George Mason University
College of Education and Human Development
Literacy Program

EDRD 631.6L4: Literacy Foundations and Instruction for Diverse Populations:
Adolescence through Adulthood
3 Credits, Spring 2018
Wednesdays, 5:00-7:10 Room 249, Bull Run Hall, Science & Technology Campus

Faculty
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Prerequisites/Corequisites

EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle Childhood, admission to the literacy emphasis, or permission from 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.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a hybrid format, including face-to-face and online class meetings.

Face to Face meetings: Tuesdays, 5:00-7:10 pm, Bull Run Hall, Science & Technology Campus. In-person attendance is required on January 24 & 31; February 21, March 31; April 4 & 25; May 2

Synchronous meetings: Tuesdays at 5:00. Synchronous online attendance is required on February 7, March 7, and April 11. You are expected to log into Blackboard Collaborate and be prepared to begin class at 5:00. Additional time may be required to complete online modules. Please test your plug-ins and computer equipment in advance in order to participate using Blackboard Collaborate.

Asynchronous 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 5 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. Asynchronous individual and small group meeting times and/or discussion online will be required on the following dates: February 14, March 28, April 18.

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:
- • Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users (Virginia Standards 2c & 2d). (PBA B & C)
- • 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)
- • 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 Standards 3e & 3g). (PBA B & C)
- • Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning (Virginia Standard 3h). (PBA B & C).
- • Promote independent reading through book talks (Virginia Standard 3i). (PBA B)
- • Demonstrate an understanding of varying degrees of learning disabilities (Virginia Standard 6d). (PBA A; ADL)

Professional Standards (International Literacy Association)

Standards for Reading Specialist/Literacy Coach Candidates from the International Reading Association's 2010 Standards for Reading Professionals addressed in this course:

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.

2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

2.2b Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

2.2d As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

2.3b Support classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.

4.1b Assist teachers in developing reading and writing instruction that is responsive to diversity.

4.2b Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.

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.

6.2b Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.

6.2d Demonstrate effective interpersonal, communication, and leadership skills.

6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.

Required Texts

Brozo, W.G. (2017). *Disciplinary and content literacy for today's adolescents: Honoring diversity and building competence* (6th ed.). New York, NY: The Guilford Press.

Reynolds, J. & Kiely, B. (2015). *All American Boys*. NY: Simon & Schuster.

One young adult graphic novel from booklist provided (each student will choose a different novel).

Various articles listed on syllabus that can be accessed from the library.

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).

Course Assignments and/or Examinations

1. Class Participation/Reader Responses- 15%-(ongoing) (15 points)

Class participation is a required component of your grade. 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 for you to keep up with readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. In general, we will engage in three types of activities:
      1. Mini-lectures, activities, and discussions related to literacy leadership activities
      2. Discussion of the week's readings via discussion boards and small groups.

3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities

4. Presentations and leadership of article discussions. The following activities will be evaluated for this assignment: Discussion, Journals, Discussion leader, readings (see weekly schedule for details).

2. Young Adult Author Study - 15%

The purpose of this assignment is to expand your understanding of how to effectively use young adult literature in the secondary classroom. The assignment has two parts.

A. **Whole Class Novel.** The class will read Jason Reynolds and Brendan Kiely's *All American Boys*. Candidates will assume literature circle roles 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. Candidates will participate in literature circles on 2 dates: 2/28 and 4/4.

B. **Graphic Novel.** Choose one (everyone will do a different novel) of the following graphic novels to read (or another graphic novel appropriate for an adolescent reader – instructor approval required):

