

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

EDRD 619.005: Literacy in the Content Areas
3 Credits, Fall 2015
Thursdays 4:30-7:10, Thompson Hall L004

PROFESSOR:

Name: Jennifer Drake Patrick
Office Hours: By Appointment
Office location: 1409 Thompson Hall
Telephone: 703.993.2166
Email address: jdrakepa@gmu.edu

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

DELIVERY METHOD:

This course will be delivered using a HYBRID format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on THURSDAY SEPTEMBER 3rd, 2015.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - LIST ALL COURSE-RELATED PLUG-INS, SUCH AS THE FOLLOWING EXAMPLES...
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - Asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Thursday, and **finish** on Wednesday.
 - Synchronous: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
 - Synchronous: Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing

- course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
 - **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
 - **Workload:** Expect to log in to this course **at least THREE times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
 - **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
 - **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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)
6. Explain the specific challenges students with varying levels of literacy and linguistic proficiency face in each discipline. (position statement & reading responses & field work)
7. Analyze the role metacognition plays in the learning process and the role strategy instruction plays in developing metacognitive awareness. (reading response & strategy portfolio & article analysis)

PROFESSIONAL STANDARDS: (International Literacy Association (ILA))

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)

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.

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-essentials/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 Literacy Association (ILA) (organization for educators/and researchers)

<http://www.literacyworldwide.org>

Literacy Research Association (LRA)

<http://www.literacyresearchassociation.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

BLACKBOARD REQUIREMENT:

Every candidate registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Strategy Portfolio, to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment descriptions

Attendance and Participation: (20% total; broken down below)

Daily (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.

	Exemplary (3)	Proficient (2)	Developing (1)	Not met (0)
Attendance	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.
Participation	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	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	1. Candidate does not actively participate in discussions. 2. The candidate’s communication with professor and peers is usually unprofessional.

	professionalism in all communications with professor and peers.		professor and peers.	
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Weekly Reading Participation Responses (RR; 5%)

Reading Responses record candidates' thoughts, reactions, opinions, connections, and questions, related to the assigned readings. They encourage candidates 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.
- You are required complete at least one response every 2 weeks.
- A total of 5 responses are assigned; each week candidates may choose one of the readings from the list to respond to for the assignment

Directions

1. Responses should be typed in a 12-point font (Arial, Calibri, Garamond, 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 not repeat strategies. *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.

Online Participation Responses (10%)

For each ONLINE class, there will be a module to complete including viewing and response activities. Specific directions for each module will appear online with the online evaluation rubric.

Article Analysis (AA; 5%): Candidate 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*

Edthema Video Assignment: (15%)

Candidates will complete video recording of microteaching episode for self, peer, and instructor coding. Candidates will select a text and a strategy and develop a lesson that engages students in reading for comprehension. Each candidate will record him/herself teaching the lesson to a small group of peers and code the video. Coding procedures will be discussed in class. The instructor and *at least 2 peers* will also code the video. Candidates will then select a maximum of three practices or strategies and re-teach and re-record. Candidates will code the new recording and write a 2 page analysis of the lesson in relationship to course concepts covered.

Graphic Novel Study (5%) 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 PowerPoint (1) a brief summary, (2) evaluation, (3) thematic links & rationale for use, and (4) ideas for integrating into the secondary content curriculum.

Strategy Portfolio (20%):

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, provide (a) complete biographical information in an APA (American Psychological Association) style (b) a short summary (about 100 words) of its content, and (c) a brief statement (about 50 words) about its potential use in your unit.

Submit a one-paragraph introduction to the annotated text set stating (a) why you picked the topic and (b) 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.

* You will use the texts from your TEXT SET. 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) will be assessed.

Final Position Statement (15%): Candidate will develop a 5-6 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. Student should make *at least 3 connections* to his/her field experience in the discussion. 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 *4 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.
- **(4) Solutions:** Close your paper with a reflection on what you believe about teaching students to be literate in your discipline.

Field Experience Requirements (20%):

Candidates 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 candidates 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 candidates to *interview* students, teachers, and school leaders. (3) The third component of the Field Experience assignment requires candidates to *engage in teaching or co-teaching a literacy lesson* to a small group or whole class.

- Component 1-Observation Log:

Candidate will maintain an observation log and include at (a) what was observed, including background and context of classes and (b) an analysis of how this ties into course concepts covered. Log must have at least 4 entries of 300-350 words.

- Component 2- Interviews:

Candidate 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 from diverse academic backgrounds. To prepare for the Fishbowl discussion you should have (1) Interview Notes and Observation Log: spend some time comparing, contrasting and synthesizing interview information looking for themes across interviews. (2) Connections: Be prepared to explain and discuss the connections between the interview data, observations, course concepts, and teaching practice.

- Component 3- lesson implementation (observed or co-taught):

Candidates will observe or co-teach one literacy lesson [developed for strategy portfolio] 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) Candidates 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) Candidates will collect student sample(s) [if able] and bring to class to share with class study group (3) Candidates 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) Groups 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) Groups 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
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Engagement	20%		
		Class attendance and participation (5%)	weekly
		Reading Responses (5%)	weekly
		Online Responses (10%)	weekly
Knowledge Building	25%		
		Article Analysis (5%)	
		Graphic Novel Study (5%)	
		Edthema Videos (15%)	
Synthesize and Create	40%		
		<u>Field Experience (20%)</u> <ul style="list-style-type: none"> • Observation Log • Interview Analysis • Lesson Study 	
		<u>Strategy Portfolio (20%)</u> <ul style="list-style-type: none"> • Text Set • Strategy Lessons 	
Final Assessment	15%	Position Statement Paper	

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) 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>**

5. Selected Performance-based Assessment

Strategy Portfolio (see assignment description above)

