

George Mason University
College of Education and Human Development
Literacy Program

EDRD 619.DL2 – Literacy in the Content Areas
EDRD 619.DL3 – Literacy in the Content Areas
3 Credits, Spring 2021
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 January 25.

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 Mondays and finish on Sundays at 11:59 pm.**
- 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.

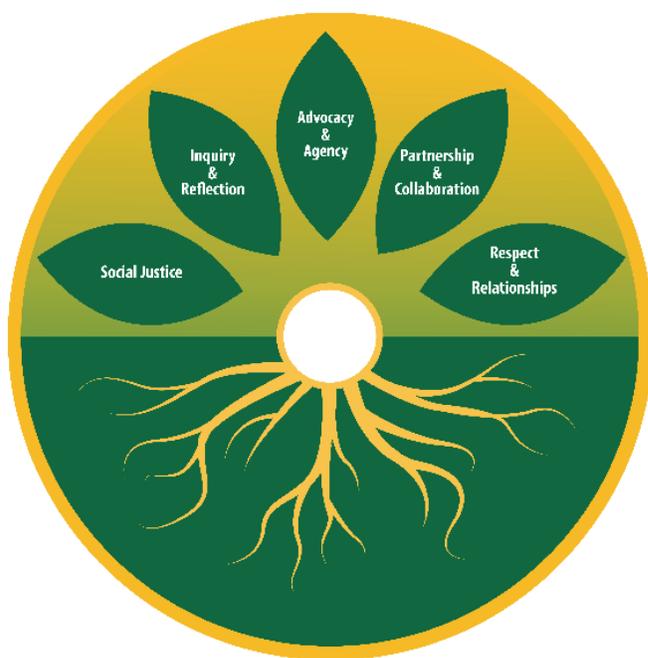
- **Accommodations:**

Online learners who require effective accommodations to insure 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.



SEED
SECONDARY EDUCATION

Professional Standards

Not Applicable

Required Texts

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

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 |
|---|-------------|-----------|
| Course Learning Modules | 45% | Weekly |
| Clinical Experience Critical Reflection | 15% | May 5 |
| Disciplinary Lesson Plan | 20% | April 26 |
| Disciplinary Literacy Inquiry Project | 20% | Module 10 |

A. Course Learning Modules (45%): Each week, candidates are expected to complete a series of activities to show evidence of understanding course objectives. Point values vary by week, and are detailed in each module.

Candidates' work should reflect learning from readings, videos, and any other online content posted within the **Course Learning Modules**. Thorough preparation and reflection is expected.

Participatory activities will vary including, but not limited to engaging in online discussions, sharing and providing feedback on peers' work, reflecting through journals and blogs, and/or creating multi-media responses and projects. A variety of online tools and platforms will be used to facilitate activities.

Rubrics provided on Blackboard.

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

B. Clinical Experience Critical Reflection (15%): 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 (20%): Candidates will design, justify, 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).

Candidates will complete the following:

1. Lesson design: Candidates will design a lesson plan that engages students in reading a content area text. The lesson may 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. A folder in Blackboard will be provided with lesson planning materials.
2. Lesson rationale or think-aloud: Candidates will write a brief rationale or develop a think-aloud, 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 (20%): Candidates will complete an inquiry on methods of supporting students' comprehension in a particular content area. Using resources from class, and a **minimum** of an additional 6 peer-reviewed articles, 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.

The following questions should guide the inquiry:

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. Annotated Bibliography: Develop your critical annotated bibliography according to the APA (7th ed.) guidelines. Annotations for each article should include:
 - a. a brief **summary** of the article that states its central focus and/or topic, and describes the authors' ideas.

