GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Literacy

EDRD 631. 6L1: Literacy Foundations and Instruction for Diverse Populations:
Adolescence Through Adulthood

3 Credits, Spring 2017
Tuesdays, 4:30-7:10

Arlington Campus, Founders Hall, 467

PROFESSOR
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COURSE DESCRIPTION
A. Prerequisites/Corequisites
EDRD 630: Advanced Literacy Foundations and Instruction, Birth to Middle
Childhood, admission to the literacy emphasis, or permission from the
program coordinator.

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.

COURSE DELIVERY METHOD
This course will be delivered face-to-face and 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
17, 2017.

Face-to-Face: 8 classes 1/24; 1/31; 2/21; 2/28; 3/21; 4/11; 4/25;

5/2

Asynchronous: 6 classes 2/7; 2/14; 3/7; 3/28; 4/4; 4/18

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.

EXPECTATIONS

- **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 **regularly each week** to read announcements, contribute online responses, 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 your responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Support:** 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 before or after face-to-face sessions. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

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. 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)

6.3 Participate in, design, facilitate, lead, and evaluate effective an 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.

Various required readings and others available for ADLs that can be accessed from the library databases or links

COURSE ASSIGNMENTS AND EXAMINATIONS

1. Assignment Descriptions

   A. Class Engagement (20%)

      a. Participation (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.

      b. Online Responses (15%): You will be required to complete online responses for all asynchronous classes. The purpose of the online responses is to engage the candidate in thinking deeply about weekly course topics/readings and to make connections to overall course concepts

B. Article Discussion Leadership (ADL) 30%

Assignment

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the research articles and readings in the course for your peers.

Completion Procedures

1. Find a classmate to work as a team on the ADL assignment.

2. Identify one article over which to lead discussion. The article should be taken from the list of additional course readings.

2. Make the article available to the class at least one week in advance of your scheduled ADL (digital link, pdf file)

3. Read, analyze, and format the presentation around the following aspects of the Article (***This portion of the ADL should comprise about 10 minutes.***):

   - purpose
   - main points
   - type of research and methodology, if relevant
   - conclusions
   - implications for research and practice
   - personal responses and reactions

4. Discussants should also devise ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended (***This portion of the ADL should comprise about 15 minutes.***).

5. PowerPoint slides, overheads, and/or handouts should accompany the article presentation and discussion.

6. Article discussion leaders should plan 25 minutes total for the article discussion.

Evaluation

Each article discussant will be given a grade based on (a) effective planning and coordinating of the presentation and discussion of the article; (b) how succinctly and understandably key information from the article was presented; and (c) the extent to which the discussant used engaging techniques for bringing all students into critical conversation about the article. A rubric will be used for evaluating ADLs.

A. **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:

<u>**Part A**</u>**: *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.

You will:
1. *Identify an adolescent to interview*. Ideally, the youth be a struggling reader *and* from a culturally and/or linguistically diverse background.
2. *Collect data*: conduct a comprehensive interview with the youth, focusing on psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociological (preferred instructional context; funds of knowledge; culture); and linguistic (second language development and its relationship to academic literacy and achievement) issues.
3. *Analyze data*: summarize the youth's responses to the interview questions by clustering them around the three constructs of concern: psychological/motivational, sociological, and linguistic.

4. *Theory/research*: describe 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.

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, 5.2)*

In this assignment you will compile a collection of texts in one discipline or on a topic/theme that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with your youth and teach him/her an evidence-based strategy for reading/comprehending one of the sources. In teaching the strategy, 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.

You will:
1. Reflect on the discoveries you made about the youth you interviewed in terms of her/his interests, ability, etc.

2. Identify a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months.

3. Collect the following reading pieces **related to this disciplinary topic** that will likely be of high interest to the youth you interviewed. *Sources should be no older than 15 years, unless historical or archival documents.* Listed are the minimums. 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 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 with the following components/subheadings:

   a. ***Citations, Annotations & Rationales*** – provide a full bibliographic citation for each source using APA format; briefly describe each source and its connection to the disciplinary topic and why you think it will appeal to your adolescent.

   b. ***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.

   c. ***Instructional Strategy and Alternative Text Try-Out*** – meet with your youth a second time. Show him/her the text collection (the actual texts as well as your list) and discuss which texts he/she finds most interesting and why. Also teach the youth one of the strategies (see instructions Part C2 of this document) you have proposed, using one of the texts in your collection. Also discuss with the youth whether he/she feels the strategy helps their learning, and whether they would use it in the future, and why or why not. Describe in writing what occurred and how the youth responded.

   d. ***Teacher sharing*** – Discuss the collection with 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. (Also note below that you will be providing a copy of your instructional strategy paper to the teacher as well – Part C4).

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.*

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.*

Part C: *Literacy Strategy Demonstration*

Part C is linked to Part B, above. In this assignment (Part C) you present to your class colleagues the literacy strategy lesson you designed for the youth you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your youth's teacher.

