

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

EDRD 619.001: Literacy in the Content Areas  
3 Credits, Spring 2015  
Mondays, 4:30-7:10 Innovation Hall 208

**PROFESSOR:**

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**COURSE DESCRIPTION:**

A. Prerequisites/Corequisites:

*Prerequisites:* Methods I (EDCI 567 Teaching Social Studies in the Secondary School, 569 Teaching English in the Secondary School, 572 Teaching Mathematics in the Secondary School, or 573 Teaching Science in the Secondary School) and  
*Corequisites:* Methods II (EDCI 667 Advanced Methods of Teaching Social Sciences in the Secondary School, 669 Advanced Methods of Teaching English in the Secondary School, 672 Advanced Methods of Teaching Mathematics in the Secondary School, or 673 Advanced Methods of Teaching Science in the Secondary School).

B. University Catalog Course Description

Offers understanding of language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas, and instructional strategies to support students' literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners.

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. (position statement)
2. Examine the significance of teaching and reading and writing together and how process instruction facilitate learning. (reading responses, strategy portfolio, position statement & field work)
3. Identify evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts. (strategy portfolio, reading responses, article analysis, & field work)

4. Develop learning strategies (including word analysis skills, meaningful vocabulary, and concept instruction) to scaffold adolescents' literacy development in specific content areas. (strategy portfolio & field work)
5. Justify the integration of technology to support content learning. (response to online modules)
5. Explain the specific challenges students with varying levels of literacy and linguistic proficiency face in each discipline. (position statement & reading responses & field work)
6. Analyze the role metacognition plays in the learning process and the role strategy instruction plays in developing metacognitive awareness. (reading response & strategy portfolio & article presentations)

### **PROFESSIONAL STANDARDS: (International Reading Association (IRA))**

A Middle and High School Content Classroom Teacher is a professional responsible for teaching one of the content or academic areas (e.g., science, mathematics, social studies, or English) at either the middle or high school level. These teachers must teach the content of the discipline and have responsibility for helping students engage in and learn not only the content but also the reading and writing demands of the discipline. Middle and High School Content Classroom Teachers collaborate with [reading specialists](#) and other professionals to improve instruction and to modify the physical and social environments as needed. (see [http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010\\_Role3.aspx](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx) )

#### Standard 1: Foundational Knowledge

Middle and High School Content Classroom Teacher Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

#### Standard 2: Curriculum & Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

#### Standard 3: Assessment & Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

#### Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

#### Standard 5: Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

#### Standard 6: Professional Learning & Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**NATURE OF COURSE DELIVERY:** face-to-face

**REQUIRED TEXTS:**

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

Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work*. (3<sup>rd</sup> 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](http://www.reading.org)

National Reading Conference (NRC) (an international literacy research organization)  
[www.nrconline.org](http://www.nrconline.org)

National Council of Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)

National Science Teachers Association (NSTA): [www.nsta.org](http://www.nsta.org)

National Council of Teachers of Mathematics (NCTM): [www.nctm.org](http://www.nctm.org)

National Council for the Social Studies (NCSS): [www.socialstudies.org](http://www.socialstudies.org)

