George Mason University  
College of Education and Human Development  
Secondary Education

EDRD 619 003/EDRD 419 001– Literacy in the Content Areas  
3 Credits, Spring 2017  
Wednesdays, 4:30-7:10, Robinson Hall A349- Fairfax

Faculty
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Prerequisites/Corequisites


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.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using a hybrid format to include lecture and discussion on campus and online.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Explain theories of adolescent literacy and the role of literacy in learning in content areas.
2. Examine the significance of teaching and reading and writing together and how process instruction facilitate learning.
3. Identify evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.

4. Develop learning strategies (including word analysis skills, meaningful vocabulary, and concept instruction) to scaffold adolescents’ literacy development in specific content areas.

5. Justify the integration of technology to support content learning.

6. Explain the specific challenges students with varying levels of literacy and linguistic proficiency face in each discipline.

7. Analyze the role metacognition plays in the learning process and the role strategy instruction plays in developing metacognitive awareness.

**Professional Standards** (International Literacy Association)

Upon completion of this course, students will have met the following professional standards:

**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**


**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

1. Assignments and/or Examinations

   --ATTENTION EDRD 419 STUDENTS--

   Some adjustments have been made for you on some assignments. These adjustments will be indicated within a box (just like this one) under each specific assignment.

   A. Weekly Reading/Viewing Participation Responses (15%) Reading/Viewing Responses record candidates’ thoughts, reactions, opinions, connections, and questions, related to the assigned readings and videos. 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.

   Directions:

   1. Review the RESPONSE choices BEFORE you begin course readings.
   2. Responses are due ONLY for the chapters from the Alvermann et al. textbook unless otherwise indicated in the schedule.
   3. Begin each response with a BRIEF (3-4 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.
   5. When more than one chapter is assigned, the same response strategy should be used for EACH chapter. For example, if Chapters 1 and 2 have been assigned as readings, a separate response should be completed for each chapter using the same strategy.
   6. Responses should reflect the content of both the Chapter AND the related video posted to Blackboard.
   7. Bring the response to class to share in discussion each week.

   Requirements:

   - Candidate must submit responses during 6 weeks throughout the semester and as indicated in the course schedule.
   - Responses must be submitted through Blackboard on the assigned date and to the required area. Submit in the space indicated and DO NOT submit as an attachment unless submitting something in a special format that cannot be copied into the designated space on Blackboard.
   - Responses should include your name, date, title of the reading (or chapter number), and the response strategy.
B. Edthena Video Assignment: (15%)
Candidates will complete a video recording of a microteaching episode for analysis.
Directions:

1. Candidate will select a texts and strategy and develop a strategy lesson that engages students in reading for comprehension.
2. Each candidate will record him/herself teaching the lesson to a small group of peers.
3. Candidates will upload the video to Edthena, including lesson plan and introduction, and code the videos. Coding procedures will be discussed in class.
4. The candidate will respond to all group members’ videos.
5. Candidates will write a concise 2-page analysis of the lesson in relationship to course concepts covered after the lesson and discussion are completed.

---ATTENTION EDRD 419 STUDENTS---
Only a 1-page analysis is required for this assignment.

C. Inquiry Chart (15%)
Each student will complete an inquiry chart on methods of supporting English Learners reading comprehension in the classroom.
Directions:

1. Candidate will read assigned articles and select three additional texts to read.
2. Candidate will analyze the articles for characteristics of learners and strategies for supporting them.
3. Candidate will complete an Inquiry Chart (to be provided in class) describing synthesizing findings from the selected sources.

---ATTENTION EDRD 419 STUDENTS---
Please select only one additional text to read as part of this assignment.

D. Midterm Exam (20%)
Directions:
The midterm exam will be administered in class on March 6. The exam will focus on applying theory to classroom practice.

E. Final Exam (20%)
Directions:
The final exam will be administered on the date and time specified by the university exam schedule. It is an opportunity for you to demonstrate your learning in this class.

F. Field Experience (15%)
Directions: 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 via blackboard 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.

**Component 1—Observation Log:** Candidate will maintain an observation log, noting the particular ways the teacher(s) integrates literacy into the daily instructional routines.

**Directions:** Candidate will create 3 entries of 300-350 words. Each entry should include (a) what was observed, including background and context of classes and (b) an analysis of how the observation ties into course concepts covered.

**Component 2—lesson implementation (observed or co-taught):**

As part of the Methods II courses at GMU students are asked to teach, record, and reflect on a lesson taught in a classroom during the field experience. For students who are taking their Methods II courses at the same time as this course, this assignment should be a part of the Methods II Clinical Field Experience Project. Please see the instructor for more details if you are not concurrently enrolled in the Methods II block.

**Directions:** Candidate will teach, co-teach, or observe (depending on each individual’s situation) one lesson during the field experience which incorporates the use of content area literacy strategies. This lesson should engage students in reading and/or writing for comprehension. Examples will be discussed in class. Candidate should discuss this with the classroom teacher during the first meeting.

Directions.

