EDRD 631. 6L1: Literacy Foundations and Instruction, for Diverse Populations
Adolescence through Adulthood
3 Credits, Summer 2016
Tuesdays and Thursdays, 4:30 – 7:40

West 1001

PROFESSOR:
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COURSE DESCRIPTION:

    A. Prerequisites/Corequisites

        EDRD 630: Advanced Literacy Foundations and Instruction, Birth to Middle Childhood.

    B. University Catalog Course Description

        Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication.

    C. Expanded Course Description
        Not applicable

DELIVERY METHOD:
This course will be delivered online 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 January 14, 2016.

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:
    - Window Media Player http://windows.microsoft.com/en-us/windows/download-windows-media-player
    - Adobe Acrobat Reader https://get.adobe.com/reader/
    - Apple Quicktime Player- http://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 (3) 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 or OBJECTIVES:

This course is designed to enable students to:

1. Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users (Virginia Standard 2c). (PBA B & C)
2. Demonstrate understanding of a range of word attack and word learning strategies including morphological analysis, affixes and roots, inflections, definitional and contextual approaches (Virginia Standard 3b) (PBA B & C)
3. Demonstrate understanding of and design appropriate strategies for developing reading comprehension of content text through meaning making processes such as predicting, questioning, summarizing, and clarifying (Virginia Standard 3e,g). (PBA B & C)
4. Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning (Virginia Standard 3h). (PBA B & C)
5. Promote independent reading through book talks (Virginia Standard 3i)
6. Demonstrate an understanding of varying degrees of learning disabilities (Virginia Standard 6d). (PBA A; ADL)

PROFESSIONAL STANDARDS (International Literacy Association):

(2010 Standards for Reading Professionals): 1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3

1.1 – Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. (PBA A, reader response)

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. (PBA B & C)

2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources (PBA B & C)

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. (PBA A, ADL, reader response, YA author study).

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (all)

5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write. (PBA B & C, reader response)

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (ADL, reader response, YA author study)

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs (PBA C)

REQUIRED TEXTS:

Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence.* Upper Saddle River, NJ: Merrill/ Prentice Hall.

One graphic novel selected from booklist provided.

One self-selected young adult novel approved by the instructor.

Various articles listed on syllabus that can be accessed from the library.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions:

A. Class Participation: (20%)

a. **Class attendance**: (5%) Attendance and active participation is expected. It is expected that you <u>fully participate</u> in both online and face-to-face settings. Participation involves several aspects: being fully prepared for class, completing work in a timely manner, offering critical insights to discussions, asking in-depth, thoughtful questions, and providing thoughtful, responsive feedback to your peers. ***It is <u>critical</u> to keep up with the readings***. 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:

   i. Mini-lectures, activities, and discussions related to literacy leadership activities
   ii. Discussion of the week's readings via discussion boards and small groups.
   iii. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
   iv. Presentations and leadership of article discussions.

b. **Quizzes (5%):** The purpose of this assignment is to assess understanding of the course textbook**.** For each chapter in the course text an online quiz will be completed. Each quiz is 10 questions. ***There are 11 quizzes- candidate must complete 10***. Candidate may choose what date to miss a quiz. Links to the quizzes are on Blackboard and the candidate will submit scores weekly to the professor at jdrakepa@gmu.edu. You are responsible for maintaining your own copy of these scores also until the class is completed.

c. **Online Responses (10%) You will be required to complete Online responses for all synchronous and asynchronous classes.** The purpose of the online responses is to engage the candidate in thinking deeply about weekly course topics and connections to overall course concepts. The following online activities will be evaluated for this assignment: Discussion boards, Journals, Blogs, Wikis, ADL discussion participation, etc. (see weekly modules for details). Each online assignment will be assessed with a rubric (see Blackboard).

B. Young Adult Author Study (15%) The purpose of this assignment is to expand understanding of how to effectively use young adult literature in the secondary classroom to create literate environments. This assignment has 2 parts.

