

George Mason University
College of Education and Human Development
Literacy Program

EDRD 631.6L1– Literacy Foundations and Instruction for Diverse Populations: Adolescence
through Adulthood
3 Credits, Spring 2021
Tuesdays – Hybrid, synchronous class meetings 5:00 p.m.- 7:10 p.m.

Faculty

Name: Jennifer Drake Patrick
Office Hours: By Appointment
Office Location: Thompson Hall, room 1501
Office Phone: 703. 993. 2166
Email Address: jdrakepa@gmu.edu

Prerequisites/Corequisites

Admission to a graduate program in literacy, or permission of the academic program coordinator.

University Catalog Course Description

Examines literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy development. Includes reading, writing, and oral communication.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a hybrid (2-75% online) format. 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, January 25th.

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:
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes. Synchronous class meetings run from 5:00 p.m.–7:10 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. Interpret major theories and empirical research that describes the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development.
2. Explain the evidence-based components of reading (e.g., vocabulary and comprehension), writing processes, writing skills (e.g., spelling, genre writing), and components of language (e.g., morphemic analysis) related to adolescent learners.
3. Identify instructional strategies and theories that address the needs of adolescent learners, including facilitating the acquisition of academic language.
4. Read and analyze the scholarship of the field.

Professional Standards (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.
- 1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.
- 1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.
- 4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.

Virginia Standards for Reading Specialist Programs addressed in this course:

- 2c. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects.
- 2f. Demonstrate the ability to teach students to identify the characteristics of, and apply critical thinking to, media messages and to facilitate their proficiency in using various forms of media to collaborate and communicate.
- 3b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships.
- 3c. Demonstrate expertise in strategies to increase vocabulary.
- 3e. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, inferencing, summarizing, clarifying, evaluating, and making connections.
- 3g. Demonstrate the ability to develop comprehension skills in all content areas.
- 3h. Demonstrate the ability to foster appreciation of a variety of literature.

- 3i. Understand the importance of promoting independent reading and reading strategically through a variety of means including by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels.
- 3j. Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.
- 5. Demonstrate expertise in their use of technology for both process and product as they work to guide students with reading, writing, and research.
- 6c. Demonstrate an understanding of the significance of cultural contexts upon language.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.
- 6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Required Texts

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

- One self-selected young adult novel from booklists provided.
- Additional readings will be made available on Blackboard and through GMU Library databases.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Performance Evaluation

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

- **Assignments and/or Examinations**
 - 1. **Course Engagement (15%)**

a. Synchronous Classes: Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities whether online or face-to-face. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers. Synchronous class meetings run from 5:00 p.m. – 7:10 p.m.

The following rubric will be used to assess synchronous class engagement:

Criteria for Evaluation	Outstanding	Good	Fair	Inadequate
Class Attendance	Missed no classes, arrived on time, and stayed until class ended.	Missed 1 class and/or arrived late or left early 2 times or less.	Missed 2 classes and/or arrived late or left early 3-5 times.	Missed more than 2 classes and consistently arrived late or left early.
Class participation	Well-prepared, actively participated in class and demonstrated an <u>in-depth</u> understanding of the content.	Prepared, actively participated in class and demonstrated a <u>basic</u> understanding of the content	Somewhat prepared, partially participated, and demonstrated a <u>partial</u> understanding of the content.	Not prepared, minimal participation, and demonstrated an <u>under-developed</u> understanding of the content.

b. Learning Modules: Throughout the semester, you will complete asynchronous online modules that involve an array of activities including recording your thoughts, reactions, connections, and questions related to assigned readings and content. **It is essential that you read all of the assigned material since this content will not be repeated in class.** All instructions for these assignments will be posted to Blackboard. For each asynchronous class session, all tasks and assignments must be completed by 11:59 p.m. on the date in the course schedule. Late work is not accepted.

Rubrics posted in Blackboard for each learning module.

2. Young Adult Novel Study (5%)

The purpose of this assignment is to expand understanding of how to effectively use young adult literature in the secondary classroom to create literate environments. This assignment has two components. You will choose and read a young adult book selected from one of the following lists (from the last 5 years): ALA Young Recommended Books for YA, YALSA Best of the Best, ALA Best Fiction, Outstanding Science Trade Books (NSTA), or Notable Social Studies Trade Books (NCSS). You develop slides to contribute to a class project. The slides will include the following information: (1) a picture of the book and brief author information, (2) bulleted summary of book, (3) critical evaluation & rationale for use, (4) thematic links & ideas for integrating into the secondary content curriculum. Rubric on Blackboard.

3. Article Discussion Leadership [ADL] (10%)

The purpose of this assignment is to dive deeply into a course topic and show an in-depth understanding of (1) how to analyze and interpret a research article, (2) how to summarize and disseminate research information to peers, and (3) how to engage in meaningful collaboration with peers.

