George Mason University  
College of Education and Human Development  
Secondary Education

EDRD 619 002/EDRD 419 001– Literacy in the Content Areas  
3 Credits, Fall 2018  
Wednesdays, 4:40-7:10pm, Peterson Hall 2411- Fairfax

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

**Prerequisites/Corequisites**


**University Catalog Course Description**
Offers understanding of language and literacy process as it applies to teaching in secondary schools. Emphasizes reading and writing in content areas, and instructional strategies to support students’ literacy development. Focuses on ways reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners.

**Course Overview**
Not Applicable

**Course Delivery Method**
This course will be delivered using a hybrid format to include lecture and discussion on campus and online.

**Learner Outcomes or Objectives**
This course is designed to enable students to do the following:
1. Explain theories of adolescent literacy and the role of literacy in learning in content areas.
2. Examine the significance of teaching and reading and writing together and how process instruction facilitate learning.
3. Identify evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
4. Develop learning strategies (including word analysis skills, meaningful vocabulary, and concept instruction) to scaffold adolescents’ literacy development in specific content areas.
5. Justify the integration of technology to support content learning.
6. Explain the specific challenges students with varying levels of literacy and linguistic proficiency face in each discipline.
7. Analyze the role metacognition plays in the learning process and the role strategy instruction plays in developing metacognitive awareness.

**Professional Standards** (International Literacy Association)

Upon completion of this course, students will have met the following professional standards:

**Standard 1: Foundational Knowledge**- Middle and High School Content Classroom Teacher Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

**Standard 2: Curriculum & Instruction**- Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Standard 3: Assessment & Evaluation**- Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Standard 4: Diversity**- Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Standard 5: Creating a Literate Environment**-Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Standard 6: Professional Learning & Leadership**- Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Required Texts**


**Course Performance Evaluation**

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

A. Online Assignments (15%, 150 points) Throughout the semester you will have several online assignments that involve an array of activities, mostly including recording your thoughts, reactions, opinions, connections, and questions, related to assigned readings and videos. These activities are designed to encourage candidates to think deeply about the materials they read and reflect on and raise questions about the text. All instructions and due dates for these assignments will be posted to Blackboard. It is essential that you read all the assigned material since this content will not be repeated in class. There are a total of 9 online assignments (as noted in the course schedule). Assignments for online weeks are worth 25 points (4 assignments x 25 points each = 100 points) and online article comments are worth 5 points (5 assignments x 10 points each = 50 points).

B. Lesson Plan/In-Class Teaching Assignment: (15%, 150 points) You will develop and teach a lesson to the class based on the Virginia Standards of Learning from your discipline and will incorporate content-area literacy strategies. The lesson will be no longer than 20 minutes long. More information (lesson plan template, guidelines, rubrics, etc.) will be available on Blackboard.

Part 1- Lesson Plan
Write a lesson plan for your content area that uses content area literacy strategies to guide students throughout the lesson.

Part 2- Teach
You will teach your lesson to a small group of peers in class and record it using GoReact. You will comment on your group members’ lessons in GoReact and they will comment on yours. Specifically, each group member will be using the reflection questions from Part 3 to comment on your lesson. Once all group members have commented on your lesson, you will review their comments in GoReact and use them to help you complete Part 3 of the project.

Part 3- Reflect. The final component of this project is to reflect on your lesson to consider how it helped guide learners in meaning-making. You will use the comments from your peers (in GoReact), along with your own thoughts to write a 1-2 page reflection focused on the following questions:

1. Was this lesson written/executed in a way that helped students meet the established goals? Why or why not?
2. Did the before reading activities prepare students to read and make meaning from the text? Why or why not?
3. How did the during reading activities help students make meaning from the text?
4. How did the activities that occurred after reading help students make meaning from the text?
5. What did you learn from this experience?
C. Midterm Assignments (20%, 200 points)
Part 1: Inquiry Chart (125 points)
Each student will complete an inquiry chart on methods of supporting English Learners reading comprehension in the classroom. You will read assigned articles and select two additional texts to read. You will analyze the articles for characteristics of learners and strategies for supporting and then complete an Inquiry Chart (to be provided in class) describing synthesized findings from the selected sources.

Part 2: Talking To The Text Video Recording (75 points)
For this portion of the mid-term assignment, you will learn about a content area reading strategy called Talking to the Text and create a recording/screencast of you modeling this strategy (as you would for students) with a text in your content area. Detailed instructions will be provided closer to the due date.

