

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

EDRD 631.6L7 – Literacy Foundations and Instruction for Diverse Populations: Adolescence  
Through Adulthood

3 Credits, Spring 2018

Wednesdays, 5:00 – 7:40 pm, Room 4050-4051 - FCPS Gatehouse Administration Center (8115  
Gatehouse Road, Falls Church, VA, 22042)

**FACULTY**

Name: Dr. Marriam Ewaida  
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**PREREQUISITES/COREQUISITES**

EDRD 630, admission to literacy emphasis or permission of the program coordinator.

**UNIVERSITY CATALOG COURSE DESCRIPTION**

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. Offered by Graduate School of Education. May not be repeated for credit.

**COURSE OVERVIEW**

Not applicable

**COURSE DELIVERY METHOD**

This course will be delivered face-to-face and online using a hybrid (approximately 40% online) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log into the Blackboard course site using your Mason email name (everything before @masonlive.gmu) and email password. The course site will be available on January 21, 2018.

**Face-to-Face:** 10 classes (see course schedule for specific dates)

**Asynchronous:** 5 classes - These online classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online module is planned to take approximately three hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly.

***Technical Requirements:***

- 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:***

- **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.

**LEARNER OUTCOMES OR OBJECTIVES**

This course is designed to enable students to do the following:

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)**

Upon completion of this course, students will have met the following professional standards:  
**(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 forms of diversity that exist in society and their importance in learning to read and write. (PBA A, ADL, Reader Response)
- 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 development of individual professional knowledge and behaviors. (ADL, Reader Response)
- 6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. (PBA C)

## **REQUIRED TEXTS**

1. Brozo, W.G. (2017). *Disciplinary and content literacy for today's adolescents: Honoring diversity and building competence*. New York, NY: The Guildford Press.
2. Fleischman, P. (2004). *Seedfolks*. New York, NY: Harper Collins.
3. One self-selected young adult novel from booklists provided.
4. Various required readings and others available for ADLs that can be accessed from the library databases or via links on Blackboard.

## **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). See Blackboard for specific guidelines and evaluation rubrics for all assignments.

## 1. Assignments and/or Examinations

### A. Class Engagement (15%)

- a) **Participation (5%)**: Attendance and active participation is expected. It is expected that you fully participate 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 critical to keep up with the readings.*** It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. In general, we will engage in the following activities:
- i. Mini-lectures, activities, and discussions related to literacy leadership activities
  - ii. Discussion of the week's readings via discussion boards and small groups
  - iii. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
  - iv. Presentations and leadership of article discussions
- b) **Reader Responses (10%)**: 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. Each online assignment will be assessed with a rubric (see Blackboard for all assignment rubrics).

**B. Young Adult Author Study (15%)** – The purpose of this assignment is to expand understanding of how to effectively use young adult literature in the middle/secondary classroom to create literate environments. This assignment has two components.

- a) ***Literature Circles (Whole class novel) (5 points)***- The class will read *Seedfolks* by Paul Fleischman. Candidates will assume literature circle roles as advocated by research (e.g. discussion leader, connector, illustrator, passage master, questioner, etc.) to guide the literature circle discussion. Literature circle roles will be assigned the second week of class. Candidates will try a new role for each discussion. Role descriptions will be reviewed in class and posted on Blackboard.

- b) ***Young Adult Best Bets (Individual novel) (10 points)***– Candidates will choose and read a young adult book selected from one of the following lists (the last 5 years): ALA Young Recommended Books for YA, YALSA Best of the Best, ALA Best Fiction, Outstanding Science Trade Books (NSTA), Notable Social Studies Trade Books (NCSS). Candidates will present a brief read-aloud from the book and develop 5 power point slides to contribute to a class project. The slides will include the following information. (1) a picture of the book and brief author information, (2) bulleted summary of book, (3) critical evaluation & rationale for use (4) Thematic links & ideas for integrating into the secondary content curriculum. Candidate will also view and respond to one classmate’s presentation.

