

**George Mason University
College of Education and Human Development
Literacy Program**

EDRD 619 002– Literacy in the Content Areas
3 Credits, Spring 2018
Mondays, 7:20 - 10:00pm
Hanover Hall L003 – Fairfax

FACULTY INFORMATION

Name: Amber Jensen
Office Hours: By Appointment (on campus or via Google Hangout/Skype)
Office Location: Literacy Program Office, 1500 Thompson Hall
Cell Phone: 801-369-3128
Email Address: ajensen8@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).

ASSIGNMENTS AND EXAMINATIONS

A. *Online Weekly Reading/Viewing Participation Responses (15%) and Online Video Quizzes (5%).* 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 texts. 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. **DUE: Weekly by Monday at 11:59 PM on weeks that class meets online (February 5, February 19, March 26, April 16, and April 23).**

Directions:

1. Review the response assignment posted to Blackboard BEFORE you begin course readings.
2. Follow the instructions in Blackboard to respond to the text in the way assigned for that week.
3. Responses should reflect the content of all assigned chapters AND videos posted to Blackboard. **It is essential that you read all assigned chapters since content from the books will not be repeated in class.**
4. Responses must be submitted through Blackboard on the assigned date and to the required area. Submit responses 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.
5. You should also bring the response to class to share in discussion the following week.
6. Responses should include your name, date, title of the reading (or chapter number), and the response strategy.
7. You will be required to take a brief quiz on the content of the videos during the online week. Quizzes will be available to you on Blackboard.

B. *Inquiry Chart (15%).* Each student will complete an inquiry chart on methods of supporting English Learners' reading comprehension in the classroom. **DUE: Monday, February 26 in class AND uploaded to Blackboard (before class).**

Directions:

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

C. *Midterm Exam (15%).* The midterm will be an at-home, open note, timed exam administered during class hours (7:20 – 10:00 pm) on **Monday, March 5**. Students will receive the exam via their GMU email addresses and must complete and submit the exam to Blackboard by 10:00 pm the same night. The exam will focus on applying theory to classroom practice. Unless prior arrangements have been made, exams submitted after 10:00 pm will be docked one letter grade.

D. *Lesson Plan/In-Class Teaching Assignment: (15%).* Students will complete a video recording of a microteaching episode for analysis. **DUE: Lesson Plan due + Video Recording on March 19 (in class), Reflection and Final Lesson Plan uploaded to Blackboard on April 9 (before class).**

Directions:

Part 1: Lesson Plan. Write a lesson for your content area that uses content area literacy strategies to guide students through the lesson, particularly through reading and writing in the kinds of texts that are most relevant for your course. Use the Backwards Design template provided (on Blackboard) to plan your lesson. **DUE: March 19 in class.**

Part 2: Teach. You will teach your lesson (or a 15-20 minute portion of your lesson) to a small group of peers in an alternate location on campus DURING regular class hours and record it using GoReact. All GoReact videos must be uploaded the same night they were taught. 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 GoReact and use them, in addition to your own insights and reflections, to help you complete Part 3 of the project. **DUE: April 2 (video recording in class)**

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 GoReact), along with your own thoughts to write a 2- to 3-page reflection focused on the following questions: **DUE: April 9 in class.**

1. How was this lesson written/executed in a way that helped students meet the established goals? What might you try differently or modify for a future lesson?
2. How did the before reading activities prepare students to read and make meaning from the text? What worked well and what might you modify or try differently for a future lesson?
3. How did the during reading activities help students understand and make meaning from the text? What worked well and what might you modify or try differently for a future lesson?
4. How did the after reading activities help students make meaning from the text? What worked well and what might you modify or try differently for a future lesson?
5. How did your understanding of course materials related to disciplinary literacy inform your instructional choices?
6. What did you learn from this experience?

E. Field Experience (15%). This course requires a total of **15 hours of field experience**. There are two components required for completion of the field experience assignment. Candidates must complete the **Online Field Experience Registration** NO LATER than the first week of classes.

Component 1: Hours Log and Observation Reflections (5%). Maintain an hours log and submit a minimum of three written observations noting how the mentor teacher(s) integrates literacy into the daily instructional routines. Signed log indicating successful completion of 15 hours is required to receive credit for the field experience. **DUE: May 4 via Blackboard.**

Directions:

1. Complete and submit a signed log of hours indicating successful completion of the time requirement (signed by teacher candidate and mentor teacher).
2. Compose a minimum of 3 observation reflections 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, 10%). As part of the Methods II courses at GMU, candidates are asked to teach, record, and reflect on a lesson taught in a classroom during the field experience. For candidates 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. **DUE: Video and analysis by April 30 (in class); Final reflection by May 4 (on Blackboard).**

Directions: Teach or co-teach (preferred), or observe (if teaching or co-teaching is impossible in your field experience placement) 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 possible] 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 your 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 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.*

F. Final Exam (20%). The final exam will be a take home exam, due 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.

The instructor reserves the right to adjust the syllabus and assignment instructions or requirements 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, rather than cover reading material. In class activities will build upon readings. The online videos are essential for participation in the in-class activities.

Students are permitted to miss one (1) in-person class during the semester for emergency or illness. Additional absences for extenuating circumstances must be arranged in advance by the instructor.

