

George Mason University
College of Education and Human Development
Secondary Education

EDRD 619 002– Literacy in the Content Areas
3 Credits, Spring 2017
Mondays, 7:20-10:00pm, Research Hall 201, Fairfax Campus

Faculty

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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).

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).

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. A variety of instructional methods will be used in class, including large and small group discussions and lecture. Active participation is an important element of the course and students are expected to complete assigned reading prior to class in order to engage in active listening and dialogue.

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

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2011). *50 Instructional routines to develop content literacy*. (3rd ed.). Boston, MA: Pearson Education Inc.

Fisher, D., & Frey, N. (2016). *Improving adolescent literacy: Content area Strategies at work*. (4th ed.) Boston, MA: Pearson Education Inc.

Tovani, C. (2004). *Do I really have to teach reading? Content Comprehension Grades 6-12*. Portland, Maine: Stenhouse Publishers

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, etc.).

1. Assignments and/or Examinations

A. Weekly Reading Responses (15%)

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 is especially valuable for promoting opinion making, value judgments, and critical thinking.

Directions:

1. Review the RESPONSE choices BEFORE you begin course readings.
2. Begin each response with a BRIEF (3-4 sentences) summary of the reading or section of the reading to which you are responding.
3. Then select a response strategy from the list to complete the response. (List posted on Blackboard in the Assignment Supports folder.)
4. 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. Bring the response to class to share in discussion each week.

Requirements:

- Candidate must submit responses during 6 weeks throughout the semester. Each response is due by 7:00 pm on the date indicated on the class 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 text 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.

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.

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 final night of class. It is an opportunity for you to demonstrate your learning in this course.

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 Assignment Supports folder).

This course requires a total of 15 hours of Field Experience. There are two 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.

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. Candidates 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. Candidates 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 a one-page 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 participation 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.

Grading

| Assignment | Total Value | Due Date |
|-----------------------------|--------------------|--|
| Weekly Reading Responses | 15% | Throughout semester, as indicated on the weekly course schedule. |
| Edthena Video Assignment | 15% | March 27: lesson recorded during class time April 24: lesson analysis due |
| Inquiry Chart Assignment | 15% | February 20 |
| Midterm Exam | 20% | March 6: completed during class time |
| Final Exam | 20% | May 1: completed during class time |
| Field Experience Assignment | 15% | May 1 |

Grading Scale

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|----|-----------|
| A | 94%-100% |
| A- | 90%-93% |
| B+ | 87%-89% |
| B | 80%-86% |
| C | 75%-79% |
| F | below 75% |

Professional Dispositions

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

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Date | Week | Format | Topic | Assignments/Reading |
|------------|------|--------------|--|--|
| January 23 | 1 | Face to Face | Course Introduction What does it mean to be literate in a discipline? | Read the Course Syllabus Read the following piece: <i>International Reading Association. (2015). Collaborating for Success: The vital role of content teachers in developing disciplinary literacy with students in grades 6-12. (Position statement).</i> <u>This can be found in the Additional Reading folder on Bb.</u> |
| January 30 | 2 | Face to Face | What is Disciplinary Literacy? Theory: Connecting Theory to Teaching & Learning | Tovani: Chapters 1-2 Fisher, Brozo, Frey, and Ivey: Chapters 1-4 DUE: Reading Response |
| February 6 | 3 | Face to Face | What is Disciplinary Literacy (continued) Connecting Theory (continued) Begin work on Inquiry Chart assignment | Fisher and Frey: Chapter 1 Fisher, Brozo, Frey, and Ivey: Chapters 5-8 DUE: Reading Response |

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| February 13 | 4 | Face to Face | Diversity in the Content Classroom: Planning instruction for a diverse classroom Assessment: Assessment for, of, and as learning | Tovani: Chapter 3-4 Fisher, Brozo, Frey, and Ivey: Chapters 9-12 DUE: Reading Response |
| February 20 | 5 | Online | Diversity in the Content Classroom (continued) Assessment (continued) | Fisher and Frey: Chapter 2 Fisher, Brozo, Frey, and Ivey: Chapters 13-16 DUE: Inquiry Chart Assignment |
| February 27 | 6 | Face to Face | The Learning Cycle: Preparing, guiding, and helping students reflect on learning in the content areas Preparing and Guiding Learners: guiding comprehension | Tovani: Chapter 5-6 Fisher, Brozo, Frey, and Ivey: Chapters 17-20 DUE: Reading Response |
| March 6 | 7 | Face to Face | The Learning Cycle (continued) Preparing and Guiding Learners (continued) MIDTERM EXAM | Fisher and Frey: Chapter 3 Fisher, Brozo, Frey, and Ivey: Chapters 21-24 |
| March 13 | 8 | Spring Break | None | None |
| March 20 | 9 | Face to Face | Reflection on Learning: Supporting students in reflection Vocabulary: Introducing, teaching, and reinforcing vocabulary | Tovani: Chapter 7-8 Fisher, Brozo, Frey, and Ivey: Chapters 25-28 DUE: Reading Response |
| March 27 | 10 | Online | Lesson Video Recording | Fisher and Frey: Chapter 4 Fisher, Brozo, Frey, and Ivey: Chapters 29-32 DUE: Lesson for Edthema Video Assignment |

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| April 3 | 11 | Face to Face | Writing: Theory and processes of writing Alternative Literacies: Critical and media literacies | Tovani: Chapter 9 Fisher, Brozo, Frey, and Ivey: Chapters 33-36 DUE: Reading Response |
| April 10 | 12 | Online | Writing (continued) Alternative Literacies (continued) | Fisher and Frey: Chapter 7 Fisher, Brozo, Frey, and Ivey: Chapters 37-40 |
| April 17 | 13 | Online | Study Strategies | Fisher and Frey: Chapter 6 Fisher, Brozo, Frey, and Ivey: Chapters 40-44 |
| April 24 | 14 | Face to Face | Study Strategies (continued) | Fisher and Frey: Chapter 5 Fisher, Brozo, Frey, and Ivey: Chapters 45-48 DUE: Analysis of Edthema Video Assignment |
| May 1 | 15 | Face to Face | Struggling Adolescent Learners Course Review and Synthesis Course Evaluations FINAL EXAM | Fisher, Brozo, Frey, and Ivey: Chapters 49-50 DUE: Field Experience Assignment |

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://coursesupport.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/>.