1. Whole Class Novel Using Academic Conversations. The class will divide into discussion groups. Each group will read 1 young adult graphic novel. Candidates will use Academic Conversation prompts and structures to guide the literature discussion. (Zwier & Crawford, 2011). Academic Conversation research, prompts and structures will be reviewed in class. Candidates will try different prompts and structures for each discussion. Academic Conversation descriptions will be posted on Blackboard.

Candidates will participate in **Academic Conversations on 6/30**. Being prepared for discussion, actively listening, developing questions, and supporting responses with specific book statements will be the criteria for evaluation.

2. Individual Novel (7/14): Candidates will select and read another young adult novel of choice (must be approved by instructor). The candidate will then complete an analysis of the novel. The analysis will include (1) plot or SIFT analysis, as well as (2) summary, (3) evaluation (4) thematic links & rationale for use, and (5) ideas for integrating into the secondary content curriculum. The project will be presented and discussed in class.

C. Article Discussion Leadership (ADL) 15%

The purpose of this assignment is to show understanding of (1) how to analyze and interpret a research article and (2) how to lead a meaningful discussion with your colleagues, and (3) how to read and engage in meaningful discussion about professional literature. Each week an ADL is assigned, the candidate is responsible for (a) reading the article, (b) watching classmate's presentation, and (c) responding to the discussion questions. **Candidates will work with a partner to lead one ADL discussion.**

Steps to Completion:

> 1. Choose an article from the APPROVED list for your project. Once the instructor has approved your selection, post a link to the article in the ADL folder.
>
> 2. Read the article closely. Look for main ideas and important vocabulary, analyze viewpoint, connect to other works read and course concepts, ask questions!
>
> 3. Create a presentation.
>
> Format the presentation around the following aspects of the article (***This portion of the ADL should comprise about 6-8 minutes.***)

A. Introduction.

- Statement of the problem/issue
- Major concepts/ideas covered.

B. Message:

If a research article include:

- Research purpose/questions
- Research methodology
- Conclusions from the study

If a theoretical article include:

- Author's argument
- Author's viewpoint
- Author's rationale.

C. Conclusion:

- Implications for teaching practice.
- Professional critique.
- Pose 2-3 thought-provoking questions.

6. <u>Self-Evaluation</u>: Complete the self-evaluation of your work on this assignment, and submit via blackboard within 48 hours of the last day of discussion for your ADL.

D. The Adolescent Literacy Term Project (50%)

NCATE Assessment #3 Planning

IRA Standards Addressed:

2 (Curriculum and Instruction), 4 (Diversity), 5 (Literate Environment) and

6 (Professional Learning and Leadership)

IRA Elements Reading Specialists/Literacy Coaches: (**1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3).**

Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

Overview

In this integrated semester-long assignment candidates are asked to do the following:

(a) conduct a comprehensive interview with an adolescent struggling reader from a diverse background and link findings to three major theoretical constructs; (b) prepare a collection of alternative texts appropriate to the adolescent and prepare and teach the adolescent strategies to support his/her comprehension (c) provide class colleagues a professional development experience with an evidence-based practice designed to meet the needs of the adolescent and share the plans with the adolescent's teacher(s).

Directions to Candidate:

Part A

Adolescent Interview (IRA Standard 1.1)

In this assignment you will conduct a comprehensive interview of an adolescent struggling reader from a diverse background and write a paper which organizes the findings around three major constructs: psychological/motivational, sociological, and linguistic.

Steps for Completion:

1. *Identify an adolescent to interview*.
2. *Develop interview questions*. Questions should probe for greater understanding about the youth around the following three constructs, psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociocultural (preferred instructional context; funds of knowledge; culture); and linguistic (everyday language and/or second language development and its relationship to academic literacy and achievement) issues.
3. *Collect data:* Conduct a comprehensive interview with the youth, listening and taking good notes to inform your work with this youth.
4. *Analyze data:* Analyze the youth's responses to the interview questions. Begin by clustering responses around the three constructs: psychological/motivational, sociocultural, and linguistic. Then look for themes and new understandings about this youth.
5. *Connect to the theory/research:* Identify what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and linguistic perspective. Include *at least three* relevant and timely sources for each construct.