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
September 3 Week 1	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"> • Biancarosa (2012) Adolescent Literacy: More Than Remediation. <i>Educational Leadership</i>, 69(6), 22-27. • International Reading Association. (2012). <i>Adolescent Literacy</i>. (Position statement, Rev. 2012 ed.). Newark, DE: author. • International Reading Association. (2015). <i>Collaborating for Success: The vital role of content teachers in developing disciplinary literacy with students in grades 6-12</i>. (Position statement). Newark, DE: author. 	
September 10 [ONLINE] Week 2	Language and Literacy Development How do sociocultural contexts influence students' language and literacy growth? Key Concepts: Funds of Knowledge	Readings: <ul style="list-style-type: none"> • Listen to Moje Podcast. • Viewing: Shanahan Keynote • JAAL online exploration • Begin Resource Exploration Review: Biancarosa, G., & 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]	AA#1
September 17 Week 3	Foregrounding the disciplines: Why address literacy in content classrooms? Key Concepts: Content Literacy, Disciplinary Literacy	<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"> • 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. • Fisher & Frey, Ch.1 	RR

September 24 [ONLINE] Week 4	The Language of Schooling How do we know what texts to take into the classroom? Key Concepts: Academic Language	Readings: <ul style="list-style-type: none"> Fang, Z.(2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate. Guzzetti, B. (2009). Thinking like forensic scientist: Learning with academic and everyday text. <i>Journal of Adolescent and Adult Literacy</i>, 53(3), 192-203. Complete Resource Exploration Brozo chapters on fluency and oral language (5, 6, 7, 12, 20, 27, 28, 34, 36, 38, 41) 	AA#2
October 1 Week 5	Knowing your students: Culturally responsive teaching How do we use our knowledge of students to plan for instruction? Key Concepts: Funds of Knowledge MODEL DRTA	Readings: <ul style="list-style-type: none"> Vacca, Vacca, & Mraz, 2014 Chapter 3 (e-reserves) Moje, E. B., Dillon, D. R., & O'Brien, D. (2000). Reexamining roles of learner, text, and context in secondary literacy. <i>Journal Of Educational Research</i>, 93(3), 165. Review: Short, D. & 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]	RR
October 8 [ONLINE] Week 6	Preparing for Learning: Interest and motivation How do we get students to want to learn? Key Concept: Set Purpose for Learning	Readings: <ul style="list-style-type: none"> Fisher & Frey 4 Tovani 4-6 	Video #1 Completed (DRTA lesson)
October 15 Week 7	Comprehension and text complexity Key Concepts: Strategy Instruction, B-D-A	Readings: <ul style="list-style-type: none"> 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.), <i>What Research Has to Say About Reading Instruction</i> (4th ed.), (pp. 51- 	RR

		<p>93). Newark, DE: International Reading Association.</p> <ul style="list-style-type: none"> • Tovani 1-3 • Fisher & Frey 2 • Brozo Chapters on Comprehension (4, 10, 15, 16, 19, 23, 24, 30, 39) 	
<p>October 22 [ONLINE]</p> <p>Week 8</p>	<p>Processing the Content and Academic Conversations and Writing</p> <p>What types of instructional routines support student conversations? What types of instructional routines support writing?</p> <p>Key Concepts: Process writing</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Zwiers, J. (April 2014). <i>Opportunities to Develop Oral Language</i>. Newark, DE: International Reading Association. • Fisher & Frey 8 • Content Article: Find specific article under content folder on BB • Brozo chapters on writing (2, 9, 18, 25, 28, 31, 32, 35, 50) 	Text Set Completed
<p>October 29</p> <p>Week 9</p>	<p>Processing the Content: Academic Language and Vocabulary Learning</p> <p>How do students really know a word? How do we support students' vocabulary development?</p> <p>Key Concepts: Vocabulary acquisition</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey 3 • Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. <i>Journal Of Adolescent & Adult Literacy</i>, 50(7), 528-537. • Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. <i>Journal Of Adolescent & Adult Literacy</i>, 56(2), 132-140. • Brozo chapters on Vocab (3, 43, 44, 45, 47) 	RR
<p>November 05 [ONLINE]</p> <p>Week 10</p>	<p>Technology in the Classroom:</p> <p>How do we ensure that technology is supporting students' literacy learning?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Vacca, Vacca, & Mraz, 2014 Chapter 2 (e-reserves) <p>VIEW: Teaching Channel- https://www.teachingchannel.org/videos/technology-in-the-classroom</p>	Video #2 [choice lesson]
<p>November 12</p> <p>Week 11</p>	<p>Processing the Content: Ensuring students understand.</p> <p>How do we ask questions and how do we teach students to ask questions? How do we support student comprehension?</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Fisher & Frey 5 & 6 • Tovani 7-9 • QTA activity on BB 	RR

	Key Concepts: Levels of questions		
November 19 [ONLINE] Week 12	Consolidating Learning: Assessment How do we know what students have learned?	Readings: <ul style="list-style-type: none"> Fisher & Frey 9 	Graphic Novels
December 3 Week 13	Field Experience fishbowl	Readings: <ul style="list-style-type: none"> Fisher & Frey 7 	Field Experience Observation Log, interview Data.
December 10 [ONLINE] Week 14	Effective Disciplinary Instruction for all learners <i>Course evaluations</i>	Readings: <ul style="list-style-type: none"> Allington, R. (2007). Effective Teachers, Effective Instruction. In Beers, K., Probst, R. & Rief, L. (Eds). <i>Adolescent literacy: turning practice into promise</i> (pp. 273-289). Portsmouth, NH: Heinemann. 	Strategy Portfolios DUE Lesson Analysis DUE
December 14	EXAM WEEK (no class meeting)		Position Statement DUE by 4:00!

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.