

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

EDRD 419.001/619.002– Literacy in the Content Areas  
3 Credits, Fall 2019  
Wednesday, 4:30-7:10 pm, Thompson Hall 2021- Fairfax

**Faculty**

Name: Jennifer Drake Patrick, Ph.D.  
Office Hours: By Appointment  
Office Location: Thompson Hall, 1503, Fairfax Campus  
Office Phone: 703-993-5342  
Email Address: [jdrakepa@gmu.edu](mailto:jdrakepa@gmu.edu)

**Prerequisites/Corequisites**

Prerequisites EDRD 619: Methods I (EDCI 567 Teaching Social Studies in the Secondary School, 569 Teaching English in the Secondary School, 572 Teaching Mathematics in the Secondary School, or 573 Teaching Science in the Secondary School).

Corequisites EDRD 619: Methods II (EDCI 667 Advanced Methods of Teaching Social Sciences in the Secondary School, 669 Advanced Methods of Teaching English in the Secondary School, 672 Advanced Methods of Teaching Mathematics in the Secondary School, or 673 Advanced Methods of Teaching Science in the Secondary School).

Prerequisites EDRD 419: EDCI 469 Teaching English in Secondary School, EDCI 372: Teaching Mathematics in the Secondary School, or EDCI 473 Teaching Science in the Secondary School

Corequisites EDRD 419: EDCI 479 Advanced Methods of Teaching English in the Secondary School, EDCI 472 Advanced Methods for Teaching Mathematics in the Secondary School

**University Catalog Course Description**

EDRD 619: 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.

EDRD 419: Assists students in understanding the language and literacy process as it applies to teaching in middle and high schools. Focuses on instructional strategies to support literacy development, 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**

Fisher, D. & Frey, N. (2016). *Improving adolescent literacy*. (4<sup>th</sup> ed.) Boston, MA: Pearson Education Inc. (must have enhanced e-text version to access videos).

Fisher, D., Brozo, W.G., Frey, N., Ivey, G. (2015). *50 Instructional routines to develop content literacy*. (3rd ed.). Boston, MA: Pearson Education Inc.

### **Recommended Texts**

Dobbs, C., Ippolito, J., & Charner-Laird, M. (2017). *Investigating disciplinary literacy framework for collaborative professional learning*. Cambridge, MA: Harvard Education Publishing Group.

Tovani, C. (2010). *So, what do they really know? Assessment that informs teaching and learning*. Portland, Maine: Stenhouse Publishers.

### **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 Investigations (15%, 150 points)** Throughout the semester, you will have 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 you to think deeply about the materials and course concepts. All instructions and due dates for these assignments will be posted to Blackboard. **It is essential that students read all the assigned material since this content will not be repeated in class.**

There are 5 *online assignments* (as noted in the course schedule). Assignments for fully online weeks are worth 30 points (5 assignments x 30 points each = 150 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. The lesson will incorporate content-area literacy strategies and be no longer than 20 minutes. 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.

### **Part 3- Respond**

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 4 to guide comments on your lesson. Once all group members have commented on your lesson, you will review and consider their comments as you prepare your reflection for Part 4.

**Part 4- Reflect.** The final component of this project is to reflect thoughtfully on your lesson and evaluate how well the lesson helped guide learners in meaning-making. You will use the comments from your peers (in GoReact), along with your own thoughts to write a 3-4-page reflection using the following as your guide: (rubric available on Blackboard).

1. **Introduction:** Briefly discuss the development and execution of the lesson. Was this lesson written/executed in a way that helped students meet the established goals? Why or why not?
2. **Review:** Consider the effectiveness of each segment of the lesson:
  - a. Did the *before* reading activities prepare students to read and make meaning from the text? Why or why not?
  - b. How did the *during* reading activities help students make meaning from the text?
  - c. How did the activities that occurred *after* reading help students make meaning from the text? How did the *assessment* help you know what they had learned?
3. **Conclusion:** Explain your new understandings about guiding students' learning with content strategies. What did you learn from this experience?