1. Candidates will develop, teach and video record a strategy lesson plan that incorporates an instructional strategy from the course and implement it with a small group or whole class.
2. Candidate will get feedback from the classroom teacher.
3. Candidates will collect student sample(s) [if able] and bring to campus to share with the class.
4. Candidate will upload the lesson and lesson plan to Edthena.
5. Candidates will come to class with all materials, prepared to discuss the lesson. 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?
6. Candidate will complete an in-class reflection on his/her strategy lesson implementation.

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

**Other Requirements**

Regular class attendance and viewing/completion of the online videos is expected and critical. 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 activities will build upon readings. The online videos are essential for participation in the in-class activities.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Weekly reading/viewing participation responses</td>
<td>15%</td>
<td>Throughout semester as indicated on the weekly course schedule</td>
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<tr>
<td>Edthena Video Assignment</td>
<td>15%</td>
<td>March 29- lesson recorded in class, April 12- lesson analysis due</td>
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<tr>
<td>Inquiry Chart Assignment</td>
<td>15%</td>
<td>Feb. 22</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>March 8</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments/Readings</td>
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<tr>
<td>Week 1: 1/25</td>
<td>Course Introduction</td>
<td>-Read the syllabus</td>
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<td></td>
<td>What does it mean to be literate in a discipline?</td>
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<td>Week 2: 2/1</td>
<td>Disciplinary Literacy</td>
<td>-Moje 2015 article (on BB)</td>
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<tr>
<td>ONLINE</td>
<td>Diversity in the Content Classroom</td>
<td>-Chap. 2, Alvermann, Gillis &amp; Phelps</td>
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<td></td>
<td>Planning instruction for a diverse classroom</td>
<td>-Chaps. 1-4, Fisher, Brozo, Frey, &amp; Ivey</td>
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<td><em>DUE: Reading/Viewing Response on Chap.2 &amp; diversity video</em></td>
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<td>Week 3: 2/8</td>
<td>Diversity in the Content Classroom continued</td>
<td>-Chap. 1, Fisher &amp; Frey</td>
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<td></td>
<td><em>Begin work on Inquiry Chart assignment</em></td>
<td>-Chaps. 5-8, Fisher, Brozo, Frey &amp; Ivey</td>
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<td>Week 4: 2/15</td>
<td>Theory: Connecting Theory to Teaching &amp; Learning</td>
<td>-Chaps. 1 &amp; 5, Alvermann et al.</td>
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<tr>
<td>ONLINE</td>
<td>Assessment: Assessment for, of and as learning</td>
<td>-Chaps. 9-12, Fisher, Brozo, Frey &amp; Ivey</td>
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<td><em>DUE: Reading/Viewing Response on Chap.1/Theory video &amp; Chap. 5/assessment video</em></td>
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<td>Week 5: 2/22</td>
<td>Theory &amp; Assessment continued</td>
<td>-Chap. 2, Fisher &amp; Frey</td>
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<td></td>
<td><em>DUE: Inquiry Chart Assignment</em></td>
<td>-Chaps. 13-16, Fisher, Brozo, Frey &amp; Ivey</td>
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<tr>
<td>Week 6: 3/1</td>
<td>The Learning Cycle: Preparing, guiding, and helping students reflect on learning in the content areas</td>
<td>-Chaps. 4,6, &amp; 7, Alvermann et al.</td>
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<tr>
<td>ONLINE</td>
<td>Preparing and Guiding Learners: guiding comprehension</td>
<td>-Chaps. 17-20, Fisher, Brozo, Frey &amp; Ivey</td>
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<td><em>DUE: Reading/Viewing Response on Chapters 4, 6, &amp; 7</em></td>
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<td>Week 7: 3/8</td>
<td>The Learning Cycle &amp; Preparing and Guiding Learners continued</td>
<td>-Chap. 3, Fisher &amp; Frey</td>
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<td>MIDTERM EXAM TODAY!</td>
<td>-Chaps. 21-24, Fisher, Brozo, Frey &amp; Ivey</td>
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<td>Week 8: 3/15</td>
<td>SPRING BREAK</td>
<td>NONE</td>
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Week 9: 3/22 ONLINE
Reflection on Learning: Supporting students in reflection
Vocabulary: Introducing, teaching, & reinforcing vocabulary

DUE: Reading/Viewing Response on Chapter 8/vocabulary video and Chapter 9/reflection video

Week 10: 3/29
Reflection & Vocabulary continued

DUE: Lesson for Edthena video assignment due today. We will record these lessons during class today.

Week 11: 4/5 ONLINE
Writing: Theory & processes of writing
Alternative Literacies: Critical and media literacies

DUE: Reading/Viewing Response on Chap. 10/writing video

Week 12: 4/12
Writing & Alternative Literacies continued

DUE: Analysis of Edthena lesson due today.

Week 13: 4/19 ONLINE
Study Strategies

DUE: Reading/Viewing Response on Chap. 6 Fisher & Frey

Week 14: 4/26
Study Strategies continued

DUE: Reading/Viewing Response on Chap. 5 Fisher & Frey

Week 15: 5/3 ONLINE
Struggling Adolescent Learners, Course Review & Synthesis

DUE: Reading/Viewing Response on Chap. 9/struggling adolescent learners video

EXAM WEEK
FINAL EXAM

Core Values Commitment
The College of Education and 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/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.
• Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

• Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

• The Writing Center 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/).

• The 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/).

• The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.