6. ***Write an analysis paper:*** Write a paper with the following headings (use APA guidelines).

   a. Introduction: Provide a general introduction to the youth you interviewed. Include a brief description of the setting and the context of the interview.

   b. **Interview Findings:** Describe the findings from your interview under each construct. Provide specific examples, showing clearly how the each lens provides a unique perspective on this youth.

   1. Cognitive/Motivational.

   2. Sociocultural.

   3. Linguistic.

   c. Discussion: Examine your findings under each construct and connect what you learned about your youth to the theory and research.

   1. Psychological/Motivational.

   2. Sociocultural.

   3. Linguistic.

   d. Conclusion: Provide a general review of what you learned about the youth and how it connects to your understandings about working with adolescents.

IRA Standards Assessed:
*Standard 1 – Foundational Knowledge (**1.1**) Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading writing connections.*

Part B

Content Area Alternative Text Collection and Related Instruction

(IRA Standards 2.2, 2.3, 4.1, 4.2)

In this assignment, you will compile a collection of texts in one discipline that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with

the adolescent and teach him/her an evidence-based strategy for reading/comprehending two of the sources. In teaching the strategies, you will use a variety of appropriate instructional approaches that focus on developing critical thinking and reading/writing connections. You also will make the collection available to his/her teacher and share instructional suggestions related to use of multiple sources with diverse populations.

Steps for completion:

1. *Reflect*: Think about the discoveries you made about the adolescent you interviewed in terms of her/his interests, ability, and experiences, both in and out of school.
2. *Choose a disciplinary topic:* Identify an upcoming unit in a particular subject area (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months. You may need to contact his/her teacher(s) for this information.
3. *Create a text set:* Collect 8-10 alternative reading selections related to the disciplinary topic that will likely be of high interest to the adolescent you interviewed. *Sources should be no older than 15 years, unless historical or archival documents.* If, in your search, you find other pieces you would like to include you are welcome to do so; however, you must include at least one source that is representative of each category below:
   - At least one reading from the perspective of a person of non-white/European background
   - At least one reading from the perspective of an English language learner or nonstandard English speaker
   - At least one reading from the perspective of a woman
   - Two magazine articles (from popular and/or content-specific magazines for adults or teens)
   - Two newspaper articles
   - Two Web sites
   - One nonfiction book
   - One young adult novel
   - One comic book or graphic novel

4. *Write a paper:* You will develop a paper that describes your text set and strategies that would be appropriate to use with each text selection. Include the following components/subheadings.

        a. Introduction- Provide a brief introduction to your adolescent and the disciplinary topic chosen.

        b. Citations, Annotations & Rationales – (1) provide a full bibliographic citation for each source using APA format, (2) briefly *describe* the content of each source and how it connects to the disciplinary topic, (3) why you think it will appeal to your adolescent.

c. Strategies for teaching with the sources – propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts. Use strategies from your course texts or from other reputable published sources. Provide an explanation for <u>HOW and WHY</u> the strategy would be useful in supporting the adolescent's understanding of the text.

6. Teacher sharing. Present the collection to your classmates and describe how it could be used to increase engagement, reading, and learning for the adolescent as well as the teacher's diverse class as a whole. In particular, explain your selections and discuss ways that the varied texts could be used to differentiate instruction for students of different backgrounds/skill levels and to provide choices for students. Provide a copy of your paper to the adolescent's teacher, and encourage him or her to share with school colleagues.

IRA Standards Assessed
Standard 2 – Curriculum and Instruction
(2.2) Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

(2.3) Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources
Standard 4 – Diversity
(4.1) Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
(4.2) Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

<u>Part C</u>:

Literacy Strategy Teaching and Demonstration

(IRA Standards 5.2, 6.2, 6.3)

In this assignment, you will teach the strategy to the adolescent and then present to your class colleagues the literacy strategy lesson you designed for the adolescent you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your adolescent's teacher.