D. Strategy Collection (10%, 100 points)
Throughout the semester you will be introduced to many literacy strategies. To help you keep track of these and consider how you might use them in your future teaching you will curate a list of strategies for supporting students in reading text in your content area. The guidelines are as follows:

1) Your list must include a minimum of 15 strategies.
2) Strategies may be selected from any of the class readings, from the class videos, from any of the strategies we discussed in class, or from any other relevant resource that you find.
3) For each strategy, you must include: (a) the name of the strategy, (b) an explanation of the strategy, (c) an indication of whether it would be used before, during, and/or after reading/learning, (d) an explanation of why it is a good strategy for your content area, (e) an illustration/example of how it might look, and (f) any other relevant information.
4) You are welcome to capture your illustration/example from a website, class video, textbook, etc, but please list the source of your illustration as shown in the chart below.

Further details will be provided near the due date.

E. Field Experience (15%, 150 points)
Directions: Candidates MUST complete the Online Field Experience Registration NO LATER than the first week of classes. This course requires a total of 15 hours of Field Experience. Signed log of hours indicating successful completion of the time requirement must be submitted via blackboard in order to receive credit for the field experience (see Class Tools folder in Blackboard). There are two components required for completion of the Field Experience assignment.

Component 1- Hours & Observation Log: Candidate will maintain an observation log, noting the
particular ways the teacher(s) integrates literacy into the daily instructional routines.

**Directions:**

1. Candidate will create 3 entries of 300-350 words. Each entry should include (a) what was observed, including background and context of classes and (b) an analysis of how the observation ties into course concepts covered.
2. Candidate will submit a signed log of hours indicating successful completion of the time requirement

**Component 2- lesson implementation and reflection (observed or co-taught):**

As part of the Methods II courses at GMU students are asked to teach, record, and reflect on a lesson taught in a classroom during the field experience. For students who are taking their Methods II courses at the same time as this course, this assignment should be a part of the Methods II Clinical Field Experience Project. Please see the instructor for more details if you are not concurrently enrolled in the Methods II block.

**Directions:** Candidate will teach, co-teach, or observe (depending on each individual’s situation) one lesson during the field experience which incorporates the use of content area literacy strategies. This lesson should engage students in reading and/or writing for comprehension. Examples will be discussed in class. Candidate should discuss this with the classroom teacher during the first meeting.

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

**G. Final Project: Book Analysis & Poster Presentation (20%, 200 points)** Students will choose and read a book (that has not been read before) from the list provided in Appendix A and develop an analysis and poster presentation in response to the text. Posters will be shared during a course Book Fair, and written reports are due during the fair. Written reports should be typed and consist of a 5- to 6-page reflection that answers the following questions:

- What is the author’s purpose in writing the book?
- What major points does the author make?
- What can we learn from this book about adolescent literacy?
- What have I learned from this book about disciplinary literacy in my content area?
- How can this book inform my future teaching?
Select a title from Appendix A for your book report. Books may be purchased online or checked out from the library. It is the responsibility of the student to acquire and read the selected book before the book fair. Alternative books may be proposed early in the semester, but may not be approved. Further details will be provided in class.

H. Professional Dispositions (5%, 50 points). This methods class is for upper level students who are preparing to student teach and thus begin their journey into teaching as a career. Therefore, displaying professionalism in this course is both reflective and essential to the teaching-learning process. Professional dispositions are assessed as outcomes of this course and awarded points to indicate their value and importance in this course. The primary dispositions are: Professionalism, Respect, Participation, Responsibility and Reflectiveness, Interpersonal skills, Feedback, and Social and Cultural Diversity. The readings, classwork, and assignments are designed to both foster and demonstrate your competency in this area. The description found in Appendix B discusses each of these dispositions further. You will have the opportunity to reflect and receive feedback on your progress in this area formally and informally throughout the semester.

- **35-50 points** Meets all dispositional expectations throughout the course. High level of class participation and engagement in in-class activities. Course policies and expectations are consistently met. No more than one absence.
- **16-34 points** Marginally meets most dispositional expectations throughout the course. Moderate level of class participation and engagement in in-class activities. May struggle at times with adherence to course policies and expectations. More than one absence.
- **0-15 points** Deficient progress and demonstration of dispositional expectations throughout the course. Low level of class participation and engagement in in-class activities. May frequently ignore course policies and expectations. Two or more unexcused absences.