- b. an **analysis** of its contribution to the conversation—how does it fit into the larger context of the discussion about your topic?
 - c. an **evaluation** of the utility of the ideas presented.
2. Multimedia Presentation: Candidates will portray key concepts from their research in an interesting, engaging multimedia presentation designed for an audience of teacher peers between 12-15 minutes in length. **Presentation software must be compatible with Blackboard.** Candidates will narrate their presentations and include active audience engagement. The presentation will be uploaded and shared with classmates and the instructor. 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 | Assignment |
|--|---|--|---|
| Module 1: January 25-31 | What is important about literacy? Who is responsible for literacy instruction for adolescents? | Read the syllabus Ch. 1, <i>Improving Adolescent Literacy</i> 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. |
| Module 2: February 1-7 | What is the role of identity in literacy and learning? | Buehl, D. (2017). Mentoring students in disciplinary literacy. In Doug Buehl, <i>Developing readers in the academic disciplines</i> (pp. 1-22). Stenhouse. (located on e-reserves) International Literacy Association. (2019). <i>Engagement and adolescent literacy</i> [Position statement and research brief]. | Complete all activities in weekly module. |

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| <p>Module 3: February 8-14</p> | <p>What is comprehension? How do we analyze texts to use in our lessons?</p> | <p>Buehl, D. (2017). Teaching comprehension of complex disciplinary texts. In Doug Buehl, <i>Developing readers in the academic disciplines</i> (pp. 29-73). Stenhouse (located on e-reserves).</p> <p>Fang, Z. (2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. <i>Journal of Adolescent & Adult Literacy</i>, v51 n6 476-487. https://doi.org/10.1598/JAAL.51.6.4</p> | <p>Complete all activities in weekly module.</p> |
| <p>Module 4: February 15-21</p> | <p>How do we prepare students to read?</p> | <p>Ch. 2, <i>Improving Adolescent Literacy</i></p> <p>Rance-Roney, J. (2010). Jump-starting language and schema for English-language learners: Teacher-composed digital jumpstarts for academic reading. <i>Journal of Adolescent & Adult Literacy</i>, 3(5), 386–395 https://doi.org/10.1598/JAAL.53.5.4</p> | <p>Complete all activities in weekly module.</p> |
| <p>Module 5: February 22-28</p> | <p>How do we create robust vocabulary learning?</p> | <p>Ch. 3, <i>Improving Adolescent Literacy</i></p> <p>Flanigan, K., & Greenwood, S. (2007). Effective Content Vocabulary Instruction in the Middle: Matching Students, Purposes, Words, and Strategies. <i>Journal of Adolescent & Adult Literacy</i>, 51(3), 226–238. https://doi.org/10.1598/JAAL.51.3.3</p> <p>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. https://doi.org/10.1002/JAAL.00114</p> | <p>Complete all activities in weekly module.</p> |
| <p>Module 6: March 1-7</p> | <p>How do we support students’ comprehension?</p> | <p>Chapter 4, <i>Improving Adolescent Literacy</i></p> <p>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. <i>Journal of Adolescent & Adult Literacy</i>, 61(4), 371-379.</p> | <p>Complete all activities in weekly module.</p> |

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| Module 7: March 8-14 | How do we create interactive and guided learning experiences? | Ch. 7, <i>Improving Adolescent Literacy</i> Ch. 8, <i>Improving Adolescent Literacy</i> | Complete all activities in weekly module. |
| Module 8: March 15-21 | How do we use questioning strategies? How do we develop academic discourse? | Ch. 5, <i>Improving Adolescent Literacy</i> Ch. 6, <i>Improving Adolescent Literacy</i> Chiaravalloti, L. (2010). "Wouldn't She Notice He Had Mud on His Shirt?": Scaffolding Meaningful Discussions. <i>Voices from the Middle</i> , 18(2), 16–25. Rawding, M.R., & Wills, T. (2012). Discourse: Simple Moves That Work. <i>Mathematics Teaching in the Middle School</i> , 18(1), 46–51. https://doi.org/10.5951/mathteacmidscho.18.1.0046 | Complete all activities in weekly module. |
| Module 9: March 22-28 | How do we use writing to learn? | Ch. 9, <i>Improving Adolescent Literacy</i> | Complete all activities in weekly module. |
| Module 10: March 29 - April 11 This is a two-week module | Complete DLIP | Self-selected articles. | Complete all activities in weekly module. DLIP due. |
| Module 11: April 12-25 This is a two-week module | How do we design instruction? | Wiggins, G., & Wilbur, D. (2015). How to Make Your Questions ESSENTIAL? <i>Educational Leadership</i> , 73(1), 10–15. | Final Disciplinary Literacy lesson plan due April 26th. |
| Exam Week | Wrap Up | Complete course evaluations | Field experience critical reflection due no later than May 5. |

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/>.