<u>Steps to Completion:</u>

1. *Adolescent Meeting- Instructional Strategy and Alternative Text Try-Out*.
   I. Meet with the adolescent a second time- (a) Show him/her the text collection (the actual texts) and discuss which texts he/she finds most interesting and why, (b) teach the youth a strategy using one of the texts in your collection, and (c) discuss with the adolescent whether he/she feels the strategy helps his/her

learning, and how he/she could use it in the future, and (d) have the adolescent choose one of the texts for you to plan a strategy for your final meeting.

*In deciding on a strategy, reflect on the adolescent's needs and identify an evidence-based literacy strategy that would be motivating to her/him for learning about the content area topic. The strategy must also be culturally and linguistically responsive to the youth's reading and learning needs. The strategy may be taken from any chapter in the course text or other acceptable source.

2. ***Classroom Presentation:*** In this demonstration, you will present to your colleagues the same strategy you taught your adolescent. Conduct a 15-minute professional development session for your colleagues in class. This will include (1) a PowerPoint or similar technology presentation explaining the rationale for the strategy and the evidence to support it (2) a summary of your work with your adolescent, (3) a simulation of the experience for your colleagues of engaging in the strategy, and (4) at the end of the presentation, invite input and suggestions as well as reflections on the utility of the strategy in other contexts and with other students. Also share your PowerPoint with teachers in your school or field placement by emailing it to them or posting it on a website.

3. ***Write a paper:*** Write a description of the work you did with the adolescent including a description of the strategy and how it would be taught in a content classroom that included the adolescent you interviewed. Use first-person narrative. Use the following subheadings and description:

    a. **Instructional Context**

    Introduce the setting- briefly describe the theme of the text set, the strategies taught, and how they connect to your youth. Describe your plan for why the strategy would be helpful to the youth you interviewed.

    b. **Steps in Conducting the Strategy**

    Describe what you did during the two meetings with your youth.

    c. **Reflections on Effectiveness**

    Indicate how effective you believe the strategy was for motivating your student to become a more engaged reader and learner and how the student responded to using the self-selected text from the text collection with your strategy. Be sure to include both positive and negative reactions as well as your youth's explanation of his/her response.

d. Connections to Teaching Practice

Discuss how you would transfer what you have learned to a larger classroom setting and your work with teachers of adolescents. Discuss the potential for the strategy to increase engagement and learning.

e. Attachments

Provide actual lesson material and a sample of your adolescent's actual work.

IRA Standards Assessed:
Standard 5 – Literate Environment
(5.2) Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.
Standard 6 – Professional Learning and Leadership

(6.2) Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.(6.3) Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

2. Assignment and examination weighting

Assignment	Value	Due Dates
Class Participation	**20% Total**	
Class Attendance	**5%**	Ongoing
Online Responses (total TBD)	**10%**	Ongoing
Quizzes (11 total)	**5%**	Ongoing
ADL Presentation	**15%**	
Young Adult Novel Study	**15%**	
Graphic Novel Discussion		**6/30**
Plot or SIFT Analysis of Individual Novel		**7/14**
Adolescent Literacy Term	**50%**	

Project		
Part A	15%	**6/28**
Part B	20%	**7/7**
Part C	15%	**7/26**

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3. Grading Policies

Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given). **Incompletes must be cleared before moving to any course for which the course is a prerequisite.** (Note that EDRD 631 is a prerequisite for EDRD 632).

Grading Scale

A= 94%-100%

A- = 90%-93%

B+= 87%-89%

B= 80%-86%

C= 75%-79%

Class Attendance Policy

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 email assignments regardless of class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments Policy

> ➢ All assignments should be turned in on the due date in the schedule below via Blackboard (by 4:30pm, whether or not you are in class that evening).
> ➢ Save all electronic files with your last name and assignment titles (ex: **SMITH_ProfDevProposal.docx**).
> ➢ All assignments must be typed in 12-point Times New Roman font, and double-spaced with one—inch margins.

- ➢ Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.
- ➢ Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.
- ➢ All assignments will be returned one week from the date received.