- American Born Chinese by Gene Luen Yang
- Take What You Can Carry by Kevin C. Pyle
- March Book One by John Lewis
- Hidden by Loic Dauvillier, Marc Lizano and Greg Salsedo
- Nameless City by Faith Erin Hicks
- Shackleton Antartic Odyssey by Nick Bertocci
- This One Summer by Mariko Tamaki
- Dogs at War by Sheila Keenan
- Zebra Fish by Peter Reynolds
- The Graveyard Book by Neil Gaiman
- Anya's Ghost by Vera Brosgol
- Nothing Can Possibly Go Wrong by Prudence Shen and Faith Erin Hicks
- The Undertaking of Lily Chen by Danica Novgorodoff
- Dare to Disappoint : Growing up in Turkey by Ozge Samanci
- Runaways by Brain Vaughan, Adrian Alphona, & Takeshi Miyazaura
- One Hundred Demons by Lynda Barry • Runaways by Brian K. Vaughan
- Smile by Raina Telgemeier
- Persepolis: The Story of a Childhood by Marjane Satrapi
- Nimona by Noelle Stevenson
- Drama by Raina Telgemeier
- The Arrival by Shaun Tan
- Ghost World by Daniel Clowes
- Wires and Nerve, Volume 1 by Marissa Meyer
- Blankets by Craig Thompson
- Ms. Marvel, Vol. 1: No Normal by G. Willow Wilson
- The Wall: Growing Up Behind the Iron Curtain by Peter Sís

Then develop 5 power point slides to share with the class and 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. Due 4/18

3. Article Discussion Leadership (ADL) - 20%

The purpose of this assignment is to show your understanding of (1) how to analyze and interpret a research article and (2) how to lead a meaningful discussion with your colleagues. You will work with a partner(s) to complete this assignment. Due 2/7, 2/21,2/28, 3/7, 3/21, 4/11, or 4/25.

Steps for Completion:
a. Choose an article for your project. Once the instructor has approved your selection, post a link to the article in the ADL folder.
b. Develop a PowerPoint presentation. Read, analyze, and format the presentation around the following aspects of the article. This should be about 10-15 minutes.
• Introduction: statement of the problem
• Research purpose/questions
• Research methodology
• Conclusions from the study
• Implications for research and practice
• Summarize your professional critique and pose 2-3 thought-provoking questions.
c. Following class, post your PowerPoint to Blackboard and create a thread for each of your questions to prompt classmates to discuss the work. Classmates should respond to each question by Saturday at midnight.
d. **ADL leaders monitor the discussion for the week,** providing feedback to each respondent.
e. Synthesis and Self-Evaluation: Synthesize the discussion and how the ideas impact our understanding of planning for effective instruction for adolescents. Submit (via Blackboard) this and a paragraph critiquing the total effort by the next class (Wednesday @ 5:00 pm)

4. The Adolescent Literacy Term Project (50 points total)
NCATE Assessment #3 Planning
IRA Standards Addressed: 2 (Curriculum and Instruction), 4 (Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)
IRA Elements Reading Specialists/Literacy Coaches: (1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3). *Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches*

Overview

In this integrated semester-long assignment candidates are asked to do the following: (a) conduct a comprehensive interview with an adolescent struggling reader from a diverse background and link findings to three major theoretical constructs; (b) prepare a collection of alternative texts appropriate to the adolescent and prepare and teach the adolescent strategies to support his/her comprehension (c) provide class colleagues a professional development experience with an evidence-based practice designed to meet the needs of the adolescent and share the plans with the adolescent's teacher(s).

Directions to Candidate:

Part A (15 points) 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.

Steps for Completion:
1. *Identify an adolescent to interview*.

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. Begin by clustering responses around the three constructs: psychological/motivational, sociocultural, and linguistic. Then look for themes and new understandings about this youth.

5. **Connect to the theory/research:** Identify 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.

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Part B (15 points) – Content Area Alternative Text Collection and Related Instruction
(IRA Standards 2.2a, 2.2b, 2.2d, 2.3b, 4.1b, 4.2b)

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In this assignment, you will compile a collection of texts in one discipline that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with the adolescent and teach him/her an evidence-based strategy for reading/comprehending two of the sources. In teaching the strategies, 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 the use of multiple sources with diverse populations.

Steps for Completion:

1. **Reflect:** Think about the discoveries you made about the adolescent you interviewed in terms of her/his interests, ability, and experiences, both in and out of school.