You will:

1. First, refer back to Part B of this document. In this demonstration you will present to your colleagues the same strategy you shared with your youth. In deciding on a strategy, reflect on the youth'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. Second, after teaching this strategy to your student (Part B), conduct a 15 minute professional development session for your colleagues in class. This will include a PowerPoint or similar technology presentation as well as a handout. Explain the rationale for the strategy and the evidence to support it. Allow your colleagues to simulate the experience of engaging in the strategy. 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. Third, write a description of the strategy and how it would be taught in a content classroom that included the youth you interviewed. (In this discussion you can refer to your youth's response to the strategy as well as your subsequent sharing with the youth's teacher in Part B). Use first-person narrative. Use the following subheadings and description:

   - **Instructional Context**
     Briefly describe the strategy and where it was taken from the textbook. Describe why the strategy would be helpful to the youth you interviewed.
   - **Steps in Conducting the Strategy**
     Describe the sequence of steps from start to finish necessary to conduct the strategy in an actual classroom.
   - **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.
   - **Attachments**
     Provide actual lesson material and a sample of your youth's actual work.

4. With classmates, share the strategy and the adolescent's reaction to it. Discuss the potential for the strategy to increase engagement and learning for the adolescent as well as others in his/her class. Include in your discussion opportunities for modeling positive dispositions with respect to valuing reading both in school and out of school. Provide a copy of the paper to the adolescent's teacher (this can be the same sharing as in Part B, above).

IRA Standards Assessed

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	Points	Due Dates
Class Engagement	20% Total	20 total	
Participation	5%		Ongoing
Online Responses	15%		Ongoing
ADL	30%	30	
Adolescent Literacy Term Project	50%	50 total	
Part A	15%		2/24
Part B	20%		3/30
Part C	15%		5/2

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% (100 – 94 pts)

A- = 90%-93% (93 – 90 pts)

B+= 87%-89% (89 – 87 pts)

B= 80%-86%   (86 – 80 pts)

C= 75%-79%   (79 – 75 pts)

4.Other Expectations/Information

Class formats/dates//locations

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.

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 promptly.

General Policies

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.

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.

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

PROPOSED CLASS SCHEDULE

**Instructor may adjust as necessary

Session/ Date	Format	Topics	Due	Readings
1 January 24	Face-to-Face	Course Introduction Syllabus Review Adolescent Literacy: An Overview *Professor Models ADL*	ADL partners and due dates set	
2 January 31	Face-to-Face	Adolescent literacies inside and outside of school Literacy competence for diverse learners	Bring laptops to class ADL	Brozo & Simpson, Chapter 1 Adolescent Literacy Position Statement, IRA https://www.literacyworldwide.org/docs/default-source/where-we-stand/adolescent-literacy-position-statement.pdf?sfvrsn=8
3 February 7	Asynchronous	Disciplinary and content literacy: Expanding text comprehension	Online response	Brozo & Simpson, Chapter 3 Brozo, W.G., Moorman, G., Meyer, C., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent and Adult Literacy*, *56*(5), 353–357. Klingner, J.K., Boardman, A.G., Eppolito, A.M., & Schonewise, E.A. (2012). Supporting adolescent English language learners' reading in the content areas. *Learning Disabilities: A Contemporary Journal*, *10*(1), 35–64.
4 February 14	Asynchronous	Disciplinary and content literacy: Expanding text comprehension	Online response	International Literacy Association. (2015). *Collaborating for success: The vital role of content teachers in developing disciplinary literacy with students in grades 6–12* https://www.literacyworldwide.org/docs/default-source/where-we-stand/ccss-disciplinary-literacy-statement.pdf?sfvrsn=12 Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. *Journal of Adolescent and Adult Literacy*, *57*(8), 614–623. Siebert, D., & Draper, R. J. (2008). Why content-area literacy messages do not speak to mathematics teachers: A critical review of the literature. *Literacy Research and Instruction*, *47*, 229-245.
5 February 21	Face-to-Face	Assessment for Literacy growth and disciplinary learning	ADL Bring Part A	Brozo & Simpson, Chapter 4 Graham, S. (2014). The use of multiple forms

			of Term Project Interview data to class	of assessment in the service of writing. *Literacy Research and Instruction*, *53*(2), 96–100.
6 February 28	Face-to-Face	Reading and Learning from Multiple Sources	ADL Individual conferences on Term Projects	Brozo & Simpson, Chapter 8 Chun, C.W. (2009). Critical literacies and graphic novels for English language learners: Teaching Maus. *Journal of Adolescent and Adult Literacy*, *53*(2), 144–153.
7 March 7	Asynchronous	Creating motivating contexts for literacy and learning	Part A of Term Project Due Online response	Brozo & Simpson, Chapter 5 Brozo, W.G., Sulkunen, S., Shiel, G., Garbe, C., Pandian, A., & Valtin, R. (2014). Reading, gender, and engagement: Lessons from five PISA countries. *Journal of Adolescent and Adult Literacy*, *57*(7), 584–593. Guthrie, J.T., & Klauda, S.L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly*, *49*(4), 387–416. Kohn, A. (2010). How to create nonreaders: Reflections on motivation, learning, and sharing power. *English Journal, 100*(1), 16–22.
March 14	Spring Break			
8 March 21	Face-to-Face	Developing academic vocabulary knowledge	ADL	Brozo & Simpson, Chapter 6 Flanigan, K., Templeton, S., & Hayes, L. (2010). What's in a word? Using content vocabulary to generate growth in general academic vocabulary knowledge. *Journal of Adolescent and Adult Literacy*, *56*(2), 132–140.
9 March 28	Asynchronous	Developing academic vocabulary knowledge	Online response	Brozo & Simpson, Chapter 6 Ajayi, L. (2015). Vocabulary instruction and Mexican-American bilingual students: How two high school teachers integrate multiple strategies to build word consciousness in English language arts classrooms. *International Journal of Bilingual Education and Bilingualism*, *18*(4), 463–484. Cumming, A. (2013). Multiple dimensions of academic language and literacy development. *Language Learning*, *63*(1), 130–152. Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, *47*(1), 91–108.
10 April 4	Asynchronous	Writing to learn in the disciplines	Part B of Term Project Due	Brozo & Simpson, Chapter 7 Hebert, M., Gillespie, A., & Graham, S. (2013).

