Syllabus
EDRD 619.003: Literacy in the Content Areas (3 credits)
Spring 2014

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Course Information
Mondays
7:20-10:00 pm
East Building, Room 122

Course Description

Literacy in the Content Areas offers secondary teachers an understanding of language and the literacy process as it applies to teaching in secondary schools. The course emphasizes reading and writing in content areas, as well as instructional strategies to support students' literacy development. It focuses on ways that reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners.

Prerequisites

Methods I (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**

Co-requisites

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).

Course Goals and Objectives

Goals
By the end of this course the student will:
- Identify the literacy needs of secondary students in the content areas
- Plan and implement appropriate learning strategies
- Select/adapt suitable instructional and assessment materials for their students
- Reflect on the role of content teachers play in developing adolescent literacy

Instructional Objectives (Assessment)
This course is designed to enable students to:
1. Explain theories of adolescent literacy and the role of literacy in learning in content areas.
   (Literacy Position Statement)
2. Examine the significance of teaching and reading and writing together and how process instruction facilitates learning.
   (Reading Responses, Strategy Portfolio, Literacy Position Statement)
3. Identify evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
   (Reading Responses, Strategy Portfolio, Article Presentations, Field Experience Summaries)

4. Develop learning strategies (including word analysis skills, meaningful vocabulary, and concept instruction) to scaffold adolescents' literacy development in specific content areas.
   (Strategy Portfolio)
5. Justify the integration of technology to support content learning.
   (Response to Online Module)
6. Explain the specific challenges students with varying levels of literacy and linguistic proficiency face in the content areas.
   (Reading Responses, Field Experience Summaries/Reflections, Literacy Position Statement)
7. Analyze the role metacognition plays in the learning process and the role strategy instruction plays in developing metacognitive awareness.
   (Reading Responses, 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. http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role3.aspx

By the end of this course, teachers will have achieved skills related to the following competencies which are aligned with the standards established by IRA:

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.

Course Materials
Required Texts
• McKenna, M.C. & Robinson, R.D. (2014). *Teaching through texts: Reading and writing in the content areas* (2nd ed.). New York: Pearson.
• Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers.* Portland: Maine: Stenhouse .
• 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 (approved by the instructor)
• Readings as assigned in the syllabus and available on Blackboard through e-reserves

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

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

Task Stream Requirements
(None for this course)

Course Structure
Methods of Instruction
The course content will be delivered using a variety of methods of instruction to meet the needs of different learning styles:
- Face-to-Face class sessions requiring active participation in large and small group discussions and activities
- Completing required readings and submitting assignments on time through Blackboard
- Student sharing of strategies lessons and articles
- One on-line session (asynchronous)

Assignments
Assignments in this course are designed for their practical application to the classroom as well as to demonstrate mastery of the course objectives. The assignment directions and their corresponding

rubrics are all grouped together under the Assignments (downloads) link on the menu. I will be providing instructions, any necessary handouts, and examples for you to download during the week that I give you the assignment. Additional directions can be found during the week that the assignment is due. **APA format is required for all assignments.**

1. **Attendance and Participation (10%)**
   Attendance is an integral part of your learning experience in this course. Attend class sessions and be prepared to actively participate in group work and class discussions (13 out of 14 class sessions—3 tardies=1 absence). Further directions and a rubric can be found in **Appendix B.**

2. **Reading Responses and Online Participation (15%)**
   Reading responses are designed for students to reflect on the reading and any connections you can make between the readings and your teaching (you need to complete 10 out of 12). Further directions and a rubric can be found in **Appendix C.**

3. **Article Analysis (10%)**
   Students will select a topic of interest related to some aspect of the course and locate two relevant articles from peer-review journals to do some further in-depth study. Further directions and a rubric can be found in **Appendix D.**

4. **Learning Strategy Portfolio (30%)**
   Students will select appropriate texts and then choose and develop appropriate learning strategies for content learning. Students will develop six "mini" strategy activities. Further directions and a rubric can be found in **Appendix E.**

5. **Field Experience Requirements (25%)**
   Students MUST complete the Online Field Experience Registration *NO LATER* than the first week of classes. A signed log of hours indicating successful completion of the **15 hour** time requirement must be submitted in order to receive credit for any of the field experience. Students will observe in classrooms, interview school personnel and students, and teach/co-teach a literacy lesson/strategy. Further directions, a rubric for each component, and the Field Experience Log can be found in **Appendix F.**

6. **Graphic Novel Study (5%)**
   The prevalence of Young Adult (YA) graphic novels has exploded in the last decade or so. The question it, what value do they add to adolescent literacy? You will select a graphic novel to read, evaluate, and present it to the class. You may work alone or with a partner of your choosing. Further directions and a rubric can be found in **Appendix G.**

7. **Content Area Literacy Statement (5%)**
   This assignment is designed to assist students in developing a philosophy of literacy in the content areas and takes the place of a final exam for this course. Further directions and a rubric can be found in **Appendix H.**

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

Assessment and Grading

I use an array of assessment methods in this course so that you can demonstrate your mastery of the course objectives in a variety of ways.

