George Mason University
College of Education and Human Development
Secondary Education

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

Faculty
Name: Amy Hutchison
Office Hours: By Appointment
Office Location: Thompson Hall, 1506, Fairfax Campus
Office Phone: 703-993-2166
Email Address: ahutchi9@gmu.edu

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 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
Alvermann, D., Gillis, V., & Phelps, S. (2013). Content area reading and literacy: Succeeding in today's diverse classrooms. (7th ed.). Boston, MA: Pearson Education Inc.

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

Course Performance Evaluation

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

1. **Assignments and/or Examinations**

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 assignment posted to Blackboard BEFORE you begin course readings..
2. Then follow the instructions in Blackboard to respond to the text in the way assigned for that week.
3. Responses should reflect the content of both the Chapter AND the related video posted to Blackboard. **It is essential that you read all assigned chapters since content from the book will not be repeated in class.**
4. Response should be submitted to Blackboard as instructed.
5. You should also bring the response to class to share in discussion each week.

Requirements:

- Candidate must submit responses during the weeks of online classes 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. *Lesson Plan/In-Class Teaching Assignment: (15%)*
Candidates will complete a video recording of a microteaching episode for analysis.
Directions:

Part 1- Lesson Plan
Write a lesson plan for your content area that uses content area literacy strategies to guide students throughout the lesson.
Part 2- Teach
You will teach your lesson to a small group of peers in class and record it using GoReact. You will comment on your group members' lessons in GoReact and they will comment on yours. Specifically, each group member will be using the reflection questions from Part 3 to comment on your lesson. Once all group members have commented on your lesson, you will review their comments in Edthena and use them to help you complete Part 3 of the project.
Part 3- **Reflect.** The final component of this project is to reflect on your lesson to consider how it helped guide learners in meaning-making. You will use the comments from your peers (in Edthena), along with your own thoughts to write a 1-2 page reflection focused on the following questions:

1. Was this lesson written/executed in a way that helped students meet the established goals? Why or why not?
2. Did the *before* reading activities prepare students to read and make meaning from the text? Why or why not?
3. How did the *during* reading activities help students make meaning from the text?
4. How did the activities that occurred *after* reading help students make meaning from the text?
5. What did you learn from this experience?

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 synthesized findings from the selected sources.

D. *Midterm Exam* (20%)
Directions:
The midterm exam will be administered in class on October 17. 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 in Blackboard).

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- Hours & Observation Log: Candidate will maintain an observation log, noting the particular ways the teacher(s) integrates literacy into the daily instructional routines.
Directions:

1. 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.
2. Candidate will submit a signed log of hours indicating successful completion of the time requirement

Component 2- lesson implementation and reflection (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.   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.   Get feedback from the classroom teacher.
3.   Collect student sample(s) [if able] and bring to campus to share with the class.
4.   Upload the lesson and lesson plan to GoReact
5.   Select a 5-10 minute portion of your video that you would like to share with your classmates. The selected portion should represent something that you want to analyze and develop into a critical incident (see definition below). Mark that portion of your lesson in GoReact by using the annotation feature that allows you to add a question, comment or suggestion.
6.   In class, you will watch the selected portion of the lesson with your partner.
7.   Write an individual reflection that takes into account the discussion that took place with the partner. Specific guidelines will be provided in class.

A critical incident is something you create through analysis. That is, an incident becomes a critical incident as a result of our critical thinking about it. And this is the key: When you commit to the analysis of professional experience (critical incident analysis) you must be prepared to question accepted systems and routines, including your own taken-for-granted understanding, and your beliefs and feelings about what is good or bad, right or wrong. The point is not simply to confirm what you already suspect may have caused the event, but to uncover something new. And through thorough scrutiny of all relevant factors, you can raise your awareness and develop your understanding of the implicit structures and unquestioned assumptions which served to generate your incident in the first place.

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

Assignment	Total Value	Due Date

Weekly reading/viewing participation responses	15%	Throughout semester as indicated on the weekly course schedule
Lesson Plan/In-Class Teaching Assignment	15%	10/25- lesson plan due, 11/8 lesson recorded in class, 12/8- lesson reflection due
Inquiry Chart Assignment	15%	October 4
Midterm Exam	20%	October 18
Final Exam	20%	Take home- TBD
Field Experience Assignment	15%	December 28

Grading Scale
A = 94%-100%
A- = 90%-93%
B+ = 87%-89%
B = 84%-86%
B- = 80%-83%
C = 75%-79%
F = below 75%

*Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

Late Work Policy: Late work may sometimes be accepted when approved by the instructor prior to the due date. However, late work will result in a deduction of 10% of the grade per day the work is late.