You will work in teams of 3-4 to evaluate a peer-reviewed literacy research article. Articles must be selected from a list provide by the instructor. Your group will read, analyze, and discuss the article.

Next, your group will format a narrated digital presentation around the following aspects of the article: (a) author's purpose, (b) research methodology, (c) key points/concepts, (c) conclusions/findings, (d) implications for research & practice, (e) professional reflections & questions.

The digital presentation should be **6-7 minutes in length** and include both graphic and narrated content. It can take the form of a group video, a narrated deck of PowerPoint slides, a screencast, or any other digital medium the group chooses. It must be compatible with sharing via Blackboard. Rubric available on Blackboard.

4. Young Adult Interview (20%)

The purpose of this assignment is to gain an understanding of the motivation, engagement, and experiences of adolescent learners. You will conduct a comprehensive interview of an adolescent learner and write an analysis of your findings. Rubric available on Blackboard.

1. ***Interview an adolescent.*** You will conduct a comprehensive interview with a youth that is in 7th grade or above. You may not interview a relative. Questions should probe for greater understanding about the youth around the following three constructs: psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociocultural (preferred instructional context; funds of knowledge; culture); and linguistic (everyday language and/or second language development and its relationship to academic literacy and achievement) issues.
2. ***Write an analysis paper:*** Write a paper summarizing your interview findings. Look for themes and new understandings about this youth and explain how it connects to your understandings about adolescents and adolescent literacy. Include ***at least three*** relevant and timely sources.

5. Text Set (25%)

The purpose of this assignment is to learn how to develop a text set that could be used with adolescents in a secondary setting. You will **identify a disciplinary topic** (e.g., manifest destiny – history; biomes – science, etc.) that your youth could encounter in school. Next, you will **identify and analyze the related standards** to identify relevant topics and themes that would engage and interest adolescents. Then, you will **build a text set** that supports the content you want to teach and that you want students to learn.

You will collect ***at least 10 texts***. Sources should be no older than 15 years, unless historical or archival documents. Listed are the minimum requirements. You must include:

- at least one reading from the perspective of a person of nonwhite/European background
- at least one reading from the perspective of a woman
- two contemporary articles (from popular and/or content-specific magazines for adults or teens)
- one website
- one nonfiction book
- one young adult novel
- one comic book or graphic novel

Next, write a paper with the following components:

- a. **Introduction:** Provide an overview of your text set, including the standards addressed, your rationale for selecting the topic, and your justification for using this text set in a secondary setting. Use at least 2 relevant resources to support your ideas.
- b. **Annotations:** Provide a full bibliographic citation for each source using APA format; then briefly describe/summarize each source, explain how it fits into the larger context of the disciplinary topic and justify why you think it will appeal to adolescents.
- c. **Strategies for Teaching with the Sources:** Propose approaches and strategies you would use for engaging adolescents with the texts. Use strategies from your course texts or from other reputable published sources. Provide an explanation for how and why the strategy(ies) would be useful in supporting adolescents' understanding of the text(s) and how it supports them in reaching the standards. You should show evidence of being able to apply a variety of strategies across the sources, as well as meet the needs of a variety of learners. Use at least 2 relevant resources to support your ideas.

Finally, present the text-set in class. Develop a PowerPoint or similar technology presentation to share with peers that includes (1) the rationale for creating the text-set (2) an overview of the topic and resources, and (3) a review of the strategies you would recommend using with the text set. Presentation should be 5-7 minutes in length. At the end of the presentation, invite feedback and suggestions. You will share this before you turn in your final paper to get feedback.

Rubric available on Blackboard.

6. Final Exam: (25%)

There will be a final comprehensive exam. Material will come from assigned readings and class notes. The exam may include multiple choice, short answer, and/or essay questions.

Assignment Table

Assignment	Value	Due Date
Online Learning Modules	15%	As assigned.
Adolescent Interview	20%	February 23rd
Article Discussion Leadership	10%	March 30th
Young Adult Novel Study	5%	April 13th
Text Set	25%	Sharing- April 20th Paper-April 27th
Final Exam	25%	May 4th

- **Other Requirements**

Assignment Guidelines

All assignments and online tasks are due by 11:59 p.m. (or by class time if so noted) on the date listed in the class schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. **Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assignment for each day the assignment is late.**

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.)