Methods of Evaluation

Category	Assignment Type	# of Assignments	% of Final Grade
Engagement	Attendance and Participation	13 out of 14 classes	10%
	Reading/Online Responses	9 out of 11	15%
Knowledge Building	Graphic Novel Study	1 booktalk on a graphic novel	5%
	Article Analysis	2 articles	10%
Synthesis	Learning Strategy Portfolio	6 strategies	30%
	Field Experience	1 observation analysis (5%) 1 interview analysis (10%) 1 Lesson analysis (10%)	25%
	Literacy Position Statement	1 four-page statement	5%
Total			**100%**

Grading Scale and Standards

Grades	
94-100 = A	80-83= B-
90-93 = A-	77-79= C+
87-89 = B+	74-76 = C
84-86 = B	70-73 = C-
Below 70 = F	

Late Work

Work turned in late without permission of the instructor will be penalized 10%.

Submitting Assignments

All assignments should be turned in through Bb at 11:59 pm on the due date posted on the schedule (generally the Sunday evening before class). Please save all electronic files with your last name and the assignment title (i.e. **Schiavone Content Literacy Position Statement**). All assignments must be typed in 12-point Times New Roman, Ariel, or Calibri 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. APA format is required for all written work.

Office Hours

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and help, but please come to me within a reasonable time frame. I am available by appointment, phone, and email.

Electronic Requirements

Email
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.

Blackboard
Our course is active in Blackboard (Bb) and all the instructional materials can be found at mymasonportal.gmu.edu. In Bb you will find the course syllabus, electronic reserves, assignment information (descriptions, rubrics, and examples), links for submitting your assignments, session downloads, and web resources. For the asynchronous class session, we will also hold the discussion through Bb.

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/]

Appendix A: Course Schedule (as of 1/18/15)

	Topic	Reading Due	Assignments Due
Session 1 1/26/15	**Course Overview** • Introductions • Review syllabus and text		
Session 2 2/2/15	**Content Literacy** • What is it? How does it work? • Why Literacy Matters	• McKenna, Ch 1 • Buehl Chapter • IRA Position Statement	• RR #1
Session 3 2/9/15	**Literacy Development** • Literacy Processes • Emerging Literacy	• McKenna, Ch 2 • Tovani, Ch 1-3	• RR #2
Session 4 2/16/15	**Knowing Your Students** • Who are they? • What do they need?	• McKenna, Ch 3, 4 • F.A.T. City Video	• RR #3
Session 5 2/23/15	**Learning Strategy Instruction** • What are learning strategies? • How do we teach them?	• Livingston Paper • Gaskin Article • Gillis Article	• RR #4 • Article Analysis #1
Session 6 3/2/15	**Preparing for Learning** • Activating Prior Knowledge • Setting a Purpose for Reading	• McKenna, Ch 5 • Gambrell Article • Tovani Ch 4-6	• RR #5 • Strategy #1 (hard copy draft)
3/9/15	**Spring Break** (no class meeting)		
Session 7 3/16/15	**Processing Content: Part 1** • Academic Language • Vocabulary Learning	• McKenna, Ch 6 • Bromley Article • Content Article in Bb	• RR #6 • Strategy #1 (revised) • Field Experience #1
Session 8 3/23/15	**Processing Content: Part 2** • Reading Guides • Effective Questioning	• McKenna, Ch 7, 8	• RR #7 • Strategy #2
Session 9 3/30/15 (asynchronous online class)	**Technology in the Classroom** • Supporting Literacy Learning	• Vacca, Vacca, & Mraz, Ch 2 (e-reserves) • View Technology in the Classroom	• RR #8 • Strategy #3
Session 10 4/6/15	**Processing the Content: Part 3** • Reinforcing What Was Read • Ensuring Understanding	• Fang Article • Tovani, Ch 7-9• • Content Article in Bb	• RR #9 • Strategy #4
Session 11 4/13/15	**Writing as a Process: Part 1** • Phases of the Writing Process • Instructional Routines	• Brown & Stephens, Ch 4, 5	• RR #10 • Field Experience #2