Other Requirements
Regular class attendance and viewing/completion of the online videos is expected and critical. Class time will provide opportunities to ask questions, hear others’ ideas, and deepen your understanding of the material. Thorough preparation is important each week because class activities are designed to extend, critique, and synthesize the readings. In class activities will build upon readings. The online videos are essential for participation in the in-class activities.

*The instructor reserves the right to adjust the syllabus and assignments as deemed necessary*

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<thead>
<tr>
<th>Grading</th>
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<tr>
<th>Assignment</th>
<th>Total Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Online assignments</td>
<td>15%</td>
<td>Throughout semester as indicated on the weekly course schedule</td>
</tr>
<tr>
<td>Lesson Plan/In-Class Teaching Assignment</td>
<td>15%</td>
<td>10/24- lesson plan due, 11/7- lesson recorded in class, 11/14- lesson reflection due</td>
</tr>
<tr>
<td>Mid-Term Assignments</td>
<td>20%</td>
<td>October 10</td>
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<tr>
<td>Strategy Collection</td>
<td>10%</td>
<td>November 28</td>
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</tr>
<tr>
<td>Final Project: Book Analysis &amp; Presentation</td>
<td>20%</td>
<td>December 5</td>
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<tr>
<td>Field Experience Assignment</td>
<td>15%</td>
<td>December 12</td>
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<tr>
<td>Professional dispositions</td>
<td>5%</td>
<td>Ongoing</td>
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Grading Scale
A  =  94%-100%
A- =  90%-93%
B+ =  87%-89%
B  =  84%-86%
B- =  80%-83%
C  =  75%-79%
F  =  below 75%

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

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

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

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Readings</th>
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<tbody>
<tr>
<td>Week 1: 8/29 (MEET ON CAMPUS)</td>
<td>Course Introduction</td>
<td>-Read the syllabus</td>
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<td>What does it mean to be literate in a discipline?</td>
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<td><em>Begin work on Inquiry Chart assignment</em></td>
<td>DUE: Review and select book choice for book analysis assignment (alternate choices should be brought to class tonight)</td>
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<tr>
<td>Week 3: 9/12</td>
<td>How Can You Make Content Area Strategies Work for You?</td>
<td>-Chaps. 1 &amp; 2 from Improving Adolescent Literacy by Fisher &amp; Frey</td>
</tr>
<tr>
<td><strong>ONLINE</strong></td>
<td><strong>Week 4: 9/19</strong>&lt;br&gt;<strong>MEET ON CAMPUS</strong></td>
<td><strong>Week 5: 9/26</strong>&lt;br&gt;<strong>ONLINE</strong></td>
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<td></td>
<td>How Do We Prepare Students to Learn In the Content Areas</td>
<td>How Do We Engage Students in Deep Reading and Robust Vocabulary Learning?</td>
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<td>-Chaps. 5, 7, 16, 23, 24, 29, 30, 37, 39, from 50 Instructional Routines by Fisher, Brozo, Frey &amp; Ivey</td>
<td>-Chaps. 3, 12, 15, 17 from 50 Instructional Routines by Fisher, Brozo, Frey &amp; Ivey</td>
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<tr>
<td></td>
<td><strong>DUE: Online assignments posted to Blackboard</strong></td>
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</table>
| Week 10: 10/31 | How Can We Use Graphic Organizers to Support Content Learning? | -Chaps. 10, 11, 21, 36, 42 from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey  
**DUE:** Add article comments on Blackboard before coming to class  
**DUE:** Lesson plan for in-class teaching assignment due today. |
| **ONLINE** | How Can We Help Students Make and Take Worthy Notes and Write to Learn? |  
-Chaps. 25-29, Fisher, Brozo, Frey & Ivey  
-Chaps. 1, 2, 25, 31, 35, 40, 41, 50 from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey  
**DUE:** Online assignments posted to Blackboard |
| **Week 11:** 11/7 | In-Class Lesson Demonstrations | **DUE:** We will teach and record lessons in class today. |
| **MEET ON CAMPUS** | What are the Roles of Writing in Content Area Literacy and Learning? | Read Articles listed in the **Reflective Writing & Writing to Learn** section of the article Matrix (Appendix C)  
Read Articles listed in the **Assessment** section of the article Matrix  
-Chaps. 9, 19, 32, 38, 43 from 50 Instructional Routines by Fisher, Brozo, Frey & Ivey  
**DUE:** Sample assessments form practicums or personal experience in any discipline.  
**DUE:** Add article comments on Blackboard before coming to class  
**DUE:** Lesson plan reflection |
| **Week 12:** 11/14 | How Can We Assess Learning in the Content Areas? | NONE |
| **MEET ON CAMPUS** | **THANKSGIVING RECESS: NO CLASS** | **NO CLASS** |
| **Week 13:** 11/21 | How Can we Help Students Understand the Role of New Literacy Skills and Strategies in their Content Area Learning? | **DUE:** Online assignments posted to Blackboard  
**DUE:** Strategy Collection |
| **NO CLASS** | **Week 14:** 11/28 | How Can We Learn From Practitioner Texts? | **DUE:** Book Analysis & Poster Presentation |
| **ONLINE** | **Week 15:** 12/5 | **MEET ON CAMPUS** | **DUE:** Be prepared to share the selected video portion of your field experience lesson in class today |
| **Week 16:** 12/12 | EXAM WEEK | **DUE:** All parts of the Field Experience Assignment |
| **EXAM WEEK** | **EXAM WEEK** | **EXAM WEEK** | **EXAM WEEK** |
Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: [http://cehd.gmu.edu/values/](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/](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/](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 [https://ds.gmu.edu/](https://ds.gmu.edu/)).