**TASKTREAM REQUIREMENTS:**

NONE FOR THIS COURSE

**COURSE ASSIGNMENTS AND EXAMINATIONS:**

## 1. Assignment descriptions

**Attendance and Participation (5%):** Attendance is critical 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.

	<b>Exemplary (3) (9 points)</b>	<b>Proficient (2) (6 points)</b>	<b>Developing (1) (3 points)</b>	<b>Not met (0) (0 points)</b>
<b>Attendance</b>	The candidate attended all classes and was always on time for class.	The candidate missed class more than once and the procedures outlined in the syllabus were followed. The candidate was occasionally late for class.	The candidate missed three or more classes and the procedures outlined in the syllabus were NOT followed. The candidate was often late to class.	The candidate missed four or more classes and the procedures outlined in the syllabus were NOT followed. The candidate was often late to class.
<b>Participation</b>	1. The candidate actively participates in small and/or whole group class meetings by meaningfully contributing to each class session. The candidate critically considers class content and poses questions to push their thinking and address misunderstandings. 2. The candidate always demonstrates professionalism in all communications with professor and peers.	1. The candidate makes active contributions to the learning group and class. The candidate may usually, but not always, critically consider content and/or pose questions. 2. The candidate demonstrates professionalism in all communications with professor and peers.	1. The candidate participates at least peripherally in group and class discussions. The candidate is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking. 2. The candidate may occasionally demonstrate unprofessionalism in communications with professor and peers.	1. Candidate does not actively participate in discussions. 2. The candidate's communication with professor and peers is usually unprofessional.

Student will need to submit a 2-page bulleted summary of the readings in order to receive partial credit for participation if absent from class.

## Weekly Reading Responses (05%)

Reading Responses record student thoughts, feelings, reactions, opinions, connections, questions, and reactions related to the assigned reading. They encourage students to think deeply about the materials they read and reflect on and raise questions about the text. This interaction between reader and text extends the reading experience into the "real life" application of information and are especially valuable for promoting opinion making, value judgments, and critical thinking.

## Requirements

- Responses must be submitted through Blackboard by 4:00 pm on the assigned date.
- When more than one chapter is assigned, you are only required to respond to one of them.
- A total of 11 responses are assigned, but you only need to complete 9.

- The FINAL response is REQUIRED and explicit direction will be given on Blackboard.

### Directions

1. Responses should be typed in a 12-point font (Arial, Calibri, Garmond, Georgia, Tahoma, Times New Roman, or Verdana), DOUBLE-SPACED with a heading that includes your name, date, response number, title of the reading (or chapter number), and the response strategy.
2. Responses should be approximately 300-500 words.
3. Begin each response with a BRIEF (2-4 sentences) summary of the reading or section of the reading to which you are responding.
4. Then select a response strategy from the list to complete the response. (list posted on blackboard under *Class Tools* folder)
5. You may choose which strategy you want to use each week, but you may only use two of the strategies twice. *The purpose of this is to get you to explore different ways of responding. If you use a strategy, you are more likely to try it with your students.*
6. Bring the response to class to share in discussion each week.

**Article Analysis (05%):** Student will locate 2 relevant articles from peer -reviewed journals. For each article: (1) read the article, (2) develop a one-page summary critique, and (3) share and discuss in class.

One page summary should follow this format: (see sample on Blackboard under *Class Tools* folder).

- a. **Author's most significant points:** A brief summary of the author's message.
- b. **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  
Action in Teacher Education  
Educational Researcher  
Harvard Educational Review*

*Journal of Adolescent and Adult Literacy  
Journal of Research in Reading  
Reading Research Quarterly*

**Online Interaction: (10%)** There will be 3 online classes. Students are expected to participate fully in each class module. Module directions and assessments are posted on Blackboard.

**Graphic Novel Study (10%)** This mini-project has 3 parts (A.) Read: 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. Then, (B.) with a partner, read a young adult graphic novel, [can be fiction or non-fiction]. Finally, (C.) Contribute 4 slides to a google doc class power point (1) a brief summary , (2) evaluation, (3) thematic links & rationale for use, and (4) ideas for integrating into the secondary content curriculum.

**Mid-Term Position Statement (10%):** Student will develop a 4- page position statement articulating his/her understanding of adolescent literacy and how it connects to his/her discipline. 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* with support from theory and research. Use the following framework to write the *3 sections* of your paper. APA required.

- **(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): Identify *specific skills, knowledge, and dispositions* required for literacy in this content area and discuss connections between disciplinary literacy skills and the real life literacy needs of adolescents.
- **(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, speaking, and listening) in the content area.