			Online response	Comparing effects of different writing activities on reading comprehension: A meta-analysis. *Reading and Writing*, *26*(1), 111–138. Howard, R. M., Serviss, T., & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Writing and Pedagogy*, *2*(2), 177–192. Cervetti, G., & Pearson, P.D. (2012). Reading, writing, and thinking like a scientist. *Journal of Adolescent and Adult Literacy*, *55*(7), 580–586.
11 April 11	Face-to-Face	Writing to learn in the disciplines	ADL	Brozo & Simpson, Chapter 7 Spirgel, A. S., & Delaney, P. F. (2016). Does writing summaries improve memory for text? *Educational Psychology Review*, *28*(1), 171–196.
12 April 18	Asynchronous	New Literacies	Online response	Brozo & Simpson, Chapter 10 Coiro, J. (2011). Talking about reading as thinking: Modeling the hidden complexities of online reading comprehension. *Theory into Practice*, *50*, 107–115. Alvermann, D. E., Marshall, J. D., McLean, C. A., Huddleston, A. P., Joaquin, J., & Bishop, J. (2012). Adolescents' web-based literacies, identity construction, and skill development. *Literacy Research and Instruction*, *51*(3), 179–195. Clarke, L.W., & Besnoy, K. (2010). Connecting the old to the new: What "technology-crazed" adolescents tell us about teaching content area literacy. *Journal of Media Literacy Education*, *2*(2), 47–56.
13 April 25	Face-to-Face	Literacy Strategy Demonstrations	ADL	
14 May 2	Face-to-Face	What did we learn about adolescent literacy? Putting it all together Literacy Strategy Demonstrations Course Evaluations	ADL Part C of Term Project Due	

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/.**

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, Graduate School of Education, please visit our website http://gse.gmu.edu/.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 abilities of all learners.	Provides exemplary evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides satisfactory evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides partial evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides little or no evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.
4.1b Assist teachers in developing reading and writing instruction	Provides exemplary evidence of assisting teachers in developing	Provides satisfactory evidence of assisting teachers in developing	Provides partial evidence of assisting teachers in developing reading and	Provides little or no evidence of assisting teachers in developing

that is responsive to diversity.	reading and writing instruction that is responsive to diversity.	reading and writing instruction that is responsive to diversity.	writing instruction that is responsive to diversity.	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	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize

read and write.	for learning to read and write.	learning to read and write.	learning to read and write.	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, administrator s, 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, colleagues, administrators, parents and guardians.	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, administrators, parents and guardians.	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, administrators, parents and guardians.	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, administrator s, parents and guardians.
6.2d Demonstrate effective interpersonal, communicati on, 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	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for	Provides partial evidence for collaborating of planning, leading, and evaluating professional development activities for individuals and	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for

and groups of teachers.	individuals and groups of teachers.	individuals and groups of teachers.	groups of teachers.	individuals and groups of teachers.

ARTICLE DISCUSSION LEADERSHIP EVALUATION FORM

1. Did the discussants provide a summary of the article addressing its key aspects?

To a great extent…………………………………………………..To a limited extent

2. Did the majority of the ADL include the opportunity for engaged class discussion over the article?

To a great extent………………………………………………….To a limited extent

3. Did the discussants use appropriate support material for the article summary and discussion such as handouts, overheads, and PowerPoint slides?

To a great extent………………………………………………….To a limited extent

4. Was there an appropriate balance between summarizing the article and discussing it as a class?

To a great extent………………………………………………….To a limited extent

Online Response Evaluation Form

1. Does the respondent identify author's points found to be most significant and explain why?

To a great extent………………………………………………….To a limited extent

2. Does the respondent ask meaningful questions about, raise important doubts, and offer relevant criticism of the readings?

To a great extent………………………………………………….To a limited extent

3. Does the respondent relate ideas and information from the readings to her/his own professionalism?

To a great extent………………………………………………….To a limited extent

4. Does the respondent include relevant citations of each of the readings in the response?

To a great extent………………………………………………….To a limited extent