### **C. Article Discussion Leadership (ADL) (20%)**

#### **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 posted on Blackboard.
3. Make the article available to the class at least one week in advance of your scheduled ADL (digital link, pdf file).
4. 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
5. 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.).
6. PowerPoint slides, overheads, and/or handouts should accompany the article presentation and discussion.
7. 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 (on Blackboard).

## **D. Adolescent Literacy Term Project (50%) – Performance-Based Assessment**

### **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).

## Part A: 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. **Develop interview questions.** Questions should probe for greater understanding about the youth around the following three constructs: psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociocultural (preferred instructional context; funds of knowledge; culture); and linguistic (everyday language and/or second language development and its relationship to academic literacy and achievement) issues.
3. **Collect data:** Conduct a comprehensive interview with the youth, listening and taking good notes to inform your work with this youth.
4. **Analyze data:** Analyze the youth's responses to the interview questions by clustering them around the three constructs of concern: psychological/motivational, sociological, and linguistic. Then look for themes and new understandings about this youth.
5. **Connect to 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.
6. **Write an analysis paper:** Write a paper with the following headings (use APA guidelines).
  - a. **Introduction:** Provide a general introduction to the youth you interviewed. Include a brief description of the setting and the context of the interview.
  - b. **Interview Findings:** Describe the findings from your interview under each construct. Provide specific examples, showing clearly how each lens provides a unique perspective on this youth.
    1. Cognitive/Motivational.
    2. Sociocultural.
    3. Linguistic.

c. **Discussion:** Examine your findings under each construct and connect what you learned about your youth to the theory and research.

1. Psychological/Motivational.
2. Sociocultural.
3. Linguistic.

d. **Conclusion:** Provide a general review of what you learned about the youth and how it connects to your understandings about working with adolescents.

**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. **Create a text set.** 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 nonwhite/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. Provide an explanation for how and why the strategy would be useful in supporting the adolescent’s understanding of the text.
  
- c. **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 Teaching and Demonstration

Part C is linked to Part B, above. In this assignment (Part C), you will 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 complete the following:

1. **Adolescent Meeting - Instructional Strategy and Alternative Text Try -Out.**

I. Meet with the adolescent a second time- (a) Show him/her the text collection (the actual texts) and discuss which texts he/she finds most interesting and why, (b) teach the youth a strategy using one of the texts in your collection, and (c) discuss with the adolescent whether he/she feels the strategy helps his/her learning, and how he/she could use it in the future, and (d) have the adolescent choose one of the texts for you to plan a strategy for your final meeting.

II. Meet with the adolescent a third time- (a) review if he/she used the previous strategy, (b) teach the youth a new strategy using one of the texts in your collection, (c) discuss with the adolescent whether he/she feels the strategy helps his/her learning, and how he/she could use it in the future.

\*In deciding on a strategy, reflect on the adolescent'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. **Classroom Presentation:** In this demonstration, you will present to your colleagues the same strategy you taught your adolescent. Conduct a 15-minute professional development session for your colleagues in class. This will include (1) a PowerPoint or similar technology presentation explaining the rationale for the strategy and the evidence to support it (2) a summary of your work with your adolescent, (3) a simulation of the experience for your colleagues of engaging in the strategy, and (4) 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. **Write a paper:** Write a description of the work you did with the adolescent including a description of the strategy and how it would be taught in a content classroom that included the adolescent you interviewed. Use first-person narrative. Use the following subheadings and description:
- Instructional Context** - Introduce the setting- briefly describe the theme of the text set, the strategies taught, and how they connect to your youth.

Describe your plan for why the strategy would be helpful to the youth you interviewed.

- b. **Steps in Conducting the Strategy** - Describe what you did during the two meetings with your youth.
- c. **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.
- d. **Connections to Teaching Practice** - Discuss how you would transfer what you have learned to a larger classroom setting and your work with teachers of adolescents. Discuss the potential for the strategy to increase engagement and learning.
- e. **Attachments** - Provide actual lesson material and a sample of your adolescent's actual work.

