (1) The first component (5 hours) of the Field Experience assignment requires students to *observe* a classroom in their content area and note the

particular ways the teacher(s) integrates literacy into the content area *(see Appendix B for observation protocol).* (2) The second component (5 hours) of the Field Experience assignment requires students to *interview* students, teachers, and school leaders. (3) The third component (5 hours) of the Field Experience assignment requires students to *engage in teaching or co-teaching a literacy lesson* to a small group or whole class.

- Component 1- *observation* (5%):

Student will develop a 3 page well-organized summary of the 5 hours of observation including (a) what was observed, including background and context of classes and (b) an analysis of how this ties into course concepts covered.  The summary should be a narrative, descriptive reflection of the student's experience and how it relates to the effective teaching of the discipline**.**

- Component 2- *interviews* (10%):

Student will develop a 3 page paper summarizing information obtained from personal interviews conducted on the school site.  Students will interview 1 teacher- (a) one teacher from the same content and), and (b) 2 students. Paper should be organized in 2 sections (1) Interview Summaries: Answers to interview questions should be presented in narrative format, showing evidence of comparing, contrasting and synthesizing interview information.  Do not list questions and answers.  (2) Discussion: Explain the connections between the interview data, course concepts, and teaching practice.

- Component 3- *lesson implementation* (10%):

Students will teach or co-teach one strategy during their field experience and submit the following. (1) Students will create a lesson plan that incorporates an instructional strategy from the course and implement it with a small group or whole class. (2) Students will collect student sample(s) and bring to class to share with class study group (3) Students will submit a 3 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? Reflect on using strategies to support active reading and writing, and about integrating literacy strategies into instructional routines in the disciplines.


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


2.  Assignment and examination weighting

| | |
|---|---|
| Article Summaries (2) | 10 percent |
| Disciplinary Literacy Group Project | 10 percent |
| Young Adult Novel Study | 10 percent |
| Field Experience | 25 percent |
| Final Position Statement | 15 percent |
| Strategy Portfolio | 30 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**. 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 can influence your grade.

### *Assignments*

All assignments should be turned in on the due date in the schedule below via Blackboard (by 4:20 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**).  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/ 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**

## 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:**

| date | Topic/Learning Experience | Readings | Assignments Due |
|------|---------------------------|----------|-----------------|
| **1. 8/28** | Literacy Matters: Course introduction<br><br>What is literacy? What does it mean to be literate in a discipline?<br><br>*Group Assignments* | Readings:<br><ul><li>Biancarosa, G. (2012). Adolescent literacy: More than remediation. *Educational Leadership*, *69*(6), 22-27.</li></ul> | |
| **2. 9/4** | Foregrounding the disciplines: Why address literacy in content classrooms? | Review professional organization standards for your discipline. (See those listed in syllabus)<br>Readings:<br><ul><li>Listen to Moje Podcast. http://www.reading.org/downloads/podcasts/II-Moje.mp3</li><li>Buehl, D. (2011). Mentoring students in disciplinary literacy. In *Developing Readers in the Academic Disciplines* (1-30). Newark, DE: International Reading Association.</li><li>Fisher & Frey, Ch.1</li><li>International Reading Association. (2012). *Adolescent Literacy*. (Position statement, Rev. 2012 ed.). Newark, DE: author. http://www.reading.org/Libraries/resources/p</li></ul> | |

| | | s1079_adolescentliteracy_rev2012.pdf | |
|---|---|---|---|
| **3. 9/11** | Language and Literacy Development<br><br>How do sociocultural contexts influence students' language and literacy growth? | Readings:<br>• 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.<br>• 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<br>• Tovani 1-3<br>• 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 [BRING TO CLASS] http://carnegie.org/fileadmin/Media/Publications/PDF/ReadingNext.pdf | Article Summary #1 |
| **4. 9/18** | Knowing your students: Culturally responsive teaching & the language of schooling. | Readings:<br>• Tovani 4-6<br>• Vacca, Vacca, & Mraz, 2014 Chapter 3 (e-reserves)<br>• Short, D. & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. Retrieved from: http://www.all4ed.org/files/DoubleWork.pdf | 1. Bring in demographic data and testing information from the school where you are completing your internship. Bring in school improvement/literacy plan.http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml |
| **5. 9/25** | Comprehension and text complexity<br><br>How do we know what texts to take into the classroom? | *Bring a textbook and an alternative reading source from your school site<br><br>Readings:<br>• Duke, N., Pearson, D., Strachan, S., & Billman, A. (2010). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A.E. Farstrup (Eds.), *What research has to say about reading instruction* (4th ed.), (pp. 51-93). Newark, DE: International Reading Association. | Field Experience Component #1 |