General Policies

Email response:

- ➢ I will respond to all emails *within 24 hours* during the week and 48 hours on weekends/holidays.
- ➢ Students are expected to respond to emails *within 24 hours* during the week and 48 hours on weekends/holidays.

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.

Advising Information: Advising information is located on Blackboard, including a timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard (mymasonportal.gmu.edu), (b) click the *Organizations* tab in the top right corner, (c) select the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

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.

Due to the Hybrid nature of this course, it is imperative that you maintain downloads and java updates. Please contact Blackboard support services for technology assistance.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Adolescent Literacy Project (Parts A, B, & C) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:

Instructor may adjust as necessary

Class/ Date	Class Format	Topics	Assignments DUE	Readings DUE
#1 06/07	Face-to Face	What is adolescent literacy? Course introduction Syllabus review		Snow, C., & Moje, E. (2010). Why Is everyone talking About adolescent literacy?. *Phi Delta Kappan*, *91*(6), 66-69. IRA Position Statement on Adolescent Literacy
#2 06/09	Face-to Face	Who are adolescent learners? **Adolescent Literacy and Youth Culture** *ADL Model*	Quiz Chapter 1 & 2 Review Interview questions	Brozo & Simpson Chapter 1 & 2 Kirkland, D. E. (2011). Books like clothes: Engaging young black men with reading. *Journal Of Adolescent & Adult Literacy*, *55*(3), 199-208. doi:10.1002/JAAL.00025 [ADL example]
#3 06/14	Asynchronous	What do adolescent leaners need? **Learning Content**	Quiz Chapter 3	Brozo & Simpson Chapter 3 Goldman, S. (2012). Adolescent literacy: Learning and understanding content. *The Future of Children*, 22 (2), 89-116. Retrieved at http://futureofchildren.org/futureofchildren/publications/docs/22_02_06.pdf International Literacy Association. (2015). *Collaborating for success: The vital role of content teachers in developing disciplinary literacy with students in grades 6–12* [Position statement]. Newark, DE: Author.
#4 06/16	Face to Face *Adolescent Interview Week*	How do we know what adolescents need? **Assessment**	Quiz Chapter 4 *ADL #1*	Brozo Simpson Chapter 4 ADL Article 1
#5 06/21	Face-to Face	What type of contexts support adolescents' literacy growth? **Creating a culture of literacy**	Quiz Chapter 5 Bring Interview data to class	Brozo & Simpson Chapter 5 Moje, Dillon, and O'Brien (2000). Reexamining the roles of learner, text and context in secondary literacy. *Journal of Educational Research* McCabe, P. (2009). Enhancing self- efficacy for literacy. In W.E. Blanton, & K. Wood, (Eds.), *Literacy instruction for Adolescents,* (pp. 54-76*).*

				New York, NY: Guilford Press. (E-reserves)
#6 06/23	Face-to Face	What type of instruction supports adolescent literacy growth? **Reading and Learning from Multiple Sources**	Quiz Chapter 8 **ADL 2**	Brozo & Simpson Chapter 8 Elish-Piper, L., Wold, L. S., & Schwingendorf, K. (2014). Scaffolding high school students' reading of complex texts using linked text sets. *Journal Of Adolescent & Adult Literacy*, 57(7), 565-574. Casey, H. (2010). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers**.** In R. Bean, N. Helsey, & C. Roller (eds.), *Preparing Reading Professionals*. Newark, DE: International Reading Association **Optional:** Barone, D. (2014). Reading, learning, and even arguing across multiple texts. *Voices from the Middle, 21*(4), 54-57.
#7 06/28	Face-to-Face	What type of instruction supports adolescent literacy growth? **Word Knowledge**	*Part A of Term Project DUE*	Brozo & Simpson Chapter 6 Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. *Journal Of Adolescent & Adult Literacy*, *56*(2), 132-140. doi:10.1002/JAAL.00114 Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R.,Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman- Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school. (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx **Optional:** Kieffer, M. & Leseaux, N. (2010). Morphing into adolescents: Active word learning for English-language learners and their classmates in middle school. *Journal of Adolescent & Adult Literacy*, 54