2. **Choose a disciplinary topic:** Identify an upcoming unit in a particular subject area (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months. You may need to contact his/her teacher(s) for this information.

3. **Create a text set:** Collect 8-10 alternative reading selections related to the disciplinary topic that will likely be of high interest to the adolescent you interviewed. Sources should be no older than 15 years, unless historical or archival documents. 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 source that is representative of each category below:
   • at least one reading from the perspective of a person of non-white/European background
   • at least one reading from the perspective of an English language learner or nonstandard English speaker
   • at least one reading from the perspective of a woman
   • two magazine articles (from popular and/or content-specific magazines for adults or teens)
   • two newspaper articles
   • two Web sites
   • one nonfiction book
   • one young adult novel
   • one comic book or graphic novel

4. **Write a paper:** You will develop a paper that describes your text set and strategies that would be appropriate to use with each text selection. Include the following components/subheadings.
   a. Introduction- Provide a brief introduction to your adolescent and the disciplinary topic chosen.
   b. Citations, Annotations & Rationales – (1) provide a full bibliographic citation for each source using APA format, (2) briefly describe the content of each source and how it connects to the disciplinary topic, (3) why you think it will appeal to your adolescent.
   c. 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.

5. **Teacher sharing.** Present the collection to your 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.

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.

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Part C: (20 points)
Literacy Strategy Teaching and Demonstration
(IRA Standards 5.2, 6.2, 6.3)

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In this assignment, you will teach the strategy to the adolescent and then present to your class colleagues the literacy strategy lesson you designed for the adolescent you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your adolescent's teacher. (if possible)

Steps to Completion:
    1. Adolescent Meeting- Instructional Strategy and Alternative Text Try-Out.

        a. **Meet with the adolescent a second time**- (1) Show him/her the text collection (the actual texts) and discuss which texts he/she finds most interesting and why, (2) teach the youth a strategy using one of the texts in your collection, and (3) 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 (4) have the adolescent choose one of the texts for you to plan a strategy for your final meeting.

        b. **Meet with the adolescent a third time**- (1) review if he/she used the previous strategy, (2) teach the youth a new strategy using one of the texts in your collection, (3) 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:

        (a) a PowerPoint or similar technology presentation explaining the rationale for the strategy and the evidence to support it
        (b) a summary of your work with your adolescent,
        (c) a simulation of the experience for your colleagues of engaging in the strategy, and
        (d) 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:

> **a. 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 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.
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.

Other Requirements
[e.g., attendance, participation]

- **Grading**

Assignment	Weight	Points
Class Participation	15%	15
Article Discussion and Summary: Presentation Discussion	15%	5 10
Author Study: Book Circles Graphic Novel Sides	20%	10 10
Adolescent Literacy Project	50%	
Part A: Interview & Paper		15
Part B: Content Text Collection & Paper		15

Part C: Strategy Paper and Demonstration		20	
	100%	100	

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%
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.

Class/Date	Class Format	Topics	Assignments Due	Readings Due
1/24	Face-to-Face	What is adolescent literacy? Course introduction and syllabus review		Snow, C.& Moje, E. (2010). Why is everyone talking about adolescent literacy? *Phi Delta Kappan*, *91*(6), 66-69. IRA Position Statement on Adolescent Literacy https://www.literacyworldwide.org/docs/default-source/where-we-stand/adolescent-literacy-position-statement.pdf
1/31	Face-to-Face	Who are adolescent learners? How do we support adolescent literacy and youth culture?	**Choose partners and date for ADL**	Brozo Chapter 1 & 2 Kirkland, D. E. (2011). Books like clothes: Engaging young black men with reading. *Journal of Adolescent & Adult Literacy*, *55*(3), 199-208. Afflerbach, P., & Harrison, C. (2017). What is engagement, how is it different from motivation, and how can I promote it? *Journal of Adolescent & Adult Literacy*, *61*(2), 217-220.
2/7	Online-Synchronous	What literacy skills do	**Due: ADL 1**	Brozo Chapter 2&3