| | | | |
|---|---|---|---|
| | | • 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.<br>• 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 | |
| **6.**<br>**10/2** | Interest and motivation: using anticipatory activities<br><br>How do we get students to want to learn? | Readings:<br>• Fisher & Frey Ch. 2 & 4<br>• 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<br>• Content Article: Find specific article under content folder on BB | Article Summary #2 |
| **7.**<br>**10/9** | Academic Language and Vocabulary Learning<br><br>How do students really know a word? | Readings:<br>• Fisher & Frey Ch. 3<br>• Hennings, D. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent & Adult Literacy*, *44*(3), 268.<br>• 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<br>• PODCAST: teaching vocabulary in middle and high school http://www.reading.org/downloads/podcasts/CA-Bromley.mp3 | |
| **8.**<br>**10/16** | Developing Vocabulary Knowledge | Readings:<br>• 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<br>• Content Article: Find specific article under content folder on BB | Field Experience Component #2<br><br>Strategy Portfolio Workshop |

| | | Readings: | |
|---|---|---|---|
| **9.** **10/23** | Instruction that Matters: Fostering Academic Conversations<br><br>How do we ask questions and how do we teach students to ask questions? | Readings:<br>• Fisher & Frey Ch. 5<br>• Zwiers, J. (April 2014). *Opportunities to Develop Oral Language*. Newark, DE: International Reading Association.<br>• Tovani 7-9<br>• Content Article: Find specific article under content folder on BB | Disciplinary Literacy Project<br><br>Literature Circles: YA Novel Discussion |
| **10.** **10/30** | **ONLINE CLASS** Technology in the Classroom:<br><br>How do we ensure that technology is supporting students' learning? | Readings:<br>• Vacca, Vacca, & Mraz, 2014 Chapter 2 (e-reserves)<br>• VIEW: Teaching Channel- https://www.teachingchannel.org/videos/technology-in-the-classroom | |
| **11.** **11/6** | Instruction that Matters: Writing Across the Curriculum<br><br>What types of instructional routines support student writing? | Readings:<br>• Fisher & Frey Ch. 8<br>• 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.<br>Content Article: Find specific article under content folder on BB | Strategy Portfolio Workshop |
| **12.** **11/13** | Instructional strategies: supporting students' organization and note-taking. | Readings:<br>• Fisher & Frey Ch. 6 & 7 | Strategy Portfolio Due |

| | | Readings: | |
|---|---|---|---|
| **13.** **11/20** | Using tradebooks to enhance content learning | Readings:<br>• 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<br>• Content Article:  Find specific article under content folder on BB | Field Experience Component #3 Literature Circles: Graphic Novel Discussion (Journal due no later than 11/25) |
| **11/27** | NO CLASS | Thanksgiving Break | |
| **14.** **12/4** | Effective Disciplinary Instruction for all learners<br><br>*Course evaluations* | Readings:<br>• 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.<br>• Keene, E., & Zimmermann, S. (2013). Years later, comprehension strategies still at Work. *Reading Teacher*, *66*(8), 601-606. doi:10.1002/trtr.1167 | Final Position Statement |

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

**ASSESSMENT RUBRICS:**

| Low Performance | Developing | Accomplished | Exemplary |
|---|---|---|---|
| Shows LITTLE understanding of criteria | Shows PARTIAL understanding of criteria | Shows CONSIDERABLE understanding of criteria | Shows COMPLETE understanding of criteria. |