**C. Midterm Assignment- Inquiry Chart (15%, 150 points).** You will complete an Inquiry Chart on methods of supporting English Language Learners' reading comprehension. The Inquiry Chart format will be provided in class. \*You will read 2 assigned articles and select 3 additional articles to read. You will analyze the articles for (a) characteristics and experiences of ELL's and (b) strategies for supporting ELLs in your content classroom. After completing the chart, you will write a 2-3 page synthesis of your findings from the selected sources. (rubric available on Blackboard)

\*EDRD 419 students will read 2 assigned articles and select 1 additional article to read.

### **D. Talking to The Text Video Recording (5%, 50 points)**

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. You will post your Talking to the Text Video to Go React and comment on 2 peers' presentations. (rubric available on Blackboard).

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

- 1) \*Your list must include a minimum of 12 strategies.
- 2) Strategies may be selected from class readings, class videos, strategies we discussed/modeled in class, or relevant resources.

- 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 an effective 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 (example included on Blackboard).

\*EDRD 419 students **must** include a minimum of 8 strategies

### **F. Field Experience (20%, 200 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 for indicating successful completion of the time requirement must be submitted via blackboard in order to receive credit for the field experience. (Log sheet will be posted on Blackboard).**

There are two components required for completion of the Field Experience assignment.

**Part 1: (5%, 50 points) -*observation analysis*:** During your field experience you will spend time observing the teacher's instruction. As you watch and participate in the classroom, note the particular ways the teacher(s) integrates literacy into daily instructional routines. Consider how concepts and ideas explored in EDRD 619 connect to your experience in the classroom. You will choose *2 moments* to analyze and develop a one-page analysis. One pager should include (a) a brief introduction to the moments, including background and context of class and (b) an analysis of how the observation ties into course concepts and impacts your thinking about literacy in your content area.

### **Part 2 (15%, 150 points)- *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 connect to 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:** Students will teach or co-teach (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. **Student 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, with comments.
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 considers the discussion that took place with the partner. Specific guidelines will be provided in class.

**G. \*Final projects vary for EDRD 619 & 419. READ CAREFULLY.**

**EDRD 619 Final Project: Book Review & Poster Presentation (15%, 150 points).** This assignment has 3 components (1) select and read a text, (2) write a review of that text, and (3) create a poster presentation about the text. You may collaborate with a partner or work independently. If you collaborate, each person will write an individual book review (step 2).

- (1) Choose a text from an approved booklist (available on Blackboard) or submit a text for instructor consideration/approval. Books may be purchased or checked out from the library. It is the responsibility of the student to acquire the selected book.
- (2) Write a 4-5-page book review that examines the following 5 questions: (use the questions for your headings).

What is the author's purpose in writing the book?

Are the major points or big ideas covered effectively?

How do the author's ideas connect to your understanding of adolescent literacy?

How does the author connect to your understanding of disciplinary literacy in your content area?

How can this book inform your future teaching?

- (3) Create a poster presentation using QR codes or [Thinglink](#) (both strategies will be modeled in class). Use the 5 questions above to organize the information on the poster. Posters will be shared in a Gallery Walk on the final night of class.

**\*EDRD 419 Final Project: Young Adult Novel Study (15%, 150 points)** This mini-project has 3 parts (A.) Read an article provided by instructor (B) Select and read a young adult novel related to your content, [can be fiction or non-fiction]. Must be approved by instructor. Finally, (C.) Develop a presentation with QR Codes or [Thinglink](#). Use the following to guide your presentation (1) a picture of the book and brief author information, (2) a summary of book, (3) critical evaluation (4) rationale for use (5) Thematic links & ideas for integrating into the secondary content curriculum.