		adolescent learners need and how do we support diverse learners.		Goldman, S. R. (2012). Adolescent literacy: Learning and understanding content. *The Future of Children, 22*(2), 89-116. deOliveira, L. & Athanases, S. (2017). A Framework to Reinvision Instructional Scaffolding for Linguistically Diverse Learners. *Journal of Adolescent & Adult Literacy, 61*(2), 123-129.
2/14	Online-Asynchronous	Using assessment to support literacy growth.	**Complete Interview with Student**	Brozo Chapter 4 Keh, M. (2016). Understanding and evaluating English learners' oral reading with miscue analysis. *Journal of Adolescent & Adult Literacy, 60*(6), 643-653.
2/21	Face-to Face	What types of contexts support adolescents' literacy growth? How do you create a culture of literacy?	**Due: ADL 2**	Brozo Chapter 5 International Literacy Association. (2015). *Collaborating for success: The vital role of content teachers in developing disciplinary literacy with students in grades* https://www.literacyworldwide.org/docs/default-source/where-we-stand/ccss-disciplinary-literacy-statement.pdf?sfvrsn=12 Moje, E. B., Dillon, D. R., & O'Brien, D. (2000). Reexamining roles of learner, text, and context in secondary literacy. *The Journal of Educational Research, 93*(3), 165-180. McCabe, P. (2009). Enhancing self- efficacy for literacy. In W.E. Blanton, & K. Wood, (Eds.), *Literacy instruction for Adolescents*, (pp. 54-76). New York, NY: Guilford Press.
2/28	Face-to Face	What type of instruction supports adolescent literacy growth? How do we prepare students for reading and writing from multiple sources?	**Due:** ***All American Boys,* Literature Circle 1 (pp 1-162).** **ADL 3** **Part A – Term Project**	Brozo Chapter 8 Elish-Piper, L., Wold, L. S., & Schwingendorf, K. (2014). Scaffolding high school students' reading of complex texts using linked text sets. *Journal of Adolescent & Adult Literacy, 57*(7), 565-574. Chun, C.W. (2009). Critical literacies and graphic novels for English language learners: Teaching Maus. *Journal of Adolescent and Adult Literacy, 53*(2), 144-153.
3/7	Online-Synchronous	How do students develop academic vocabulary knowledge?	**Due: ADL 4**	Brozo Chapter 6 Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a word? Using content vocabulary to generate growth in general academic vocabulary knowledge. *Journal of Adolescent & Adult Literacy, 56*(2), 132-140.

				Ajayi, L. (2015). Vocabulary instruction and Mexican-American bilingual students: How two high school teachers integrate multiple strategies to build word consciousness in English language arts classrooms. *International Journal of Bilingual Education and Bilingualism, 18*(4). 463-484.
3/14	**Spring Break**			
3/21	Face-to-Face	Fostering strategic learning processes.	**Due: ADL 5**	Brozo Chapter 9 Coiro, J. (2011). Talking about reading as thinking: Modeling the hidden complexities of online reading comprehension. *Theory into Practice, 50*(2), 107–115. Zwiers, J. (2014). Opportunities to Develop Oral Language. Newark, DE: International Reading Association.
3/28	**Spring Break for public schools** Online-Asynchronous	How do we develop learning and writing in content areas?		Brozo Chapter 7 Hebert, M., Gillespie, A., & Graham, S. (2013). Comparing effects of different writing activities on reading comprehension: A meta-analysis. *Reading and Writing, 26*(1), 111–138.
4/4	Face-to Face	Learning and writing in the content areas	**Due:** ***All American Boys*, Literature Circle 2 (pp 163-310).** **Part B – Term Project**	Brozo Chapter 7 Cervetti, G. & Pearson, P.D. (2012). Reading, writing, and thinking like a scientist. *Journal of Adolescent and Adult Literacy, 55* (7), 580-586. Taboda Barber, A., Buehl,M., Beck, J., Ramirez, E., Gallagher, M., Richey Nuland, L. & Archer, C. (2018). Literacy in social studies: The influence of cognitive and motivational practices on the reading comprehension of English learners and non-English learners. *Reading and Writing Quarterly, 34*(1), 79-97.
4/11	Online-Synchronous	Supporting academic conversations	**Due: ADL 6**	Fisher & Frey. (2011). Structuring the Talk: Ensuring academic conversations matter. *The Clearing House, 84*, 15-20. (2013). Teacher scaffolding of academic language in an advanced placement U.S. History class. *Journal of Adolescent & Adult Literacy, 56* (5), 409-418 Richardson, A. E. (2010). Exploring text through student discussions: Accountable talk in the middle school classroom. *English Journal, 100*(1), 83-88.
4/18	Online-Asynchronous	Incorporating new literacies.	**Due: Graphic Novel Slides**	Castek, J. & Beach, R. (2013). Using apps to support disciplinary literacy and science learning. *Journal of Adolescent & Adult Literacy, 56* (7), 554-564. Alverman, D.E., Marshall, J.D., McLean, C.A., Huddleston, A.P., Joaquin, J. & Bishop, J. (2012). Adolescents' web-based literacies, identity