GRADING

Assignment	Total Value	Due Date(s)
Online Weekly Reading/Viewing Participation Responses	15%	February 5, February 19, March 26, April 16, April 23 <i>*Submit to Blackboard by midnight on these dates</i>
Online Video Quizzes	5%	February 5, February 19, March 26, April 16, April 23 <i>*Submit to Blackboard by midnight on these dates</i>
Inquiry Chart	15%	February 26 <i>*Bring a hard copy to class AND *Submit to Blackboard before class</i>
Midterm Exam	15%	March 6 <i>*Submit to Blackboard by 10:00 pm</i>
Lesson Plan/ In-Class Teaching Assignment	15%	March 19: <i>Lesson Plan due (in class)</i> March 22: <i>Online Peer Review completed by midnight</i> April 2: <i>Teaching and Video Recording (in class)</i> April 9: <i>Reflection and Final Lesson Plan submitted to Blackboard before class</i>
Field Experience Assignment	15%	April 30 <i>*GoReact video and reflection (in class)</i> May 4 <i>*Signed hours log and final reflection submitted to Blackboard by 11:59 PM</i>
Final Exam	20%	Week of May 7 <i>*Take home; due date and submission guidelines will be announced</i>

GRADING SCALE

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

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/polices-procedures/>

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.

Week + Date	Topic	Assignments/Reading
WEEK 1: ON CAMPUS Monday, January 22	Course Introduction What does it mean to be literate in a discipline?	Read the syllabus
WEEK 2: ON CAMPUS Monday, January 29	<i>What is Disciplinary Literacy? Theory: Connecting Theory to Teaching & Learning</i> Begin work on Inquiry Chart	Chapters 1-4, Fisher, Brozo, Frey & Ivey DUE: Bring a copy of the CCSS or SOL Document for your content area to class.
WEEK 3: ONLINE Monday, February 5	<i>What is Disciplinary Literacy/ Connecting Theory continued</i>	Chapter 1, Alvermann, Gillis & Phelps Chapters 5-8, Fisher, et al. DUE: Reading/Viewing Response on BB DUE: Online Quiz
WEEK 4: ON CAMPUS Monday, February 12	<i>Diversity in the Content Classroom: Planning instruction for a diverse Classroom</i> <i>Assessment: Assessment for, of and as learning</i>	Chapters 2, Alvermann, et al. Chapters 9-12, Fisher, et al. DUE: Bring 2-3 examples of texts (500 words each) likely to be used in your content area.
WEEK 5: ONLINE Monday, February 19 (President's Day)	<i>Diversity & Assessment continued</i>	Chapters 4-5, Alvermann, et al. Chapters 13-16, Fisher, et al. DUE: Reading/Viewing Response on BB DUE: Online Quiz
WEEK 6: ON CAMPUS Monday, February 26	<i>The Learning Cycle: Preparing, guiding, and helping students reflect on learning in the content areas</i> <i>Preparing and Guiding Learners: guiding comprehension</i>	Chapters 6-7, Alvermann, et al. Chapters 17-20, Fisher, et al. DUE: Inquiry Chart Assignment (bring to class and submit to BB before class)
WEEK 7: MIDTERM EXAM Monday, March 5	MID-TERM EXAM TODAY!	DUE: Midterm Exam to BB by 10:00 pm
SPRING BREAK		
WEEK 8: ON CAMPUS Monday, March 19	<i>Reflection on Learning: Supporting students in reflection</i> <i>Vocabulary: Introducing, teaching, & reinforcing vocabulary</i>	Chapter 8, Alvermann, et al. Chapters 25-28, Fisher et al. DUE: Lesson plan for lesson assignment video due today (bring to class) PEER REVIEW: Online or in person, synchronous or asynchronous, due by Thursday, March 22 at 11:59 PM

Week + Date	Topic	Assignments/Reading
WEEK 9: ONLINE Monday, March 26	Reflection & Vocabulary continued	Chapter 9, Alvermann, et al. Chapters 29-32, Fisher, et al. DUE: Reading/Viewing Response on BB DUE: Online Quiz
WEEK 10: ON CAMPUS Monday, April 2	<i>Writing</i> : Theory & processes of Writing <i>Alternative Literacies</i> : Critical and media literacies	Chapter 10, Alvermann, et al. Chapters 33-36, Fisher, et al. DUE: We will record lessons in class today; bring all required materials. PEER REVIEW: Students will comment on peers' videos by Thursday, April 5 at 11:59 PM
WEEK 11: ON CAMPUS Monday, April 9	Writing & Alternative Literacies continued	Chapters 37-40, Fisher, et al. DUE: Final Lesson Plan + Reflection (submit to BB before class)
WEEK 12: ONLINE Monday, April 16	<i>Study Strategies</i> <i>Alternative Literacies</i> : Critical and media literacies continued	Chapters 41-44, Fisher, et al. DUE: Reading/Viewing Response on BB DUE: Online Quiz
WEEK 13: ONLINE Monday, April 23	Study Strategies continued	Chapters 45-48, Fisher, et al. DUE: Reading/Viewing Response on BB DUE: Online Quiz
WEEK 14: ON CAMPUS Monday, April 30	<i>Struggling Adolescent Learners</i> Course Review & Synthesis	Chapter 49-50, Fisher, et al. 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 to BB by Friday, May 4 by 11:59 PM.
WEEK 15: FINAL EXAM Monday, May 7	FINAL EXAM THIS WEEK Exact due date TBD	DUE: Final Exam submitted to BB

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 turned off 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 <http://cehd.gmu.edu/>.