- Students must silence all sound emitting devices 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](https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to [http://coursessupport.gmu.edu/](http://coursessupport.gmu.edu/).

- For information on student support resources on campus, see [https://ctfe.gmu.edu/teaching/student-support-resources-on-campus](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/](https://cehd.gmu.edu/students/).
Appendix A: Book Analysis Book List


Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland,
ME: Stenhouse.


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**Appendix B: Professional Dispositions**

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<thead>
<tr>
<th>Disposition</th>
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<tbody>
<tr>
<td><strong>Professionalism:</strong></td>
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<tr>
<td>- Present for the entirety of each class period</td>
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<td>- Behavior is conducted with honesty and integrity</td>
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<td>- Work and contributions are appropriate to the task</td>
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<tr>
<th>Respect for Individual Differences:</th>
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<tr>
<td>- Acceptance and respect for differences</td>
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<td>- Conflicts are handled respectfully and appropriately</td>
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- Demonstrate openness to alternative perspectives

**Active Participation:**
- Contribute thoughtfully and informatively to the variety of forms of discussion (whole group, small group, individual tasks)
- Consistently engaged in class (not on devices, other work, or distracted)

**Responsible and Reflective:**
- Preparedness for class
  - This includes homework, online and in-class activities such as written reflections, journals, reading response activities, technology activities, and other appropriate assignments. Students may also be asked to complete quizzes on the readings and to lead and/or participate in discussions about the readings.
  - This also includes careful attention to each of the readings, as you will frequently be responsible for sharing your own summary and critical analysis of the readings with others who have not read the same material.

**Interpersonal Skills:**
- Collaborative approach to small group and partner work
- Demonstrates respect for all others in class

**Open to Feedback:**
- Willing to receive and acknowledge feedback
- Reflects and works towards acting on feedback to improve learning

**Social and Cultural Diversity:**
- Demonstrates awareness of how their own cultural background and life experiences shape their views of others
## Appendix C: Article Matrix by content area

Choose ONE article per topic unless otherwise indicated.

<table>
<thead>
<tr>
<th>Topic</th>
<th>English/LA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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*Note: The table continues with similar entries for Reflection & discussion and Struggling adolescent learners.*
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### English/LA

- **Implementation of an academic vocabulary instruction for linguistically diverse students in urban middle schools.** *Reading Research Quarterly, 45*, 196-228.


### Mathematics


### Science


### Social Studies


### Music


### Art

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<thead>
<tr>
<th>Topic</th>
<th>Music</th>
<th>Art</th>
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<td>literacy development of young English language learners. *Early</td>
<td>School on English-Language-Learner Development: A Qualitative Study</td>
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<td>Of Education &amp; The Arts*, 17*(28), 1-17.</td>
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