Session 12 4/22/15	**Writing as a Process: Part 2** • Giving Feedback • Assessing Writing	• TBD	• RR #11 • Graphic Novel Booktalks
Session 13 4/29/15	**Consolidating Learning** • Discussions Formats	• McKenna, Ch 10, 11 • Zwiers Article • Frey & Fisher (Talk)	• RR #12 • Article Analysis #2
Session 14 4/4/15	**Strategy Presentations** • Students "teach" one strategy from their portfolio to classmates		• Copies of one strategy for classmates • Completed Portfolio
Session 15 4/11/15	**Exam Day** • No Class Meeting		• Field Experience #3 • Literacy Position Statement

Appendix B: Attendance and Participation (13 out of 14 classes)

Attendance is critical because class time provides students opportunities to ask questions, hear others' ideas, and deepen their understanding of the material. Class activities are designed to extend, critique, and synthesize the readings, so class and online activities build upon the readings. Students are expected to get to class on time, with the appropriate materials, and actively engage in class activities. Lively discussions will crop up and students need to be respectful of each other and the ideas shared.

If you miss a class, you will need to submit a 2-page bulleted summary of ALL the readings assigned for the class session following APA format in addition to making up the in-class work. **Please let me know if you will not be in class so I can plan activities accordingly.**

Attendance and Participation Rubric

	Exemplary (3)	Proficient (2)	Developing (1)	Unacceptable (0)
Attendance (13 out of 14 classes)	Student was ON-TIME, and READY to start	Student was LATE or NOT ready to start		Student was absent
Participation	• CONSISTENLY participates in whole or small group class session • CONSISTENLY makes meaningful contributions • CONSISTENLY considers critically class content and poses questions to push thinking and address misunderstandings • CONSISTENLY demonstrates professionalism in all communications with instruction and peers	• OFTEN participates in whole or small group class session • OFTEN makes meaningful contributions • OFTEN considers critically class content and poses questions to push thinking and address misunderstandings • OFTEN demonstrates professionalism in all communications with instruction and peers	• SOMETIMES participates in whole or small group class session • SOMETIMES makes meaningful contributions • SOMETIMES considers critically class content and poses questions to push thinking and address misunderstandings • SOMETIMES demonstrates professionalism in all communications with instruction and peers	• RARELY participates in whole or small group class session • RARELY makes meaningful contributions • RARELY considers critically class content and poses questions to push thinking and address misunderstandings • RARELY demonstrates professionalism in all communications with instruction and peers

Appendix C: Reading Response Directions (10 out of 12 responses)

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 Grade Center by 11:59 pm on the assigned date.
- When more than one chapter or reading is assigned, you are only required to respond to one.
- A total of 12 responses are assigned, but you only need to submit 10. You may choose which two you are skipping, but you need to indicate when you skip in the Grade Center. Assignments start to pile up at the end of the semester, so most students prefer to save their "homework passes" for later in the semester.

Directions
1. Responses should be typed in a 12-point font (preferably Calibri, Ariel, or Times New Roman) , 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 250-500 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.
5. You may choose which strategy you want to use each week, but you may only use two of the prompts 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.*

Response Strategies[1]
Select a strategy to complete your reading response. You may use two of the prompts twice, but I expect students to try a variety of response strategies. Start with a brief summary then add your reactions (this section will be written in first person).
1. **QUESTIONS:** Write down questions about anything in the text that confuses you or seems unclear. It can be a concept or even a sentence. Where possible, try to answer your questions based on your interpretation and comprehension of the text even if you do not think you are right.
2. **REACT:** Express your personal reactions to the writer, information, or ideas presented in the text. What do you like? Don't like? What makes sense? Doesn't make sense? What do you agree with? Disagree with? Readings can be "felt," not just understood.
3. **RELATE:** Try to relate what you have read to what you already know about ideas, people, personal experiences, future outcomes, etc. The more connections you can make with the reading, the more meaningful it will become.
4. **REFLECT:** What thoughts or associations does the reading inspire within you? What do you now think or believe that you did not think or believe before you read this text? What significance does this reading have for you personally?

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[1] From Northside College Prep High School www.northsideprep.org

5. **MONITOR YOUR UNDERSTANDING:** Note when you get bogged down in your reading, lose track of what the author is saying, or feel the author has lost you. How did you overcome these impediments? When were you successful in comprehending the reading, did you do anything special?