NOTE: Maintain copies of all projects to document progress through the Secondary Education Program. Projects may become part of your professional portfolio, and useful when you have your own classroom.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

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

Date	Topic	Assignments/Readings
Week 1: 8/30 *MEET ON CAMPUS*	Course Introduction What does it mean to be literate in a discipline?	-Read the syllabus

Week 2: 9/6 MEET ON CAMPUS	What is Disciplinary Literacy? *Theory*: Connecting Theory to Teaching & Learning	-Chap. 1, Alvermann, Gillis & Phelps -Chaps. 1-4, Fisher, Brozo, Frey, & Ivey
Week 3: 9/13 ONLINE	What is Disciplinary Literacy/Connecting Theory continued *Begin work on Inquiry Chart assignment*	-Chaps. 5-8, Fisher, Brozo, Frey & Ivey **DUE: Reading/Viewing Response for Chap. 1 on Blackboard**
Week 4: 9/20 MEET ON CAMPUS	*Diversity in the Content Classroom*: Planning instruction for a diverse classroom *Assessment*: Assessment *for*, *of* and *as* learning	-Chaps. 2, Alvermann et al. -Chaps. 9-12, Fisher, Brozo, Frey & Ivey
Week 5: 9/27 ONLINE	Diversity & Assessment continued	-Chap. 4 & 5, Alvermann et al. -Chaps. 13-16, Fisher, Brozo, Frey & Ivey **DUE: Reading/Viewing Response on Blackboard**
Week 6: 10/4 MEET ON CAMPUS	*The Learning Cycle:* Preparing, guiding, and helping students reflect on learning in the content areas *Preparing and Guiding Learners:* guiding comprehension	-Chaps. 6, & 7, Alvermann et al. -Chaps. 17-20, Fisher, Brozo, Frey & Ivey **DUE: Inquiry Chart Assignment**
Week 7: 10/11 ONLINE	*Alternative Literacies:* Critical and media literacies	-Chaps. 8- Alvermann et al. -Chaps. 21-24, Fisher, Brozo, Frey & Ivey
Week 8: 10/18 MEET ON CAMPUS	MID-TERM EXAM TODAY!	NONE
Week 9: 10/19 MEET ON CAMPUS	*Reflection on Learning:* Supporting students in reflection *Vocabulary:* Introducing, teaching, & reinforcing vocabulary	-Chaps. 8- Alvermann et al. -Chaps. 25-28, Fisher, Brozo, Frey & Ivey **DUE: Lesson plan for lesson assignment video due today.**
Week 10: 11/1 ONLINE	Reflection & Vocabulary continued	-Chaps. 9- Alvermann et al. -Chaps. 29-32, Fisher, Brozo, Frey & Ivey **DUE: Reading/Viewing Response on Blackboard**
Week 11: 11/8 MEET ON CAMPUS	*Writing:* Theory & processes of writing	-Chap. 10, Alvermann et al. -Chaps. 33-36, Fisher, Brozo, Frey & Ivey **DUE: We will record lessons in class today.**

Week 12: 11/15 *MEET ON CAMPUS*	Writing & Alternative Literacies continued	-Chaps. 37-40, Fisher, Brozo, Frey & Ivey **DUE: Lesson plan reflection**
Week 13: 11/22 *NO CLASS*	**FALL BREAK- NO CLASS THIS WEEK**	NONE
Week 14: 11/29 *ONLINE*	*Study Strategies*	-Chaps. 41-44, Fisher, Brozo, Frey & Ivey **DUE: Reading/Viewing Response on Blackboard**
Week 15: 12/6 *MEET ON CAMPUS*	*Struggling Adolescent Learners, Course Review & Synthesis*	-Chaps. 45-50, Fisher, Brozo, Frey & Ivey **DUE: We will discuss and analyze lessons taught during the field experience during class today. All parts of the field experience assignment, including the lesson analysis, will be due by Friday, December 8.**
Week 16: **EXAM WEEK**	FINAL EXAM THIS WEEK	

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/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications**.

Student Clinical Practice: Internship Application Requirements

TESTING
Since 2015, internship applications must include **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a **minimum** of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st.**

Required tests:

3. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
4. VCLA
5. RVE (specific programs only…see link below)
6. ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
7. Praxis II (content knowledge exam in your specific endorsement area)
For details, please check http://cehd.gmu.edu/teacher/test/

ENDORSEMENTS
Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an

appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid – **NEW hands-on training required for licensure!**
Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

DYSLEXIA AWARENESS TRAINING – **NEW requirement for licensure!**
Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at
http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html.
Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING
All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION
The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-field-experience

DEADLINES
Spring 2018 internship application deadline:

* Traditional Internship: ***September 15, 2017***

* On-the Job Internship: ***November 1, 2015***

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.