### Strategy Portfolio (30%):

The purpose of this project is to show understanding gained throughout the course about how to *select texts* AND *choose and apply* appropriate instructional strategies to content area learning. Student will work with a partner to develop 6 mini-strategy lessons. Strategies must come from a course text or resource unless otherwise approved by the instructor. This portfolio has 2 major components.

**Part 1: TEXT SET.** Create a text set with *at least 8 resources* related to a topic of choice in your content area. (10)

(a) Assemble a variety of reading materials (e.g., trade books, textbook chapters, and journals/magazines/newspaper/website articles) that your students will read in order to develop content knowledge about the topic. For each item in the text set, please provide (i) complete biographical information in an APA (American Psychological Association) style (ii) a short summary (about 100 words) of its content, and (iii) a brief statement (about 50 words) about its potential use in your unit. Please be sure to also provide a one-paragraph introduction to the annotated text set stating why you picked the topic and for what particular grade level your unit is intended

**Part 2: STRATEGY LESSONS.** Develop strategies to support student comprehension of the texts. (20)

(a) Choose learning objectives (see common core state standards, the next generation science standards, NCTM math standards, SOL standards, or other professional standards in your field) that relate to both content and literacy/language;

(b) Design 6 language/literacy-related strategy lessons, with at least 2 focusing on comprehension, 2 focusing on writing, and 2 focusing on different components of disciplinary language (e.g., words, phrases, sentences, text structure). For each activity (or strategy), you must identify its name (i.e. Questioning the Author (QTA), RAFT, Anticipation Guide), and describe the procedures to follow. The lesson must engage students in reading and/or writing using a designated strategy.

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

(c) Write a 2-3 sentence rationale for using each strategy. Explain why it is relevant and how it supports student learning in your discipline.

(d) A brief description of how each of the learning objectives (NOT activities) is to be assessed.

On the final night of class you will present your portfolio and choose ONE lesson to MODEL for your classmates.

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

Students MUST complete the [Online Field Experience Registration](#) *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 Class Tools folder)**

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 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. (2) The second component of the Field Experience assignment requires students to *interview* students, teachers, and school leaders. (3) The third component 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 3-4- page well-organized summary of at least 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. APA required.

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

Student will develop a 5-6 page paper summarizing information obtained from personal interviews conducted on the school site. Students will interview 2 teachers- (a) one teacher from the same content and (b) one teacher from another content, or a specialist (reading/math/ESOL), and (c) 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. APA required.

- Component 3- lesson implementation (10%):

Students will teach or co-teach one literacy lesson during their field experience. This lesson should engage students in reading and/or writing for comprehension. Examples will be discussed in class. You should discuss this with the classroom teacher during your first meeting. (1) Students will develop a strategy lesson plan that incorporates an instructional strategy from the course and implement it with a small group or whole class. You should plan to get feedback from the classroom teacher for your field experience. (2) Students will collect student sample(s) [if able] and bring to class to share with class study group (3) Students will come to class with all materials, prepared to discuss the lesson in a small group. Questions to consider include: What went well? What would you change? Why was this strategy a good fit (or not) for your content area? What did you notice about student learning? (4) Your group will discuss the lessons and the value of using literacy strategies to support active reading and writing, and integrating literacy strategies into instructional routines in the disciplines. (5) Your group will present findings/reflections in class.

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

## 2. Assignment and examination weighting

Category	Total Value	Assignments	Due Dates
<b>Engagement</b>	<b>10%</b>		
		Class attendance and participation (5%)	weekly
		Reading Responses (5%)	weekly
<b>Knowledge Building</b>	<b>25%</b>		
		Article Analysis (5%)	2/23 & 3/16
		Graphic Novel Study (10%)	4/22
		Online Interaction (10%)	2/16, 3/30, 4/22
<b>Synthesize and Create</b>	<b>55%</b>		
		<u>Field Experience</u>	
		• Observation Analysis (5%)	3/2
		• Interview Analysis (10%)	3/30
		• Lesson Study (10%)	4/29
		<u>Strategy Portfolio</u>	
		• Text Set (10%)	4/6
		• Strategy Lessons (20%)	5/4
<b>Mid Term Assessment</b>	<b>10%</b>	<b>Position Statement Paper</b>	<b>3/23</b>

