

George Mason University
College of Education and Human Development
Literacy Program

EDRD 631.001– Literacy Foundations and Instruction for Diverse Populations: Adolescence
through Adulthood
3 Credits, Summer 2022
Asynchronous

Faculty

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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 an asynchronous 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, May 17th.

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 Monday May 23rd as indicated on the Schedule of Classes. Asynchronous weeks will run from Monday- Monday with all assignments being due by noon on Mondays.
- 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).

1. **Course Learning Modules (15%):** 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 noon (12:00 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 will 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] (15%):

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 to evaluate 2 peer-reviewed literacy research articles. Articles must be selected from a list provided by the instructor. Your group will read, analyze, and discuss the articles.

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 **no more than 10 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 (15%)

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 (30%)

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** related texts for your text set. Sources should be no older than 15 years, unless historical or archival documents. The goal is to create a text set that is diverse in authorship, format, genres, complexity, & viewpoints.

Next, you will compose 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. Discuss your process of selecting texts and your considerations for inclusion.
- 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 a plan for how you would implement the use of this text set with the intended grade level. Describe approaches and strategies you would use for engaging adolescents with the text set. Use ideas from your course texts or from other reputable published sources to develop your plan. Provide an explanation for **how and why** the strategy(ies) would be useful in supporting adolescents' understanding of the text(s) and achieving 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.

Rubric available on Blackboard.

6. Final Exam: (20%)

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	15%	June 13 th

Article Discussion Leadership	15%	June 27 th
Young Adult Novel Study	5%	July 15 th
Text Set	30%	July 18 th
Final Exam	20%	July 19 th

- **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) log in to Blackboard, (b) click the Organizations tab in the main menu, 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**

Grade	Range
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

Class	Topics	Readings	Assignments/Tasks
Module 1: May 23rd-May 30th	Who are adolescent learners?	Brozo, Chapter 1 & 2 Chantal, F. (2021) Expectations, Relevance, and Relationships: Striving toward Ideals for Adolescent Literacy Instruction in an Urban Secondary School, <i>Reading & Writing Quarterly</i> , 37(5), 462-478. Frankel, K. K., Ward, A. E., Fields, S. S., & Brooks, M. D. (2019). Leveraging Adolescents' Agency, Engagement, and Comprehension-Focused Reading. <i>Journal of Adolescent & Adult Literacy</i> , 63(2), 224–228. https://doi-org.mutex.gmu.edu/10.1002/jaal.990	Meet with ADL team and submit article choices. Make a plan to interview an adolescent.
Module 2: May 30 th – June 6th	How do we support adolescents' comprehension?	Brozo, Chapter 3 & 5 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). 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. Ortlieb, E., Majors, Y., & Susan L. & Groenke, S. (2017). "I Had No Idea He Was a Reader!":	

		<p>Learning from Beginning English Teachers' Implementation of the Adolescent Motivation to Read Profile Survey. <i>Journal of Adolescent & Adult Literacy</i>, 60(6), 701–704. https://doi.org/10.1002/jaal.632</p> <p>Pitcher, S., Albright, L. K., DeLaney, C. J., Walker, N. T., Seunarinesingh, K., Mogge, S., Headley, K. N., Ridgeway, V. G., Peck, S., Hunt, R., & Dunston, P. J. (2007). Assessing Adolescents' Motivation to Read. <i>Journal of Adolescent & Adult Literacy</i>, 50(5), 378–396. https://doi.org/10.1598/JAAL.50.5.5</p>	
<p>Module 3: June 6th- June 13th</p>	<p>How do we encourage literacy growth and disciplinary learning?</p>	<p>Brozo, Chapter 8</p> <p>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.</p> <p>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.</p>	<p>Adolescent Interview due June 13th</p>
<p>Module 4: June 13th – June 20th</p>	<p>How do we support adolescents' strategy knowledge?</p>	<p>Brozo, Chapter 4 & 9</p> <p>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</p>	<p>Text set proposal</p>
<p>Module 5: June 20th – June 27th</p>	<p>How do we support adolescents' academic vocabulary growth?</p>	<p>Brozo, Chapter 6</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.</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.</p>	<p>ADL due June 27th</p>

<p>Module 6: June 27th- July 5th</p>	<p>How do we support adolescents' writing growth?</p>	<p>Brozo, Chapter 7</p> <p>Park, J., & Fang, Z. (2021). Voice in adolescents' informational writing. <i>Literacy</i>, 55(3), 191–200. https://doi-org.mutex.gmu.edu/10.1111/lit.12244</p> <p>Choice article(s) in module.</p>	<p>YA Novel due July 5th</p>
<p>Module 7: July 4th- July 11th</p>	<p>How do we support adolescents' word knowledge?</p>	<p>Crosson, A. C., McKeown, M. G., Lei, P., Zhao, H., Li, X., Patrick, K., Brown, K., & Shen, Y. (2021). Morphological analysis skill and academic vocabulary knowledge are malleable through intervention and may contribute to reading comprehension for multilingual adolescents. <i>Journal of Research in Reading</i>, 44(1), 154–174. https://doi-org.mutex.gmu.edu/10.1111/1467-9817.12323</p> <p>Hendrix, R. & Griffin, R. (2017). Developing Enhanced Morphological Awareness in Adolescent Learners. <i>Journal of Adolescent & Adult Literacy</i>, 61(1), 55–63. https://doi.org/10.1002/jaal.642</p>	<p>Text Set Annotations</p>
<p>Module 8: July 11th - July 18th.</p>	<p>How do we support teachers who work with adolescents?</p> <p>Course evaluations</p>	<p>Hinchman, K., & O'Brien, D. (2019). Disciplinary Literacy: From Infusion to Hybridity. <i>Journal of Literacy Research</i>, 51(4), 525–536. https://doi.org/10.1177/1086296X19876986</p> <p>Moje, E. & Ellison, T. (2016). Extended—and Extending—Literacies. <i>Journal of Education</i>., 196(3), 27–34. https://doi.org/10.1177/002205741619600305</p>	<p>Text Sets due July 18th.</p>
	<p>Final Exam</p>		<p>Completed by 11:59 pm on Tuesday July 19th.</p>

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.