**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 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.

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<b>Class Attendance</b>	Missed no more than 1 face-to-face or synchronous class session <b>OR</b> arrived late/left early for no more than 1 class. (25 points)	Missed 2 face-to-face or synchronous class sessions <b>OR</b> arrived late or left class early a minimum of 2-3 times. (23 points)	Missed 3 face-to-face or synchronous class sessions <b>OR</b> arrived late or left class early 4-5 times. (21 points)	Missed more than 3 face-to-face or synchronous class sessions <b>OR</b> arrived late or left class early more than 5 times. (12 points)
<b>Class Participation</b>	Consistently well-prepared for class; regularly asked questions or made observations and analysis appropriate to the topic. Actively participated in <i>all</i> small group activities and class discussions. (25 points)	Usually prepared for class; occasionally asked questions or made observations and analysis appropriate to the topic. Actively participated in <i>most</i> small group activities and class discussions. (23 points)	Sometimes prepared for class; rarely asked questions or made observations that indicated familiarity with the topic. Rarely actively participated in small group activities and class discussions. (21 points)	Consistently not prepared for class; never asked questions or made observations that indicated familiarity with the topic. Never actively participated in small group activities and class discussions. (12 points)

### 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\***

### Grading

Assignment	Total Value	Due Date
Online Investigations	15%	Throughout semester as indicated on the weekly course schedule
Talking to Text	5%	October 2
Inquiry Chart	15%	October 9
Lesson Plan/In-Class Teaching Assignment	15%	October 16 & November 6
Strategy Collection	10%	November 20
EDRD 619 Final Project: Book Analysis & Presentation	15%	December 4
EDRD 419 Final Project: Young Adult Novel Study		
Field Experience Assignment	20%	December 11
Professional dispositions	5%	Ongoing

### Graduate Grading Scale

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

### Undergraduate Grading Scale

A+ =100%  
A = 94%- 99%  
A- = 90%-93%  
B+ = 87%-89%  
B = 83%-86%  
B- = 80%-82%  
C = 70- 79%  
D = 60%-69%  
F = below 60%

**\*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 will result in a deduction of 10% of the grade per day the work is late unless otherwise approved by the instructor prior to the due date.

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

### Professional Dispositions

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

### Class Schedule

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

Date	Topic	Assignments/Readings
<b>Week 1:</b> August 28 <b>MEET ON CAMPUS</b>	Course Introduction  What does it mean to be literate in a discipline?  <b><i>Begin work on Inquiry Chart assignment and book selection for Book Review Project.</i></b>	-Read the syllabus  International Reading Association. (2015). Collaborating for Success: <i>The vital role of content teachers in developing disciplinary literacy with students in grades 6-12.</i> (Position statement). Newark, DE: author.
<b>Week 2:</b> September 4 <b>MEET ON CAMPUS</b>	Why Does Adolescent Literacy Matter and How Could We Approach Teaching Adolescent Literacy?	Alvermann, D. (2002). Effective Literacy Instruction for Adolescents. <i>Journal of Literacy Research, 34</i> (2), 189-208.  Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. <i>Journal of Adolescent and Adult Literacy, 57</i> (8), 614–623.  Ch. 24 from <i>50 Instructional Routines</i>



		<b>DUE: Review and select book choice for book review assignment (alternate choices should be brought to class tonight)</b>
<b>Week 3:</b> September 11 <b>ONLINE</b>	How Can You Make Content Area Strategies Work for You?	- Chs. 1 & 2 from <i>Improving Adolescent Literacy</i>  -Chs. 5, 7, 9, 16, 23, 29, 30, 37, 39, & 41 from <i>50 Instructional Routines</i>  <b>DUE: Online investigations posted to Blackboard by midnight.</b>
<b>Week 4:</b> September 18 <b>MEET ON CAMPUS</b>	How Do We Prepare Students to Learn In the Content Areas?	Read Articles listed in the <b>Preparing Students to Learn</b> section of the Article Matrix.  -Chs. 3, 12, 15, 17, 21, and 40 from <i>50 Instructional Routines</i>  <u>Review:</u> Professional Organization Standards (NCTE/NCTM/ NCSS/ NSTA/CCCS/NGSS)
<b>Week 5:</b> September 25 <b>ONLINE</b>	How do we Engage Students in Deep Reading and Robust Vocabulary Learning?  How Can We Use Graphic Organizers to Support Content Learning?	Chs. 4 & 5 from <i>Improving Adolescent Literacy</i> .  Chs. 1, 32, 43, 44, 45, 46, 47, 48, & 49 from <i>50 Instructional Routines</i> .
<b>Week 6:</b> October 2 <b>MEET ON CAMPUS</b>	How Do We Deepen student's interaction with Text?	-Ch. 3 from <i>Improving Adolescent Literacy</i>  Read Articles listed in the <b>Reflection &amp; Discussion</b> section of the Article Matrix.  -Chs. 4, 6, 14, 26, 27, 33, and 42 from <i>50 Instructional Routines</i>  <b>DUE: Talking to the Text Assignment.</b>
<b>Week 7:</b> October 9	How Do we Create Interactive and Guided Learning Experiences?	Read Articles listed in the <b>Interactive/Guided Learning</b> section of the Article Matrix.