**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**

<b>Assignment</b>	<b>Value</b>	<b>Due Date</b>
<b>Class Engagement</b>	15% Total	Ongoing
Participation	5%	Ongoing
Reader Responses	10%	Online Classes (2/14; 3/7; 3/21; 4/18; 4/25)
<b>Young Adult Author Study</b>	15% Total	
Literature Circles	5%	3/14; 4/4
Young Adult Best Bets	10%	4/11
<b>Article Discussion Leadership</b>	20%	As assigned (2/7; 2/21; 2/28; 3/14; 4/11)
<b>Adolescent Literacy Term Project</b>	50% Total	
Part A	15%	3/7
Part B	20%	4/4
Part C	15%	5/2

### 3. Other Requirements

- ***Class Attendance and Participation***

Class attendance is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss a class, please contact me **PRIOR** to the class sessions via phone or email. Attendance will influence your grade as noted above. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Our course Blackboard site ([mymasonportal.gmu.edu](http://mymasonportal.gmu.edu)) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents. At times, you may also be required to participate in online activities.

The completion of all readings assigned is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to fully participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

Laptops/tablets may be used for taking notes or for in-class instructional activities as necessary. However, engaging in activities not related to the course (e.g., gaming, email, texting, etc.) or typing during discussions or presentations is prohibited and will affect your participation grade.

Please see me with questions and/or 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 timeframe. I look forward to collaborating with each of you as you work towards your goals.

- ***Assignment Guidelines***

All assignments should be emailed to me on the date indicated in the schedule below (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: Ewaida\_TextSet.doc).

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 and use formal, academic English. Be sure to use APA format when providing citations for relevant research. Late papers and projects will not be accepted without penalty, except in extraordinary circumstances. **The standard late work penalty is a 15% deduction (of the total points) for each day the assignment is late.**

Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Adolescent Literacy Project (Parts A, B, & C) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**PLEASE NOTE THAT I PREFER ELECTRONIC SUBMISSIONS. Electronic submissions MUST be saved with your last name in the filename.**

**Ex: Ewaida\_LiteracyTextSet.doc**

**Combine your work into one file.**

- ***Course Website***

Our course website ([www.mymasonportal.gmu.edu/](http://www.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. We will also hold discussions via Blackboard.

- ***Communication***

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email or phone call, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will make myself available before class, as well as during class breaks. I am also happy to meet with you on or off campus at a more convenient time by appointment.

- ***Inclement Weather***

In the case of inclement weather, the Gatehouse Administration Center's availability is dependent upon the severity of the winter weather. There are situations in which schools are closed, but offices are open. Class may be held despite FCPS schools being closed (provided that offices are open). If that is the case, I will communicate the decision on Wednesday morning (by 10:00 AM) via email. When inclement weather is expected and FCPS schools are closed, please make sure you check your GMU email for information about class schedule.

- ***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](http://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.

#### 4. **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).

The performance-based assessments are designed to provide evidence that program candidates meet required program completion standards. Successful completion of these performance-based assessments is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

