George Mason University
College of Education and Human Development
Literacy Program

EDRD 619.DL3 – Literacy in the Content Areas
3 Credits, Fall, 2020
Asynchronous, Online

Faculty
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Prerequisites: For candidates in the Secondary Education program, SEED 566, SEED 567, SEED 569, SEED 572, or SEED 573 is a required prerequisite.

Corequisites: For candidates in the Secondary Education program, SEED 667, SEED 669, SEED 672, SEED 673, or SEED 676 should be taken concurrently.

University Catalog Course Description
Examines language and literacy processes of adolescent learners. Builds understanding of reading, writing, listening, speaking, viewing, and visually representing in content areas. Evaluates disciplinary instructional strategies to support students' development of academic language and comprehension, including adaptations for diverse learners' needs. Fosters an awareness of the role of multiple texts and independent reading in adolescent learners' literacy practices.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, August 24th.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday at 11:59 p.m.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least *4 times per week.*
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read

their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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 across disciplines.
2. Identify evidence-based strategies that adolescent learners can use to comprehend, interpret, evaluate, and appreciate disciplinary-specific texts.
3. Design learning strategies and plans in specific content areas to scaffold adolescent learners' literacy development, including their word analysis, vocabulary, comprehension and writing skills.
4. Explain the specific challenges adolescent learners with varying levels of literacy and linguistic proficiency face in each discipline.

Professional Standards
Not Applicable

Required Texts
Fisher, D., & Frey, N. (2020). *Improving adolescent literacy* (5th ed.). Pearson.

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.

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

Course Performance Evaluation
Candidates are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

Assignment Overview

Assignment	Total Value	Due Date
Weekly Investigations	45%	Weekly
Field Experience Critical Reflection	15%	Exam week
Disciplinary Lesson Plan	20%	Week 13
Disciplinary Literacy Inquiry Project	20%	Week 15

Last revised October, 2019

A. Weekly Investigations: Class engagement is evidenced by thoughtful, thorough, accurate completion of all activities in the Weekly Investigations. Candidates' discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Investigation folder. Thorough preparation and reflection is expected, as evidenced by critically analyzing, asking questions, making observations, and synthesizing ideas encountered in course materials.

Participatory activities will vary including, but not limited to engaging in conversation with classmates via Discussion Board, sharing and providing feedback on peers' lessons and strategy designs, reflecting through journals and blogs, and submitting multi-media responses and projects. Rubric provided on Blackboard

It is essential that candidates complete the weekly investigations **on time** and read all the assigned material. *Late work not accepted.*

B. Field Experience Critical Reflection: Candidates will write a 3-5-page critical reflection paper drawing connections between course concepts and participation in field experiences. Rubric and assignment details provided on Blackboard.

For SEED candidates: Complete the **Online Field Experience Registration** during the first week of class. 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).

For provisional teachers: Complete the assignment reflecting on your own classroom.

C. Disciplinary Lesson Plan: This major assignment will provide candidates the opportunity to design, justify, implement, and reflect on a detailed, standards-aligned lesson plan with specific content learning and literacy/language development goals. Rubric provided on Blackboard. (Note: Candidates will draw on learning from the course to work across several modules to build and share the lesson plan with feedback from peers and the instructor).

Candidates will complete the following:
1. Lesson design: Candidates will design a lesson plan with a focus on adolescent learners in middle level (grades 6-8) or secondary (grades 9- 12). A lesson template will be provided or candidates may use a lesson plan template from their current teaching context, ensuring that all elements from the lesson template are addressed.

2. Lesson rationale: Candidates will write a 1-page rationale, justifying the lesson design. Candidates will (1) explain why/how the content and language/literacy learning goals support one another in a rigorous (grade-level appropriate) lesson that is anchored in VA SOLS, (2) explain choices/thinking around lesson content, learning activities, and scaffolds/supports, and (3) explain the way that embedded formative assessment(s) will support adolescent learners and the candidate in assessing learners' progress toward the content and language goals.

D. Disciplinary Literacy Inquiry Project. Candidates will complete an inquiry on methods of supporting students' comprehension in a particular content area. Using resources from class, and <u>a minimum of an additional 6 peer-reviewed articles</u>, candidates will develop an understanding of how to guide and deepen students' comprehension. A list will be provided with article choices, or candidates may locate their own articles. Candidates should check with the instructor if they would like to choose any of their own articles. Rubric provided on Blackboard

<u>The following questions should guide the inquiry</u>:
1. Why is it important to be literate in (insert content area)? What are the *specific skills, knowledge, and dispositions* of your discipline? How does this connect to the real-life literacy needs of adolescents?
2. What are the specific literacy challenges this 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 support students' literacy development in this content area? How do these methods and/or instructional strategies support student learning? What should be considered when designing lessons?

Candidates will present their learning by developing (1) an annotated bibliography and (2) a multi-media presentation:

1. <u>Annotated Bibliography</u>: Write your annotated bibliography according to the following guidelines.
    a. Provide correct APA (7th 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>Multimedia Presentation</u>: Candidates will portray key concepts from their research in an interesting, engaging multimedia presentation designed for an audience of teacher peers. Presentation software must be compatible with Blackboard. Candidates will narrate their presentations and include active audience engagement. The presentation will be uploaded via a Discussion Board link. Candidates are expected to view and share brief feedback around peers' presentations.