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (<https://writingcenter.gmu.edu/>) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

Communication

Email is my preferred form of communication, so please **check your GMU email account daily**. I am always available via email, but allow a 24-hour response time for replies during the week, and 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again. The class schedule may need to be modified during the semester. If this occurs, notice of changes will be by announcements in class, by email, and/or by changes to this syllabus posted on Blackboard.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

<i>Grading Scale</i>	
<u>Grade</u>	<u>Range</u>
A	= 94 – 100%
A-	= 90 – 93%
B+	= 85 – 89%
B	= 80 – 84%
C	= 75 – 79%
F	= below 75%

Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

(*Sync. = meet synchronously; *Async.= activities completed asynchronously)

Class	Topics	Readings	Assignments
<u>Sync.</u> Meets online on 1.26. All sync. classes begin at 5:00 p.m. and end at 7:10 p.m.	What is adolescent literacy? Course introduction Syllabus review	Brozo, Chapter 1 (will read in class)	* ADL partners assigned.
<u>Sync.</u> Meets online on 2.2	What matters to adolescent learners?	Brozo, Chapter 2 Kirkland, D. E. (2011). Books like clothes: Engaging young black men with reading. <i>Journal of Adolescent & Adult Literacy</i> , 55(3), 199-208. Glenn, W. J., & Ginsberg, R. (2016). Resisting readers' identity (re)construction across English and young adult literature course contexts. <i>Research in the Teaching of English</i> , 51(1), 84-105.	
<u>Module 1</u> (2 weeks) Async: 2.3-2.16	How is literacy specialized in content area texts?	Brozo, Chapter 3 Buehl, D. (2017). Teaching comprehension of complex texts. In Doug Buehl, <i>Developing readers in the academic disciplines</i> (pp. 29-73). Portland, Me: Stenhouse (located on e-reserves). International Literacy Association. (2015). <i>Collaborating for success: The vital role of content teachers in developing disciplinary literacy with students in grades 6–12</i> . Newark, DE: Author. International Literacy Association. (2017). <i>Content area and disciplinary literacy: Strategies and frameworks</i> [Literacy leadership brief]. Newark, DE: Author.	Critical friend meeting. Complete all activities in module by 11:59 pm on 2.15.

<u>Sync.</u> Meets online on 2.23	How do we encourage literacy growth and disciplinary learning?	Brozo, Chapter 4 Brozo, Chapter 5 International Literacy Association. (2019). <i>Engagement and adolescent literacy</i> [Position statement and research brief]. Newark, DE: Author.	Adolescent Interview DUE. Select young adult novel.
<u>Sync.</u> Meets online on 3.2	How can we use multiple sources to support adolescents' literacy growth?	Brozo, Chapter 8 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.	
Module 2: (2 weeks) <u>Async.</u> 3.3-3.16	How do we select and evaluate texts to support adolescents' literacy growth?	Brozo, Chapter 9 Elish-Piper, L., Wold, L. S., & Schwingendorf, K. (2014). Scaffolding high school students' reading of complex texts using linked text sets. <i>Journal of Adolescent & Adult Literacy</i> , 57(7), 565-574.	Critical friend meeting. Complete all activities in module by 11:59 pm on 5.15.
<u>Sync.</u> Meets online on 3.23	How do we support adolescents' academic vocabulary growth?	Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a word? Using content vocabulary to generate growth in general academic vocabulary knowledge. <i>Journal of Adolescent and Adult Literacy</i> , 56(2), 132–140. Hendrix, R. A., & Griffin, R. A. (2017). Developing Enhanced Morphological Awareness in Adolescent Learners. <i>Journal of Adolescent & Adult Literacy</i> , 61(1), 55–63. Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. <i>Reading Research Quarterly</i> , 47(1), 91–108.	
Module 3: (2 weeks) <u>Async.</u>	How do we design and deliver robust vocabulary &	Brozo, Chapter 6 Brozo, Chapter 7	ADL's due on 3.30

3.24-4.6	writing instruction?		Critical friend meeting. Complete all activities in module by 11:59 pm on 4.5.
<u>Sync.</u> Meets online on 4.13	How do we differentiate for adolescent learners?	Jang, B. G., Henretty, D., & Waymouth, H. (2018). A Pentagonal Pyramid Model for Differentiation in Literacy Instruction Across the Disciplines. <i>Journal of Adolescent & Adult Literacy</i> , 62(1), 45–53. https://doi-org.mutex.gmu.edu/10.1002/jaal.757	Young Adult Novel Study DUE
<u>Sync.</u> Meets online on 4.20	What do we need to understand about digital literacies?	Hagood, M. C. (2017). Risks, rewards, and responsibilities of using new literacies in middle grades. <i>Voices from the Middle</i> , 25(1), 64–70. Rowell, J., Morrell, E., & Alvermann, D. E. (2017). Confronting the Digital Divide: Debunking Brave New World Discourses. <i>Reading Teacher</i> , 71(2), 157–165. https://doi-org.mutex.gmu.edu/10.1002/trtr.1603	Text Set Sharing DUE
Module 4: (1 week) <u>Async.</u> 4/21-4/27	How do we support teachers who work with adolescents? Course evaluations	Moje, E. (2016). Extended—and Extending—Literacies. <i>Journal of Education.</i> , 196(3), 27–34.	Text Set Paper DUE 4.27
	Final Exam		Completed by 11:59 pm on May 4th.

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

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/>.