6. **ANTICIPATE:** Active readers always try to predict what will happen next or in the future. Use your prior knowledge about the topic to think how the author is going to explain the topic and check to see how close you came.

7. **CONSTRUCT AND REVISE HYPOTHESES:** Making sense of any reading requires making and remaking hypotheses. Based on initial information, we form expectations about how information will unfold, what the author has in mind, etc. As we read on, some of our hypotheses will be revised and some confirmed. Track your initial hypotheses and record their evolution as you read.

8. **EVALUATE:** Do you like what you are reading? What are the good/bad points in this text? What could be improved? Does it have something valuable to say? Is it worth reading? (I won't be offended if you say no!)

9. **PRIORITIZE:** What word, passage, or idea is most important? Why?

10. **ORGANIZE:** Create a chart, diagram, or map (it must be typed, though) to help you organize ideas and key points from the reading. Briefly explain the purpose and the structure of your organization.

Reading Response Rubric

	Exemplary (6)	Proficient (4)	Unacceptable (2)
Organization and Structure	Response starts with a CONCISE summary and follows ALL the guidelines of the identified strategy	Response starts with a summary and MOSTLY follows the guidelines of the identified strategy	Response has NO summary or DOESN'T follow the guidelines of the identified strategy
Content and Thoroughness	Response reflects an effort to make sense of the reading and respond THOROUGHLY to it	Response reflects an effort to make sense of the reading and respond to it	Response doesn't make sense OR show an understanding of the reading
Thoughtful Interaction	Response goes BEYOND a summary and communicates personal insights, originality, inferences, synthesis, and analysis of the reading	Response communicates SOME insights, originality, inferences, synthesis, or analysis of the reading	Response communicates FEW to NO insights, originality, inferences, synthesis, or analysis of reading
Submission	Response is ON-TIME; Formatted CORRECTLY; Has FEW errors	Response is ON-TIME, MOSTLY formatted correctly; Has SOME errors	Response is LATE; NOT formatted correctly; And/or has MANY errors

Appendix D: Article Analysis (2 Articles)

Most teachers are life-long learners who are always trying to improve their teaching. As a result, they are constantly reading and looking for new ideas in journals and other places. Some of the articles will have great ideas that are grounded in research and others will not. Teachers have to be able to read these texts critically in order to decide whether or not to the ideas should be incorporated into the classroom.

Directions
Students will:
1. Select a topic of interested related to some aspect of the course and locate two relevant articles from **peer-reviewed** journals to do some further in-depth study. The articles do not need to be on the same topic, but they can be.
2. Read the article.
3. Write a 250-500 word analysis following the format below and don't forget to cite the article.
   a. **Author's most significant points:** A brief summary of the author's message.
   b. **Text-to-self connections:** Analyze how the article connects to your content and teaching practice. Use specific examples and elaborate on the use of the ideas.
   c. **Questions and Criticism:** One paragraph of doubts, challenges, and lingering questions.
4. Be prepared to share and discuss their findings in class with their group.

Examples of Peer-Reviewed Journals

- American Educational Research
- Action in Teacher Education
- Educational Researcher

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

- Harvard Educational Review

Article Analysis Rubric (5%)

	Exemplary (10)	Proficient (8)	Unacceptable (6)
Significant Points	Summary demonstrates a THOROUGH understanding of the thesis and goal of the article; It CLEARLY and CONCISELY summarizes the key points	Summary MOSTLY demonstrates an understanding of the thesis and goal of the article; It summarizes the key points	Summary DOES NOT demonstrate an understanding of the thesis or goal of the article; It may contain INCOMPLETE or INACCURATE information
Connections	Analysis CLEARLY and ACCURATELY articulates connections between content and teaching practice; Insights are RELEVANT and CLEARLY supported	Analysis LOOSELY articulates connections between content and teaching practice; Insights are GENERALIZED and SOMEWHAT supported	Analysis makes UNCLEAR or VAGUE connections between content and teaching practice; Insights are NOT relevant or are WEAKLY supported
Questions and/or Criticisms	Questions and criticisms are FULLY articulated and relevant; Ideas are SPECIFIC and INSIGHTFUL	Questions and criticisms are articulated and MOSTLY relevant; Ideas are LESS specific or NOT insightful	Questions and criticisms are VAGUE or UNRELATED; Ideas are WEAK or NOT SUPPORTED
Peer Reviewed	Article IS from a peer reviewed journal		Article is NOT from a peer reviewed journal
Submission & Formatting	Analysis is ON-TIME; Formatted CORRECTLY; Has FEW errors	Analysis is ON-TIME, MOSTLY formatted correctly; Has SOME errors	Analysis is LATE; NOT formatted correctly; And/or has MANY errors

Appendix E: Learning Strategy Portfolio (6 Strategies)

The purpose of this assignment is for students to demonstrate what they have learned throughout the semester about how to how to select appropriate texts for their classrooms and how to **select, develop, and implement** appropriate instructional strategies for content area learning. Students will develop six "mini" strategy activities with (1) a direction page, (2) a copy of the student handout, (3) a answer key, (4) and a copy of the reading or sample of the reading on which the strategy is based.