### 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 paper copy OR email attachment (by 7:20pm, 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](http://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/the-mason-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/>]

### PROPOSED CLASS SCHEDULE:

Date	Topic/Learning Experience	Readings Due	Assignments Due
1 January 26	Literacy Matters: Course Introduction & Text Previews  What is literacy? What does it mean to be literate in a discipline?	Readings: <ul style="list-style-type: none"> <li>• Biancarosa (2012) Adolescent Literacy: More Than Remediation. <i>Educational Leadership</i>, 69(6), 22-27.</li> </ul>	
2 February 2	Foregrounding the disciplines:  Why address literacy in content classrooms?	<u>Review</u> Professional Organization Standards (NCTE/NCTM/ NCSS/ NSTA/CCCS) Have access in class- note which ones address literacy/language.  <u>Readings:</u> <ul style="list-style-type: none"> <li>• Listen to Moje Podcast.</li> <li>• Buehl, D. (2011). Mentoring Students in Disciplinary Literacy. In <i>Developing Readers in the Academic Disciplines</i> (pp.1-30). Newark, DE: International Reading Association.</li> <li>• Fisher &amp; Frey, Ch.1</li> <li>• International Reading Association. (2012). <i>Adolescent Literacy</i>. (Position statement, Rev. 2012 ed.). Newark, DE: author.</li> </ul>	RR #1
3 February 9	Language and Literacy Development  How do sociocultural contexts influence students' language and literacy growth?	Readings: <ul style="list-style-type: none"> <li>• Moje, E. B., Dillon, D. R., &amp; O'Brien, D. (2000). Reexamining roles of learner, text, and context in secondary literacy. <i>Journal Of Educational Research</i>, 93(3), 165.</li> </ul>	RR #2

		<ul style="list-style-type: none"> <li>Tovani 1-3</li> </ul> <p>Review: Biancarosa, G., &amp; Snow, C. (2004). <i>Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York</i>. Washington, DC: Alliance for Excellent Education [Have access in class]</p>	
4 February 16  (online class)	<p>Knowing your students: Culturally responsive teaching &amp; the language of schooling.</p> <p>How do we use our knowledge of students to plan for instruction?</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>Vacca, Vacca, &amp; Mraz, 2014 Chapter 3 (e-reserves)</li> <li>Online action: Resource Exploration</li> </ul> <p>Review: Short, D. &amp; Fitzsimmons, S. (2007). <i>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</i>. Washington, DC: Alliance for Excellent Education [Pay attention to the challenges and solutions on pages 14-41]</p>	
5 February 23	<p>Comprehension and text complexity</p> <p>Strategy Instruction</p> <p>How do we know what texts to take into the classroom?</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>Duke, N., Pearson, D., Strachan, S., &amp; Billman, A. (2010). Essential Elements of Fostering and Teaching Reading Comprehension. In S. J. Samuels &amp; A.E. Farstrup (Eds.), <i>What Research Has to Say About Reading Instruction</i> (4<sup>th</sup> ed.), (pp. 51-93). Newark, DE: International Reading Association.</li> <li>Fang, Z.(2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. <i>Journal Of Adolescent &amp; Adult Literacy</i>, 51(6), 476-487.</li> </ul>	<p>RR #3</p> <p>Article Analysis #1</p>
6 March 2	<p>Preparing for Learning: Interest and motivation</p> <p>How do we get students to want to learn?</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>Fisher &amp; Frey Ch. 2 &amp; 4</li> <li>Guzzetti, B. (2009). Thinking like forensic scientist: Learning with</li> </ul>	<p>RR #4</p> <p>Field Experience #1</p>