- **Grading**
  A = 95%-100%
  A- = 90%-94%
  B+ = 87%-89%
  B = 83%-86%
  B- = 80%-82%
  C = 70%-79%
  F = below 70%

Professional Dispositions
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	Readings	Due dates
Week 1: August 24th	What is important about literacy? Who is responsible for literacy instruction for adolescents?	Read the syllabus. Ch. 1, *Improving Adolescent Literacy* 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].	Complete all activities in weekly module by August 30th at 11:59 p.m.
Week 2: August 31st	What is the role of identity in literacy and learning?	Buehl, D. (2017). Mentoring students in disciplinary literacy. In Doug Buehl, *Developing readers in the academic disciplines* (pp. 1-22). Stenhouse. (located on e-reserves)	Complete all activities in weekly module by Sep. 6th at 11:59 p.m.
Week 3: Sept. 7th	How do we prepare students to learn?	Rance-Roney, J. (2010). Jump-starting language and schema for English-language learners: Teacher-composed digital jumpstarts for academic reading. *Journal of Adolescent & Adult Literacy, 3*(5), 386–395 https://doi.org/10.1598/JAAL.53.5.4 International Literacy Association. (2019). *Engagement and adolescent literacy* [Position statement and research brief].	Complete all activities in weekly module by Sept. 13th at 11:59 p.m.
Week 4: Sept. 14th	How can a teacher support comprehension of complex texts?	Ch. 2, *Improving Adolescent Literacy* Buehl, D. (2017). Teaching comprehension of complex disciplinary texts. In Doug Buehl, *Developing readers in the academic disciplines* (pp. 29-52). Stenhouse (located on e-reserves).	Complete all activities in weekly module by Sept. 20th at 11:59 p.m.
Week 5: Sept. 21st	How do we engage students in reading?	Buehl, D. (2017). Teaching comprehension of complex disciplinary texts. In Doug Buehl, *Developing readers in the academic disciplines* (pp. 52-73). Stenhouse (located on e-reserves).	Complete all activities in weekly module by

6

			Sept. 27th at 11:59 p.m.
Week 6: Sept. 28th	How do we model reading comprehension?	Fang, Z. (2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate.	Complete all activities in weekly module by October 4th at 11:59 p.m.
Week 7: Oct. 5th	How do we create robust vocabulary learning?	Ch. 3, *Improving Adolescent Literacy* 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 and Adult Literacy, 56*(2), 132–140. https://doi.org/10.1002/JAAL.00114	Complete all activities in weekly module by Oct. 11th at 11:59 p.m.
Week 8: Oct. 12th	How do we create interactive and guided learning experiences?	Ch. 7, *Improving Adolescent Literacy* AND Ch. 8, *Improving Adolescent Literacy*	Complete all activities in weekly module by Oct. 18th at 11:59 p.m.
Week 9: Oct. 19th	How do we use questioning strategies?	Ch. 5, *Improving Adolescent Literacy* Rawding, M.R., & Wills, T. (2012). Discourse: Simple Moves That Work. *Mathematics Teaching in the Middle School, 18*(1), 46–51. https://doi.org/10.5951/mathteacmiddscho.18.1.0046	Complete all activities in weekly module by Oct. 25th at 11:59 p.m.
Week 10: Oct. 26th	How do we use writing to learn?	Ch. 9, *Improving Adolescent Literacy* Article choice within module.	Complete all activities in weekly module by Nov. 1st at 11:59 p.m. .
Week 11: Nov. 2	How do we develop academic discourse?	Ch. 6, *Improving Adolescent Literacy* Chiaravalloti, L. (2010). "Wouldn't She Notice He Had Mud on His Shirt?": Scaffolding Meaningful Discussions. *Voices from the Middle, 18*(2), 16–.	Complete all activities in weekly by Nov. 8th at 11:59 p.m.

NOTE: Week 12-13 are a 2 -week cycle.

Week 12: Nov. 9th	Begin DLIP	Rainey, E.C., Maher, B. L., Coupland, D. Franchi, R., & Moji, E.B. (2018). But what does it look like? Illustrations of disciplinary literacy teaching in two content areas. *Journal of Adolescent & Adult Literacy*, *61*(4), 371-379.	Continue working on DLIP
Week 13: Nov. 16th	Continue DLIP	Continue to read choice articles.	Complete all activities in weekly by Nov. 22nd at 11:59 p.m. **DLIP due**
NOTE: Week 14-15 are a 2 -week cycle.			
Week 14: Nov. 23rd	How do we design instruction?	Wiggins, G., & Wilbur, D. (2015). How to Make Your Questions ESSENTIAL? *Educational Leadership*, *73*(1), 10–15.	Disciplinary Literacy lesson plan draft due to critical friend by Nov. 29th at 11:59 p.m.
Week 15: Nov. 30th	Continue lesson planning.	Continue to examine relevant resources to develop your lesson plan.	**Final Disciplinary Literacy lesson plan due** by Dec. 6th at 11:59 p.m.
Exam Week: Dec. 7th-13th		Complete course evaluations.	**Field experience critical reflection due** by Dec. 13th at 11:59p.m.

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 https://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/.