This assignment is a major portion of the grade for this course. I will give students feedback on their first four strategies which students can revise before they are submitted for a final grade. However**, I reserve the right to use the first grade assigned** if I feel students are abusing the benefit of being allowed to revise their work (i.e. throwing something together just to get feedback). On the final night of class, students will present their portfolio and choose strategy to "teach" their classmates.

Directions
Components of Each Learning Strategy
1. **Direction Page**
   Introduction
   a. Name of the strategy
   b. Citation for strategy and reading
   c. Content area and standards addressed
   d. Age/grade targeted
   Description
   e. Description of the strategy (including how it is relevant and why it supports learning in the content area)
   Directions for constructing, implementing, and extending the strategy
   Constructing
      i. What the teacher does to prepare (i.e. selecting a text, reading to determine stopping points, selecting vocabulary)
   Implementing
      ii. Naming the strategy
      iii. Explaining how or why the strategy should help students
      iv. Steps for teaching the strategy (break the skill into steps like a task analysis and present it in a direct instruction format)
      v. An opportunity for students to reflect on how effective/ineffective the strategy was for them (metacognition)
   Extending
      vi. Describe three logical ways the strategy could be used beyond what was described or realistic variations for different learners.

2. **Student Handout**
   a. This would include directions the students would need to complete the assignment
   b. It should be visually appealing with clear directions and expectations.
   c. Ideally, the first answer is completed so the students have a model to work from (A graphic organizer or some other way of holding students accountable for the material).

3. **Answer Key**
   a. A copy of the handout with the answers (or possible answers) filled in. *In some cases, a rubric may be more appropriate, especially if students are completing a writing assignment). In other cases, the teacher might ask students to do something like brainstorm, so the answer key might be a list of possible brainstormed ideas.*

4. **Text or sample of the text**
   a. I can't evaluate the effectiveness of the strategy or appropriateness of the text for the standards addressed unless I see a couple of pages of the text.

Each strategy is worth 50 points. They will be assessed based on their adherence to the format, the quality of the materials, the clarity of the steps, the thoroughness of the directions, the visual appeal of the handouts, and the appropriateness of the strategy to the text, standards, and content area.

Strategies should focus on reading and writing in the content areas. Students' portfolios need to include:
- One preparing for learning strategy
- One processing content strategy
- One consolidating learning strategy
- One vocabulary strategy
- Two free choice strategies

Don't panic. These are not entire lesson plans. Many strategies will be modeled in class, found in your textbook, handouts, or online. You are encouraged to seek out additional materials and to exchange ideas with other students and teachers.