<b>MEET ON CAMPUS</b>		Chs. 8 & 20 from <i>50 Instructional Routines</i> .  <b>DUE: Inquiry Chart Assignment.</b>
<b>Week 8:</b> October 16 <b>MEET ON CAMPUS</b>	How Can We Differentiate Instruction for Struggling Adolescent Learners and Help Students Develop Critical Literacy Skills?	Read Articles listed in the <b>Struggling Adolescent Learners</b> section AND the <b>Critical Literacy</b> section of the Article Matrix.  -Chs. 10, 11, 19, 34, & 36, from <i>50 Instructional</i>  Lesson Plan workshop -BRING DRAFT TO CLASS FOR PEER FEEDBACK.  <b>DUE (next day): Lesson Plan for in-class teaching.</b>
<b>Week 9:</b> October 23 <b>ONLINE</b>	How Can We Help Students Make and Take Worthy Notes?	Ch. 6 from <i>Improving Adolescent Literacy</i>  Chs. 2, 35, 41, 50 from <i>50 Instructional Routines</i>  <b>DUE: Online Investigations posted to Blackboard by midnight.</b>
<b>Week 10:</b> October 30 <b>MEET ON CAMPUS</b>	In-Class Lesson Demonstrations	<b>DUE: We will teach and record lessons in class today. Peer and Self Lesson comments due on Go React by November 2nd at noon.</b>
<b>Week 11:</b> November 6 <b>ONLINE</b>	What are the Roles of Writing in Content Area Literacy and Learning?	Ch. 7 from <i>Improving Adolescent Literacy</i>  Chs. 25, 31, & 50 from <i>50 Instructional Routines</i> by Fisher, Brozo, Frey & Ivey  Read Articles listed in the <b>Reflective Writing &amp; Writing to Learn</b> section of the Article Matrix  <b>DUE: Online Investigations posted to Blackboard by midnight.</b>  <b>DUE: In-Class Lesson Reflection</b>
<b>Week 12:</b>		

November 13 <b>MEET ON CAMPUS</b>	How can we use multiple sources to support student learning?	Lupo, S., Strong, J., Lewis, W., Walpole, S. & McKenna, M. (2018). Building background knowledge through reading: Rethinking text sets. <i>Journal of Adolescent and Adult Literacy</i> , 61(4), 433-444.
<b>Week 13:</b> November 20 <b>ONLINE</b>	How Can we Help Students Understand the Role of New Literacy Skills and Strategies in their Content Area Learning?	<b>DUE: Strategy Collection</b>  <b>DUE: Share the selected video portion of your field experience lesson with a peer and provide feedback.</b>
<b>Week 14:</b> December 4 <b>MEET ON CAMPUS</b>	How Can We Learn from Practitioner Texts?  Course wrap-up and Evaluations	<b>Be prepared to share strategy collection with peers.</b>  <b>DUE: 619 Book Review &amp; Poster Presentation</b> <b>419 Young Adult Novel Study</b>
<b>Week 15:</b> December 10 <b>EXAM WEEK</b>	EXAM WEEK	<b>DUE: All parts of the Field Experience Assignment</b>

### 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 <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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/> .**