#### **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)

#### **PROFESSIONAL DISPOSITIONS**

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

## PROPOSED CLASS SCHEDULE

Date	Format	Topics	Readings	Assignments
1/24	Face-to-Face	What is adolescent literacy?  Course introduction  Syllabus review	Snow, C., & Moje, E. (2010). Why Is everyone talking About adolescent literacy? <i>Phi Delta Kappan</i> , 91(6), 6669.  IRA Position Statement on Adolescent Literacy	ADL partners and due dates set
1/31	Face-to-Face	Adolescent literacies inside and outside of school  Literacy competence for diverse learners	Brozo, Chapters 1 & 2  Kirkland, D. E. (2011). Books like clothes: Engaging young black men with reading. <i>Journal of Adolescent &amp; Adult Literacy</i> , 55(3), 199-208.	
2/7	Face-to-Face	Disciplinary and content literacy: Expanding text comprehension	Brozo, Chapter 3  Brozo, W.G., Moorman, G., Meyer, C., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. <i>Journal of Adolescent &amp; Adult Literacy</i> , 56(5), 353–357.  Goldman, S. (2012). Adolescent literacy: Learning and understanding content. <i>The Future of Children</i> , 22(2), 89-116.  Klingner, J.K., Boardman, A.G., Eppolito, A.M., & Schonewise, E.A. (2012). Supporting adolescent English language learners’ reading in the content areas. <i>Learning Disabilities: A Contemporary Journal</i> , 10(1), 35–64.	ADL #1  Draft of interview questions
2/14	Online	Disciplinary and content literacy: Expanding text comprehension	International Literacy Association. (2015). Collaborating for success: The vital role of content teachers in developing disciplinary literacy with students in grades 6–12 <a href="https://www.literacyworldwide.org/docs/defaultsource/where-we-stand/ccss-disciplinaryliteracy-statement.pdf?sfvrsn=12">https://www.literacyworldwide.org/docs/defaultsource/where-we-stand/ccss-disciplinaryliteracy-statement.pdf?sfvrsn=12</a>  Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. <i>Journal of Adolescent and Adult Literacy</i> , 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. <i>Literacy Research and Instruction</i> , 47, 229-245.	Reader Response
2/21	Face-to-Face	Assessment for literacy growth and disciplinary learning	Brozo, Chapter 4  Graham, S. (2014). The use of multiple forms of assessments in the service of writing. <i>Literacy Research and Instruction</i> , 53(2), 96– 100.	ADL #2 & 3  Bring Part A of term project interview data to class

2/28	Face-to-Face	Reading and learning from multiple sources	<p>Brozo, Chapter 8</p> <p>Chun, C.W. (2009). Critical literacies and graphic novels for English language learners: Teaching Maus. <i>Journal of Adolescent and Adult Literacy</i>, 53(2), 144–153.</p> <p>Elish-Piper, L., Wold, L. S., &amp; Schwingendorf, K. (2014). Scaffolding high school students' reading of complex texts using linked text sets. <i>Journal of Adolescent &amp; Adult Literacy</i>, 57(7), 565-574.</p> <p>Casey, H. (2010). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers. In R. Bean, N. Helsey, &amp; C. Roller (eds.), <i>Preparing Reading Professionals</i>. Newark, DE: International Reading Association.</p>	<p>ADL #4</p> <p>Individual conferences on term projects</p>
3/7	Online	Creating motivating contexts for literacy and learning	<p>Brozo, Chapter 5</p> <p>Brozo, W.G., Sulkunen, S., Shiel, G., Garbe, C., Pandian, A., &amp; Valtin, R. (2014). Reading, gender, and engagement: Lessons from five PISA countries. <i>Journal of Adolescent and Adult Literacy</i>, 57(7), 584–593.</p> <p>Guthrie, J.T., &amp; Klauda, S.L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. <i>Reading Research Quarterly</i>, 49(4), 387–416.</p> <p>Kohn, A. (2010). How to create nonreaders: Reflections on motivation, learning, and sharing power. <i>English Journal</i>, 100(1), 16–22.</p>	<p><b>Part A of term project due</b></p> <p>Reader Response</p>
3/14	Face-to-Face	Developing academic vocabulary knowledge	<p>Brozo, Chapter 6</p> <p>Flanigan, K., Templeton, S., &amp; Hayes, L. (2010). What's in a word? Using content vocabulary to generate growth in general academic vocabulary knowledge. <i>Journal of Adolescent and Adult Literacy</i>, 56(2), 132– 140.</p>	<p>ADL #5 &amp; 6</p> <p>Literature Circles #1 (pg. 1-44)</p>
3/21	Online	Developing academic vocabulary knowledge	<p>Brozo, Chapter 6</p> <p>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. <i>International Journal of Bilingual Education and Bilingualism</i>, 18(4), 463–484.</p> <p>Cumming, A. (2013). Multiple dimensions of academic language and literacy development. <i>Language Learning</i>, 63(1), 130–152.</p> <p>Nagy, W., &amp; Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. <i>Reading Research Quarterly</i>, 47(1), 91–108</p>	<p>Reader Response</p>
3/28	<b>FCPS SPRING BREAK – NO CLASS</b>			
4/4	Face-to-Face	Writing to learn in the disciplines	<p>Brozo, Chapter 7</p> <p>Hebert, M., Gillespie, A., &amp; Graham, S. (2013). Comparing effects of different writing activities on reading</p>	<p><b>Part B of term project due</b></p>