Learning Strategy Rubric

	Exemplary (5)	Proficient (3)	Unacceptable (1)
Introduction	Strategy is CLEARLY named and reference(s) are CORRECTLY cited; It is an OUTSTANDING match for the content standards and age/grade.	Strategy is named and reference(s) are cited; It is a GOOD match for the content standards and age/grade.	Strategy is named but reference(s) are NOT cited; It is NOT a match for the content standards OR age/grade.
Description	Description provides a CLEAR, CONCISE summary of the strategy, its relevance, an explanation of when/how it is used, AND why it supports learning in the content area	Description provides a summary of the strategy, its relevance, an explanation of when/how it is used, AND why it supports learning in the content area	Description MAY NOT provide a summary of the strategy, its relevance, an explanation of when/how it is used, or why it supports learning in the content area
Constructing	Steps for constructing the strategy are VERY detailed and accurate, yet CONCISE	Steps for constructing the strategy are SOMEWHAT detailed and accurate and FAIRLY concise.	Steps for preparing for AND implementing the strategy are NOT detailed or accurate
Implementing (x3)	Steps for implementing the strategy are VERY detailed, broken down into LOGICAL steps; CONCISE; The steps include ALL the components (naming, its use, modeling, and reflecting on the use of the strategy)	Steps for implementing the strategy are SOMEWHAT detailed, broken down into MANAGEABLE steps; FAIRLY concise; the steps include MOST of the components (naming, its use, modeling, and reflecting on the use of the strategy).	Steps for implementing the strategy are NOT detailed or accurate enough; they are NOT concise; the implementation includes SOME of the components (naming, its use, modeling, and reflecting on the use of the strategy)
Extending	Includes at least THREE logical ways the strategy could be used BEYOND what was described OR REALISTIC variations for different learners.	Includes at least TWO logical ways the strategy could be used BEYOND what was described OR REALISTIC variations for different learners.	Includes ONE or NO ways the strategy could be used beyond was described OR the variations for different learners are NOT realistic
Student Handout/ Answer Key	Handout has VERY clear directions and expectations; it is visually appealing; Answer key/rubric CLEARLY shows how the students might respond	Handout has SOMEWHAT clear directions and expectations; Answer key/rubric is present, but MAY NOT show how students might respond	Handout is missing or has UNCLEAR directions; Answer key/rubric MAY BE missing or UNCLEAR
Text	Text is VERY good match for the strategy, standards, and age/grade	Text is GOOD match for the strategy, standards, and age/grade	Text is MISSING or NOT a match for the strategy; Standards are missing or INAPPROPRIATE
Submission & Formatting	Strategy is ON-TIME; Formatted CORRECTLY; Has FEW errors	Strategy is ON-TIME, MOSTLY formatted correctly; Has SOME errors	Strategy is LATE; NOT formatted correctly; And/or has MANY errors

Appendix F: Field Experience (3 parts)

This course requires a total of **15 hours** of Field Experience and the Field Experience Log MUST be signed by someone in the school to receive credit. There are three components required to complete the Field Experience assignment: (1) Content area classroom observations (5 hours); (2) interviews of students, teachers, and school leaders (5 hours), and (3) teaching/co-teaching literacy lessons to a small group or whole class (5 hours). APA format is required for all the components.

Component 1: Observations (5%)
Students will develop a 750-1000 word, well-organized summary of the 5 hours they spent observing. The introduction should include the background information of the school, department, literacy vision, and findings from state testing. The summary itself should incorporate a description of what was observed (including background and context of classes), and an analysis of how what they saw 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 1: Observation Summary Rubric (5%)

	Exemplary (10)	Proficient (8)	Unacceptable (6)
Introduction (x2)	CLEARLY and CONCISELY written; WELL organized; Includes ALL the required information	MOSTLY clear; Organized; includes ALL the required information	NOT clear or concise or NOT organized; or MISSING some of the information
Summary (x2)	THOROUGH and RELEVANT description; VERY clear ties to MORE THAN TWO course concepts (with references); IN-DEPTH, FOCUSED analysis and insights	SOLID and MOSTLY relevant description; APPROPRIATE connections to at least TWO course concepts (with references); RELEVANT analysis and insights	VAGUE description; NOT clearly connected to ONE or ANY course concepts; LIMITED analysis and insights
Submission & Formatting	Summary is ON-TIME; Formatted CORRECTLY; Has FEW errors	Summary is ON-TIME, MOSTLY formatted correctly; Has SOME errors	Summary is LATE; NOT formatted correctly; And/or has MANY errors

Component 2: Interviews (10%)
Students will develop a 1000-1250 word paper summarizing information obtained from personal interviews conducted on the school site. Students will interview two teachers (one teacher from the same content area, one teacher from another content area, or a reading/math/ESOL specialist, and two students.

The paper should be organized into two sections
- **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.**
- **Discussion:** Explain the connections between the interview data, course concepts, and teaching practice.

Component 2: Interview Summary Rubric (10%)

	Exemplary (10)	Proficient (8)	Unacceptable (6)
Interview Reporting (x2)	Interview is FULLY developed; Presented in a narrative format which CLEARLY and CONSISTENTLY conveys information that is compared, contrasted, and synthesized; Ideas are CLEARLY stated and STRONGLY supported	Interview is ADEQUATELY developed; Presented in a narrative format which conveys information that is MOSTLY compared, contrasted, and synthesized; Ideas are stated and MOSTLY supported	Interview is WEAKLY developed; MAY NOT be presented in a narrative format or MAY NOT be compared, contrasted, or synthesized; Ideas are VAGUELY stated and NOT well supported
Discussion (x2)	Ideas from interview are CLEARLY and CONCISELY summarized; Ideas are INSIGHTFUL and STRONGLY connected to your own teaching practice; STRONG synthesis of work	Ideas from interview are CLEARLY summarized; Ideas are connected to your own teaching practice; There is SOME synthesis of work	Ideas from interview are VAGUELY summarized; may LACK insight; WEAK connections to your own teaching practice
Submission & Formatting	Summary is ON-TIME; Formatted CORRECTLY; Has FEW errors	Summary is ON-TIME, MOSTLY formatted correctly; Has SOME errors	Summary is LATE; NOT formatted correctly; And/or has MANY errors