**Article Summary Rubric 10%**

| Criteria | Low Performance (0-3 points) | Developing (4 points) | Accomplished (4.5 points) | Exemplary (5 points) |
|---|---|---|---|---|
| **Article content:** Writer demonstrates an understanding of the thesis, methods, the overall goal, and the strengths and weaknesses of the journal article. Additionally, the writer makes a case for the relevance of the research provided in the article. | Writer is missing components; may have incorrect information | Writer somewhat summarizes the main points of the article including author's purpose, participants, methodology, findings, and outcomes. One section may be underdeveloped. | Writer summarizes the main points of the article including author's purpose, participants, methodology, findings, and outcomes. | Writer very clearly summarizes the main points of the article including author's purpose, participants, methodology, findings, and outcomes. |
| **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. |

# Field Experience Component 1 (Observation) Rubric 5%

| 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. | Included some of the required information; weakly organized. | Included most of the required information, was somewhat clear; some flaws in organization. | Included all required information, was mostly clear and organized. | Included all required information; written in a clear, succinct manner. Well organized |
| **Observation Summary:** Includes descriptive and reflective discussion of classroom and instructional context | Incomplete or weak description. May not be clearly connected to literacy. Makes weak connections, if any, to course concepts. Limited analysis and insights. | General description included, some may not be relevant. Makes general connections to course concepts, or may only have 1, and outside resources, or then may not be included. Some analysis and insights offered, but general and broad. | Solid and mostly relevant description; makes appropriate connections to course concepts (at least 2) and may include outside resources. Relevant analysis and insights. | Thorough and relevant description; makes very clear ties to course concepts (at least 2) and outside resources. In-depth, focused analysis and insights. |
| **Readability** | Contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Page limits may not be adhered to. APA not followed. | Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. May be outside of page limits. APA contains several errors, major and minor errors. | Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. Within page limits. APA mostly followed, may contain minor errors. | Error free: accurate spelling, grammar, language usage; variety of sentence structures; rich vocabulary. Within page limits. APA followed. |

**Field Experience Component 2 (Interviews) Rubric 10%**

| Criteria | Low Performing- (7 points) | Developing – (8 points) | Accomplished- (9 points) | Exemplary- (10 points) |
|---|---|---|---|---|
| **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. APA not followed. | Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. May be outside of page limits. APA contains several errors, major and minor errors. | Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. Within page limits. APA mostly followed, may have minor errors. | Error free: accurate spelling, grammar, language usage; variety of sentence structures; rich vocabulary. Within page limits. APA consistently followed |

**Field Experience Component 3** (Lesson Implementation) Rubric 10%

| Criteria | Low Performance (7 points) | Developing (8 points) | Accomplished (9 points) | Exemplary (10 points) |
|---|---|---|---|---|
| **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: Writer describes (1) lesson and context, (2) what worked, (3) challenges, (4) adjustments, (5) utility of strategies** | 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. |
| **Readability** | Contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Page limits may not be adhered to. APA not followed. | Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. May be outside of page limits. APA contains several errors, major and minor errors. | Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary.  Within page limits.  APA mostly followed, may have minor errors. | Error free: accurate spelling, grammar, language usage; variety of sentence structures; rich vocabulary. Within page limits. APA consistently followed |

## Disciplinary Literacy Group Project Rubric 10%

| 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 a variety of appropriate and relevant resources to explain current context of adolescent literacy. | Demonstrates LITTLE OR NO understanding. References few if any resources. Ideas are loosely developed and supported. Writer shows minimal evidence of synthesizing information from articles and course readings. | Demonstrates PARTIAL understanding. References some resources; may be weakly linked. Ideas are somewhat developed and supported. Writer shows some evidence of synthesizing information from articles and course readings. | Demonstrates CONSIDERABLE understanding. References a variety of resources from class. Ideas are developed and supported. Shows evidence of synthesizing information from articles and course readings. | Demonstrates COMPLETE understanding. References a variety of resources from in and out of class. Ideas are fully developed 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 could be more developed. | 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. |
|---|---|---|---|---|
| **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. |

**Final Position Statement Paper 15%**

| Criteria | Low Performance (7 points) | Developing (8 points) | Accomplished (9 points) | Exemplary (10 points) |
|---|---|---|---|---|
| Writer addresses the challenges and solutions to teaching students to become literate in a specific discipline and clearly connects to personal teaching practice. | The ideas are under developed; writer 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. Very vague or no implications for overall teaching practice are presented. | The ideas are somewhat thoughtful and reflective; writer 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. Few implications of these insights for overall teaching practice are presented. | The ideas are mostly thoughtful and reflective; writer 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. The implications of these insights for overall teaching practice are presented. | The ideas are thoughtful, critical, and highly reflective; writer 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. The implications of these insights for overall teaching practice are thoroughly presented. |
| Writer uses a variety of resources to support ideas. | Writer uses few resources, may not be relevant; weakly supports ideas and insights; may be disjointed from text | Writer uses some resources; somewhat relevant; loosely supports ideas and insights may be choppy | Writer uses many resources, mostly relevant; supports ideas and insights; inclusion of references blends into writing | Writer uses multiple, relevant resources that very strongly support ideas and insights; inclusion of references evenly blends into writing |
| Readability | Contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Page limits may not be adhered to. APA not followed. | Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. May be outside of page limits. APA contains several errors, major and minor errors. | Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. Within page limits. APA mostly followed, may have minor errors. | Error free: accurate spelling, grammar, language usage; variety of sentence structures; rich vocabulary. Within page limits. APA consistently followed |

**Strategy Portfolio Rubric 30%**

| Criteria | Low performance (9 points) | Developing (12 points) | Accomplished (13.5) | Exemplary (15 points) |
|---|---|---|---|---|
| **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 evident; and interaction with the text is minimal or not evident; does not support students' development of disciplinary knowledge. | 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 and interaction with the text is minimal or focused on basic levels of comprehension; does not strongly support students' development of disciplinary knowledge; | 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 scaffolding and interaction with the text; mostly supports students' development of disciplinary knowledge; minor tweaks could strengthen the lesson. | 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 to student needs providing dynamic and appropriate scaffolding and interaction with the text; strongly supports students' development of disciplinary knowledge |
| **Materials: 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 content. 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 content. Reading strategy strongly supports students' active reading and deep understanding of the text/concepts. |

**Young Adult Novel Rubric: 10%**

|  | Low Performance | Developing | Accomplished | Exemplary |
|---|---|---|---|---|
| **Literature circles** | Inconsistently prepared for discussion; listens to peers but does not offer consistent or insightful feedback. |  | Mostly prepared for discussion; listens to peers and often provides feedback. | Consistently prepared for discussion; actively listens to peers and regularly provides insightful feedback. |
| **Journal** | Writer includes minimal summary and rationale; 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. Some requirements may be missing; extensive grammatical and/or spelling errors. | Writer includes adequate summary and rationale- may be uneven; discussion is somewhat developed; minimal connections to teaching practice, vague. All requirements included; several grammatical and/or spelling errors. | Writer includes mostly clear summary and rationale; ideas are satisfactorily presented: discussion is mostly clear; connections to teaching practice are evident, and support student engagement and learning. All requirements included; some grammatical and/or spelling errors. | Writer includes coherent and *succinct* summary and rationale; ideas are very clearly presented: discussion is well articulated and connections to teaching practice are innovative and strongly support student engagement and learning. All requirements included; few, if any, grammatical and/or spelling errors. |

**Experience Hours/Activities Log (EDRD 419)**

*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 11/20/2014.*

GMU Student_____

Mentor Teacher/School:_____

Content Area:  _____

| Date | Brief description of activities and focus student (s) | Hours |
|------|-------------------------------------------------------|-------|
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|      |                                                       |       |

**Mentor Signature** _____ **Date** _____

**I agree that the above record of my time and activities is accurate.**

**Teacher Candidate Signature** _____ **Date** _____