				(1), 47-56.
#8 **06/30**		What type of instruction supports adolescent literacy growth? **Study Supports**	Quiz Chapter 9 & 10 **ADL 3**	Brozo & Simpson, Chapter 9 & 10 Castek, J., & Beach, R. (2013). Using apps to support disciplinary literacy and science learning. *Journal of Adolescent & Adult Literacy, 56*(7), 554-564. **Graphic Novels:** article and novel discussion
#9 **07/05**	Asynchronous Adolescent Text share and strategy instruction	What type of instruction supports adolescent literacy growth? **Writing to Learn**	Quiz Chapter 7	Brozo & Simpson Chapter 7
#10 **07/07**	Asynchronous	TBD	*Part B Due*	
#11 **07/12**	Face to Face **Adolescent Strategy Instruction**	What type of instruction supports adolescent literacy growth? **Academic Conversations Writing to Learn**	**ADL 4**	Fisher & Frey. (2011). Structuring the Talk: Ensuring academic conversations matter. The Clearing House, 84, 15-20. Zwiers, J., Crawford, M. (2009). How to start academic conversations. *Education Leadership,*
#12 **07/14**	Face-to-Face	What type of instruction supports adolescent literacy growth? **Learning across content area**	**ADL 5** Individual Novel Rdrs Workshop	*Discussion of novels of choice*
#13 **07/19**	Face-to-Face	How do reading coaches support secondary teachers? **The role of the literacy coach.**	**ADL 6**	Share Adolescent Literacy Project Standards for Middle & HS Literacy Coaches http://www.reading.org/Libraries/resources/597coaching_standards.pdf
#14 **07/21**	Face-to-Face	What did we learn about adolescent Literacy?		Literacy Strategy Demonstrations *Course Evaluations*
07/26	Asynchronous		*Part C of Term Project Due by midnight,*	
07/28				

ASSESSMENT RUBRIC(S):

EDRD 631
The Adolescent Literacy Term Project Rubric (NCATE 3)
PART A

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Below Expectations (1)
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Provides exemplary evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Provides satisfactory evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Provides partial evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Provides little or no evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

PART B

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Below Expectations (1)
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides exemplary evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides satisfactory evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides partial evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides little or no evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
2.2b Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides exemplary evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides satisfactory evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides partial evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides little or no evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
2.2d As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides exemplary evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides satisfactory evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides partial evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides little or no evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.
2.3b Support classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and	Provides exemplary evidence of supporting classroom teachers in building and using quality, accessible classroom	Provides satisfactory evidence of supporting classroom teachers in building and using quality, accessible classroom library and	Provides partial evidence of supporting classroom teachers in building and using quality, accessible classroom library and	Provides little or no evidence of supporting classroom teachers in building and using quality, accessible classroom library and

abilities of all learners.	library and materials collection that meets the needs and abilities of all learners.	materials collection that meets the needs and abilities of all learners.	materials collection that meets the needs and abilities of all learners.	materials collection that meets the needs and abilities of all learners.
4.1b Assist teachers in developing reading and writing instruction that is responsive to diversity.	Provides exemplary evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides partial evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides little or no evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.
4.2b. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides exemplary evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides satisfactory evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides partial evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their own literacy learning.	Provides little or no evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their own literacy learning.

PART C

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Below Expectations (1)
5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.
6.2b Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.	Provides exemplary evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students,	Provides satisfactory evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues,	Provides partial evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues,	Provides little or no evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents

	colleagues, administrators, parents and guardians.	administrators, parents and guardians.	administrators, parents and guardians.	and guardians.
6.2d Demonstrate effective interpersonal, communication, and leadership skills.	Provides exemplary evidence of effective interpersonal communication, and leadership skills.	Provides satisfactory evidence of effective interpersonal communication, and leadership skills.	Provides partial evidence of effective interpersonal communication, and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.
6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers**.**	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence for collaborating of planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.