Component 3: Lesson Implementation (10%)
Students will teach or co-teach one strategy or literacy lesson during their field experience. Students need to develop a strategy lesson plan that incorporates an instructional strategy from the course and implement it with a small group or whole class. Plan to get feedback from the classroom teacher for your field experience. Students will submit
1. The lesson plan
2. Student samples (if able)
3. 750-1250 word reflection on the lesson which includes:
   a. A lesson description
   b. A lesson analysis
   c. A lesson transformation

	Exemplary (10)	Proficient (8)	Unacceptable (6)
Lesson Description (x3)	Includes a THOROUGH and CLEAR description of the strategy which relates to ALL of the elements: • what occurred • what the teacher did • how the students reacted and interacted • what was not included	Includes a FAIRLY thorough description of the strategy which relates to MOST of the elements: • what occurred • what the teacher did • how the students reacted and interacted • what was not included	Includes WORDY or VAGUE description which DOES NOT adequately relate to the elements: • what occurred • what the teacher did • how the students reacted and interacted • what was not included
Lesson Analysis (x3)	Analysis is THOROUGH and CLEAR; It discusses ALL of the following: • the match of the standard with the strategy • evidence that learning occurred • the effectiveness of the strategy instruction • the strengths and weaknesses of the strategy presentation	Analysis is FAIRLY thorough; It discusses MOST of the following: • the match of the standard with the strategy • evidence that learning occurred • the effectiveness of the strategy instruction • the strengths and weaknesses of the strategy presentation.	Analysis is WEAK; It DOES NOT adequately discuss the following: • the match of the standard with the strategy • evidence that learning occurred • the effectiveness of the strategy instruction • the strengths and weaknesses of the strategy presentation.
Lesson Transforma-tion (x3)	"Transformation" is THOROUGH and CLEAR; It describes ALL of the following: • changes that would be made if the strategy were taught again • lessons learned from teaching the strategy • lessons learned from feedback • plans for strengthening weaknesses and/or alleviating problems encountered	"Transformation" is FAIRLY thorough; It describes MOST of the following: • changes that would be made if the strategy were taught again • lessons learned from teaching the strategy • lessons learned from feedback • plans for strengthening weaknesses and/or alleviating problems encountered	"Transformation" is WEAK; it DOES NOT adequately; It describes MOST of the following: • changes that would be made if the strategy were taught again • lessons learned from teaching the strategy • lessons learned from feedback • plans for strengthening weaknesses and/or alleviating problems encountered
Submission & Formatting	Reflection is ON-TIME; Formatted CORRECTLY; Has FEW errors	Reflection is ON-TIME, MOSTLY formatted correctly; Has SOME errors	Reflection is LATE; NOT formatted correctly; And/or has MANY errors

Field Experience Hours/Activities Log (EDRD 619)

GMU Student:_____

Mentor Teacher/School:_____

Content Area:_____

Deliver this log to your mentor teacher on the first day of your field experience. Keep the log in your classroom and track dates, activities, and hours each day. You must complete *a minimum of 15 hours* of field experience. Submit this signed log by _____.

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

Mentor Signature: _____ **Date:** _____

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

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

Appendix G: Graphic Novel Study

Kylene Beers has coined the term, "Aliteracy," to describe students who can read but chose not to for a variety of reasons. Sometimes graphic novels are a way to get aliterate and struggling readers re-engaged with reading.

Directions

For this assignment:
1. Read Griffith, P. E. (2010). Graphic Novels in the Secondary Classroom and School Libraries. *Journal of Adolescent & Adult Literacy*, *54*(3), 181-189.
2. Read a young adult (YA) graphic novel (fiction or non-fiction)
3. Present a three minute "booktalk" to the class. The "booktalk" should include:
    a. a brief summary
    b. evaluation (refer to page183 in the article for ideas)
    c. rationale for use
    d. ideas for integrating the novel into the secondary content curriculum
    e. Some sort of visual aid (NO Power Point Presentations)

*You may work alone or with a partner for this

Graphic Novel Study Rubric (5%)