			<p>comprehension: A meta-analysis. <i>Reading and Writing</i>, 26(1), 111–138.</p> <p>Howard, R. M., Serviss, T., &amp; Rodrigue, T. K. (2010). Writing from sources, writing from sentences. <i>Writing and Pedagogy</i>, 2(2), 177– 192.</p> <p>Cervetti, G., &amp; Pearson, P.D. (2012). Reading, writing, and thinking like a scientist. <i>Journal of Adolescent and Adult Literacy</i>, 55(7), 580– 586.</p>	Literature Circles #2 (Pg. 44- end)
4/11	Face-to-Face	Writing to learn in the disciplines	<p>Brozo, Chapter 7</p> <p>Spirgel, A. S., &amp; Delaney, P. F. (2016). Does writing summaries improve memory for text? <i>Educational Psychology Review</i>, 28(1), 171– 196.</p>	<p>ADL #7 &amp; 8</p> <p>Young Adult Best Bets – share and post slides</p>
4/18	Online	New Literacies	<p>Coiro, J. (2011). Talking about reading as thinking: Modeling the hidden complexities of online reading comprehension. <i>Theory into Practice</i>, 50, 107–115.</p> <p>Alvermann, D. E., Marshall, J. D., McLean, C. A., Huddleston, A. P., Joaquin, J., &amp; Bishop, J. (2012). Adolescents’ web-based literacies, identity construction, and skill development. <i>Literacy Research and Instruction</i>, 51(3), 179– 195.</p> <p>Clarke, L.W., &amp; Besnoy, K. (2010). Connecting the old to the new: What “technology-crazed” adolescents tell us about teaching content area literacy. <i>Journal of Media Literacy Education</i>, 2(2), 47–56.</p> <p>Zenkov &amp; Harmon – “Picturing a Writing Process” (Bb)</p>	Reader Response
4/25	Online	Strategic Literacy and Learning	Brozo, Chapter 9	Reader Response
5/2	Face-to-Face	<p>What did we learn about adolescent literacy? Putting it all together</p> <p>Course evaluations</p>	None	<p><b>Part C of term project due by midnight</b></p> <p>Literacy Strategy Demonstrations</p>
5/9	Face-to-Face	<p>What did we learn about adolescent literacy? Putting it all together</p>	None	Literacy Strategy Demonstrations

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

## 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*

5. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
6. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
7. 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.
8. 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/>).
9. 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](mailto: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/> .**

## **Performance-Based Assessment Rubrics**

## The Adolescent Literacy Term Project Rubric (NCATE 3)

### Part A – Adolescent Interview

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
<b>1.1</b> 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 – Content Area Alternative Text Collection and Related Instruction

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
<b>2.2a</b> 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.
<b>2.2b</b> 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.

<b>2.2d</b> As needed, adapt instructional materials and approaches to meet the language proficiency needs of English learners and students who struggle to learn to read 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 read 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 read 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 read 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 read and write.
<b>2.3b</b> 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.
<b>4.1b</b> Assist teachers in developing reading and writing instruction that is responsive to diversity.	Provides exemplary evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides partial evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides little or no evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.
<b>4.2b.</b> 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 - Literacy Strategy Teaching and Demonstration

<b>IRA Standards/ Elements</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>
<b>5.2</b> Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students'	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students'	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students'	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students'

learning to read and write.	opportunities for learning to read and write.	opportunities for learning to read and write.	opportunities for learning to read and write.	opportunities for learning to read and write.
<b>6.2b</b> Promote 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 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, administrators, parents and guardians.
<b>6.2d</b> Demonstrate effective interpersonal, communication, 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.
<b>6.3a</b> Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence for collaborating of planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.