				construction, and skill development. *Literacy Research and Instruction, 51* (3), 179-195. Clarke, L.W. & Besnoy, K. (2010). Connecting the old to the new: What "technology-crazed" adolescents tell us about teaching content area literacy. *Journal of Media Literacy Education, 2* (2), 47-56.
4/25	Face-to-Face	How do reading coaches support secondary teachers? What is the role of the literacy coach?	**Due: ADL 7**	Standards for Middle & HS Literacy Coaches **Professional Development/Literacy Strategy Demonstrations**
5/2	Face-to-Face	What did we learn about adolescent Literacy? Putting it all together	**ADL 8 (if needed)**	**Professional Development/Literacy Strategy Demonstrations** **Course Evaluations**
5/9	No Class			**Due: Part C – Term Project**

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 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/ .

RUBRIC(S)
EDRD 631
The Adolescent Literacy Term Project Rubric (NCATE 3)

PART A: Adolescent Interview

IRA Standards/ Elements	IRA Standards/ Elements	Meets Expectations (3) A	Approaches Expectations (2)	Below Expectations (1)
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading,	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.

writing connections.				

Part B: Content Area Alternative Text Collection and Related Instruction

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Below Expectations (1)
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides exemplary evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides satisfactory evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides partial evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.	Provides little or no evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
2.2b Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides exemplary evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides satisfactory evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides partial evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides little or no evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
2.2d As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides exemplary evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides satisfactory evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides partial evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides little or no evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.
2.3b Support classroom teachers in building and	Provides exemplary evidence of supporting classroom teachers in	Provides satisfactory evidence of supporting classroom teachers in	Provides partial evidence of supporting	Provides little or no evidence of supporting

using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.
4.1b Assist teachers in developing reading and writing instruction 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.
4.2b. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides exemplary evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides satisfactory evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides partial evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their own literacy learning.	Provides little or no evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their own literacy learning.

Part C: Literacy Strategy Teaching and Demonstration

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Below Expectations (1)
5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.
6.2b Promote the value of reading and writing in and	Provides exemplary evidence of promoting the value of reading and writing in and out of	Provides satisfactory evidence of promoting the value of reading and writing in and out of	Provides partial evidence of promoting the value of reading and writing in and out	Provides little or no evidence of promoting the value of reading and

out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrator s, parents and guardians.	school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.	school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.	of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.	writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrator s, parents and guardians.
6.2d Demonstrate effective interpersonal, communicati on, and leadership skills.	Provides exemplary evidence of effective interpersonal communication, and leadership skills.	Provides satisfactory evidence of effective interpersonal communication, and leadership skills.	Provides partial evidence of effective interpersonal communication, and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.
6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals 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.