EDRD 619.002– Literacy in the Content Areas
3 Credits, Spring 2020
Monday, 7:20-10:00 pm, Thompson Hall L028-Fairfax

Faculty

Name: Lesley King   .
Office Hours: By Appointment
Office Location: By Appointment
Office Phone: 703.505.1542 (cell)
Email Address: lking3@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 reading and writing together and how process instruction facilitates learning.
3. Identify evidence-based strategies that middle/high school students can use to successfully comprehend, interpret, evaluate, and appreciate content-related texts.
4. Design learning strategies and plans (including word analysis skills, meaningful vocabulary, and concept instruction) to scaffold adolescents' literacy development in specific content areas.
5. Integrate technology into lesson plans 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. (2020). *Improving adolescent literacy*. (5th ed.) Boston, MA: Pearson
    Education Inc.

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

Buehl, D. (2017). *Classroom strategies for interactive learning.* (4th ed.). Portland, ME: Stenhouse.

Buehl, D. (2017). *Developing readers in the academic disciplines*. (2nd ed.). Portland, ME: Stenhouse.

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. Participation: (10%). Participation is a critical aspect of this course. Attending class and engaging with peers is expected. Displaying professionalism in this course is essential to the teaching-learning process. Professional dispositions are addressed in SEED and it is expected that students adhere to the primary dispositions: Professionalism, Respect, Participation, Responsibility and Reflectiveness, Interpersonal skills, Feedback, and Social and Cultural Diversity. (see further explanation in Blackboard). Participation will be evaluated with the following rubric:

Criteria for Evaluation	Meets Expectations	Approaching Expectations	Below Expectations	Does not meet Expectations
Preparedness	*Consistently* well-prepared for class; completed *all* in-class reflections; regularly asked questions or made observations and analysis appropriate to the topic. Actively participated in *all* in- class small group activities and class discussions. Missed no more than 1 face-to-face class, and arrived on-time (9-10 points).	*Usually* prepared for class; occasionally asked questions or made observations and analysis appropriate to the topic. Actively participated in *most* small group activities and class discussions. Missed no more than 2 face-to-face classes and/or usually on-time (8 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. Missed no more than 3 face-to-face classes (7 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. Missed greater than 3 classes and/or was consistently late or departed early. (0 points)

B. Online Investigations (15%): 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 complete the modules on time and read all the**

assigned material since this content will not be repeated in class. Late work not accepted.

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. Professional Learning Community (PLC) Presentation (15%): You will collaborate with a group of peers to critically analyze a professional text. You will <u>meet 3 times</u> with your group. Two times during class and one outside of class (this can be a virtual meeting) to discuss the text. Your group will then create a 12-15 minute interactive presentation addressing the following questions:

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

> What are the key ideas? Are the major points 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?

C. Strategy Lesson Plan/In-Class Teaching Assignment: (20%) You will develop and teach a lesson to your peers based on the Virginia Standards of Learning from your discipline. The lesson will incorporate literacy strategies and be no longer than 30 minutes. More information (lesson plan template, guidelines, rubrics, etc.) will be available in class and on Blackboard. The 4 steps to completion are as follows:

Step 1. Write a lesson plan that uses literacy strategies to guide students throughout the lesson.

Step 2. Teach the lesson to a small group of peers in class and record it using GoReact.

Step 3. Respond to your peers by providing feedback on your group members' lessons in GoReact. Specifically, each group member will be using the reflection questions from Part 4 to guide comments on your lesson.

Step 4. **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*. Following is your guide: (rubric available on Blackboard).

> <u>Introduction:</u> 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?
> <u>Discussion:</u> 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?

Conclusion: Explain your new understanding about guiding students' learning with literacy strategies. What did you learn from this experience? How will you integrate this into your future teaching?

E. Disciplinary Literacy Inquiry Project (20%). You will complete an inquiry on methods of supporting students' comprehension in your content area. Using resources from class, and <u>an additonal 6 peer-reviewed articles</u>, you will develop your understanding of how to guide and deepen students' comprehension. There will be an article matrix provided with article choices, or you may locate your own. At least 1 article must address ELLs.

<u>Use the following questions to guide your inquiry</u>:
1. Why is it important to be literate in your content area? What are the *specific skills, knowledge, and dispositions* of your discipline? How does this connect to the the real life literacy needs of adolescents?
2. What are the specific literacy challenges your content area presents? Why might students struggle with these aspects of literacy (reading, writing, speaking, and listening)? Particularly, how might it impact ELLs?
3. What methods and/or instructional strategies can support students' literacy development in your content area? How do these methods and/or instructional strategies support student learning? What do you need to think about when designing lessons?

This project has 2 components:

1. <u>Annotated Bib</u>: Write your annotated bibliography according to the following guidelines.
   a. Provide correct APA (6th ed.) reference information for each article.
   b. Write annotations for each article that include:
      i. a brief **summary** of the article that states its central focus and/or topic, and describes the authors' ideas.
      ii. an **analysis** of its contribution to the conversation—how does it fit into the larger context of the discussion about your topic?
      iii. An **evaluation** of the utility of the ideas presented.

2. <u>Poster Presentation</u>: Create a poster summarizing your inquiry to share wih your peers. You should incorporate your thinking about the guding questions. The poster should be a compilation of brief text mixed with tables, pictures, graphs, and/or other formats. You *must include at least 3 QR Codes*. Posters will be shared in a gallery walk on the final night of class.

F. Field Experience (20%)
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%) 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 class and readings connect to your experience in the classroom. You will choose *2 specific moments* to analyze and develop <u>a one-page analysis of each moment</u>. One pager should include (a) a brief introduction to the moment, including background and context of class and (b) an analysis of how the observation ties into course concepts and impacts your thinking about supporting students' comprehension.