	Set Purpose for Learning	academic and everyday text. <i>Journal of Adolescent and Adult Literacy</i> , 53(3), 192-203. <ul style="list-style-type: none"> <li>Tovani 4-6</li> </ul>	
March 9	SPRING BREAK		
7 March 16	Processing the Content: Academic Language and Vocabulary Learning  How do students really know a word?	Readings: <ul style="list-style-type: none"> <li>Fisher &amp; Frey Ch. 3</li> <li>Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. <i>Journal Of Adolescent &amp; Adult Literacy</i>, 50(7), 528-537.</li> <li>Zwiers, J. (April 2014). <i>Opportunities to Develop Oral Language</i>. Newark, DE: International Reading Association.</li> <li>PODCAST: teaching vocabulary in middle and high school</li> </ul>	RR #5  Article Analysis #2
8 March 23	Processing the Content: Developing Vocabulary Knowledge  How do we support students' vocabulary development?	Readings: <ul style="list-style-type: none"> <li>Flanigan, K., Templeton, S., &amp; Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. <i>Journal Of Adolescent &amp; Adult Literacy</i>, 56(2), 132-140.</li> <li>Content Article: Find specific article under content folder on BB</li> </ul>	RR #6  Mid-Term Position Statement
9 March 30  (online class)	Technology in the Classroom:  How do we ensure that technology is supporting students' literacy learning?	Readings: <ul style="list-style-type: none"> <li>Vacca, Vacca, &amp; Mraz, 2014 Chapter 2 (e-reserves)</li> <li>VIEW: Teaching Channel- <a href="https://www.teachingchannel.org/videos/technology-in-the-classroom">https://www.teachingchannel.org/videos/technology-in-the-classroom</a></li> </ul>	Field Experience Component #2
10 April 6  Strategy Portfolio Workshop	Processing the Content: Ensuring students understand.  How do we ask questions and how do we teach students to ask questions? How do we support student comprehension?	Readings: <ul style="list-style-type: none"> <li>Fisher &amp; Frey Ch. 5 &amp; 6</li> <li>Tovani 7-9</li> <li>QTA activity on BB</li> </ul>	RR #7  Text Set

11 April 13  Strategy Portfolio Workshop	Writing Across the Curriculum:  What types of instructional routines support student writing?	Readings: <ul style="list-style-type: none"> <li>• Fisher &amp; Frey Ch. 8</li> <li>• TBD</li> </ul>	RR #8
12 April 22  (online class)	Writing Across the Curriculum:  How do we evaluate writing?	Readings: <ul style="list-style-type: none"> <li>• TBD</li> </ul>	Graphic Novel Study
13 April 29	Consolidating Learning: Assessment  How do we know what students have learned?	Readings: <ul style="list-style-type: none"> <li>• Fisher &amp; Frey Ch. 9</li> <li>• Guthrie, J. (2005). Preparing students for high-stakes test taking in reading. In Z. Fang (Ed.), <i>Literacy teaching and learning: Current issues and trends</i> (pp. 285-295). Columbus, OH: Merrill.</li> </ul>	RR #9  Field Experience # 3
14 May 4	Effective Disciplinary Instruction for all learners  <i>Course evaluations</i>  <i>Presentations</i>	Readings: <ul style="list-style-type: none"> <li>• Allington, R. (2007). Effective Teachers, Effective Instruction. In Beers, K., Probst, R. &amp; Rief, L. (Eds). <i>Adolescent literacy: turning practice into promise</i> (pp. 273-289). Portsmouth, NH: Heinemann.</li> </ul>	RR #10  Strategy Portfolio
May 11	EXAM DAY (no class meeting)		RR #11 Required: Final Weekly Response DUE online.

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

**ASSESSMENT RUBRICS:**

All assessment rubrics can be accessed on Blackboard.