	Exemplary (10)	Proficient (8)	Unacceptable (6)
Summary	Summary is CLEAR and CONCISE; It THOROUGHLY captures the theme and main ideas of the text	Summary is FAIRLY clear and concise; It MOSTLY captures the theme and main ideas of the text	Summary is VAGUE or WORDY; It DOES NOT capture the theme and main ideas of the text
Evaluation	Evaluation is CLEAR and CONCISE; It THOROUGHLY addresses strengths and weakness of the print, the images, AND the relationship between the two in conveying meaning	Evaluation is FAIRLY clear and CONCISE; It addresses SOME strengths and weakness of the print, the images, AND the relationship between the two in conveying meaning	Evaluation is VAGUE or WORDY; It DOES NOT address strengths and weakness of the print, the images, the relationship between the two in conveying meaning
Rational	Rationale CLEARLY articulates reasons for use in the content area; Insights are VERY relevant and FULLY supported	Rationale CLEARLY articulates reasons for use in the content area; Insights are MOSTLY relevant and supported	Rationale VAGUELY articulates reasons for use in the content area; Insights are NOT relevant and are WEAKLY supported
Ideas	Ideas for use are VERY realistic and appropriate for the content and curriculum	Ideas for use are SOMEWHAT realistic and appropriate for the content and curriculum	Ideas for use are UNREALSTIC or NOT appropriate for the content and curriculum
Oral Presentation	Presenter CONSISTENLY makes eye contact, speaks fluently, manages voice control, uses appropriate gestures, and displays some visual aid	Presenter MOSTLY makes eye contact, speaks fluently, manages voice control, uses appropriate gestures, and displays some visual aid	Presenter INCONSISTENTLY makes eye contact, speaks fluently, manages voice control, uses appropriate gestures, OR displays some visual aid

Appendix H: Literacy Position Statement

This 1000-1250 word assignment is designed to assist students in developing a philosophy of literacy in the content areas and takes the place of a final exam for this course. Students will be going into schools where the teachers don't believe they have time to teach literacy strategies to their kids and students will need to be well grounded as to the longer-term value of learning strategy instruction. Students will develop a position statement articulating their understanding of adolescent literacy and how it connects to their content area. They will need to synthesize theory, research, and best practice from the course readings, activities, and assignments into a cohesive, coherent philosophy. The final product should be a well-organized presentation of key points with support from theory and research.

Directions
Use the following framework to write the three sections of the position statement

1. **The 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. The statement should demonstrate an understanding of the status of adolescent literacy on a national level by incorporating data and theories on the crisis of adolescent literacy to explain the current context of 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 experiences of adolescents. The statement should demonstrate and understanding of the importance of literacy in life with specific connections to literacy within the content area. It should identify the 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, speaking, and listening) in the content area. This section should address the relationship between students' literacy experiences and the challenge of content reading (linguistic, conceptual, vocabulary, etc.). It should address WHY students may struggle with this aspect of literacy (reading, writing, speaking, and/or listening).

Literacy Position Statement Rubric

	Exemplary (10)	Proficient (8)	Unacceptable (6)
Status of Literacy (x3)	References a WIDE variety of resources from in and out of class; Ideas are FULLY developed and supported; STRONG evidence of synthesis	References a variety of resources from in and out of class; Ideas are SOMEWHAT developed and supported; SOME evidence of synthesis	References a FEW resources from in and out of class; Ideas are WEAKLY developed and/or NOT supported; LITTLE evidence of synthesis
Importance of Being Literate (x3)	Connections between content literacy and real life literacy needs are CLEARLY connected and articulated; Details and reasoning area RELEVANT and INSIGHTFUL	Connections between content literacy and real life literacy needs are connected and articulated; Details and reasoning area MOSTLY relevant and SOMEWHAT insightful	Connections between content literacy and real life literacy needs are VAGUELY connected or WEAKLY articulated; Details and reasoning area IRRELEVANT and/or NOT evident
Literacy and Content Area (x3)	Ideas are CLEARLY summarized and DEEPLY insightful; They STRONGLY articulate the relationship between students' literary experiences and the challenges of content reading and writing	Ideas are CLEARLY summarized and MOSTLY insightful; They articulate the relationship between students' literary experiences and the challenges of content reading and writing	Ideas are LOOSELY summarized and/or LACK insight; Connections are UNCLEAR or DON'T articulate the relationship between students' literary experiences and the challenges of content reading and writing
Submission & Formatting	Statement is ON-TIME; formatted CORRECTLY; with FEW errors	Statement is ON-TIME; MOSTLY formatted correctly; with SOME errors	Statement is LATE; NOT formatted correctly; and/or has MANY errors