Part 2 (15%)- Lesson implementation and reflection (observed or co-taught):
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 course 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 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 lesson 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 and provide a brief explanation for why you elected this segment of instruction.
6. Watch the selected portion of the lesson .
7. Write an individual reflection that considers the discussion that took place with youe mentor techer, peer comments, and discussion with your classmates.

    Specific guidelines will be provided in class.

Other Requirements
Regular class attendance and viewing/completion of the online materials 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 and other content provided on Blackboard.

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
Participation	10%	ongoing
PLC Presentation	15%	
Strategy Lesson Plan/In-Class Teaching Assignment	20%	
Disciplinary Literacy Inquiry Project	20%	
Field Experience Assignment Observation Log (5%) Lesson Reflection (10%) Hours Log- REQUIRED	20%	

Graduate Grading Scale

A = 94%-100%	B = 80%-86%
A- = 90%-93%	C = 75%-79%
B+ = 87%-89%	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 will result in a deduction of 10% of the grade per day. The work is late unless otherwise approved by the instructor <u>prior to the due date</u>.

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
Week 1: January 27 *MEET ON CAMPUS*	Course Introduction What is important about literacy? Key concepts: adolescent literacy, content literacy, disciplinary literacy	Read the syllabus International Reading Association. (2015). Collaborating for Success: *The vital role of content teachers in developing disciplinary literacy with students in grades 6-12*. (Position statement). Newark, DE: author. Ch. 15 from *50 Instructional Routines*
Week 2: February 3 *ONLINE*	What does it mean to be literate in a discipline? Key concepts: academic language, academic literacy	Buehl, D. (2017). Mentoring students in disciplinary literacy. In Doug Buehl, *Developing readers in the academic disciplines* (pp. 1-22). Portland, Me: Stenhouse (located on e-reserves). Ch. 1 *Improving Adolescent Literacy* Chs. 9, 24 & 37 from *50 Instructional Routines*
Week 3: February 10 *ONLINE*	How do we prepare students to learn? Key concepts: motivation & engagement,	Ch. 2 *Improving Adolescent Literacy* Chs. 3, 13, 17, 21, 26, & 40 from *50 Instructional Routines* Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. *Journal of Adolescent and Adult Literacy, 57*(8), 614–623. **DUE: Online investigations posted to Blackboard by midnight.**
Week 4: February 17		Buehl, D. (2017). Teaching comprehension of complex texts. In Doug Buehl, *Developing*

	How can a teacher support comprehension of complex texts? PLC Meeting #1 Key Concepts: scaffolding	*readers in the academic disciplines* (pp. 29-73). Portland, Me: Stenhouse (located on e-reserves). Fang, Z.(2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. *Journal of Adolescent & Adult Literacy*, 51(6), 476-487. Chs. 2, 8, 20, 35, 41, and 42 from *50 Instructional Routines.*
MEET ON CAMPUS		
Week 5: February 24 *MEET ON CAMPUS*	How do we engage students in deep reading and robust vocabulary learning? PLC Meeting #2	Ch. 3 & 4 from *Improving Adolescent Literacy.* Chs. 4, 14, 32, 33, 43, 44, 45, 46, 47, 48, & 49 *from 50 Instructional Routines.*
Week 6: March 2 *ONLINE*	How do we deepen students' interaction with text through questioning? PLC Meeting #3	Ch. 5 from *Improving Adolescent Literacy* Chs. 23, 29, 30, & 39 from *50 Instructional Routines*
Week 7: March 16 *MEET ON CAMPUS*	How do we learn from practioner texts? Review DLP progress.	**DUE: PLC presentations**
Week 8: March 23 *MEET ON CAMPUS*	How do we create interactive and guided learning experiences? Lesson Plan workshop	Harper, C., & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent & Adult Literacy*, *48*(2), 152–162. Ch. 6 from *Improving Adolescent Literacy* Chs. 5, 6, 7, 10, 16, 27, 28, & 34 from *50 Instructional Routines*
Week 9: March 30 *MEET ON CAMPUS*	How do we support students in synthesizing their learning?	Ch. 7 & 8 from *Improving Adolescent Literacy* Chs. 1, 11, 35, 41, 50 from *50 Instructional Routines* **DUE: Online Investigations posted to Blackboard by midnight. Lesson Plan for in-class teaching due for instructor feedback.**
Week 10: April 6 *ONLINE*	Lesson Demonstrations	**DUE: You will teach and record lessons today. Peer and Self Lesson comments due on Go React.**
Week 11: April 13	How do we use writing to learn and assess?	Ch. 9 & 10 from *Improving Adolescent Literacy* Chs. 25, 31, 40, & 50 from *50 Instructional Routines* by Fisher, Brozo, Frey & Ivey

MEET ON CAMPUS		**DUE: Online Investigations posted to Blackboard by midnight.** **DUE: In-Class Lesson Reflection**
Week 12: April 20 ***MEET ON CAMPUS***	How can we use multiple sources to support student learning? Review DLP progress	Lupo, S., Strong, J., Lewis, W., Walpole, S. & McKenna, M. (2018). Building background knowledge through reading: Rethinking text sets. *Journal of Adolescent and Adult Literacy, 61*(4), 433-444.
Week 13: April 27 ***ONLINE***	How do we reflect on and revise our instruction?	**DUE: Online Investigations posted to Blackboard by midnight.** **DUE: Share the selected video portion of your field experience lesson with a peer and provide feedback.**
Week 14: May 4 ***MEET ON CAMPUS***	Course evaluations	**DUE: DLP poster session & annotated bibliography.**
Week 15: May 11 ***EXAM WEEK***	EXAM WEEK	**DUE: All parts of the Field Experience Assignment**

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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .