

**George Mason University
Graduate School of Education**

EDRD 631 (3 credits)

***Advanced Literacy Foundations and Instruction,
Adolescence through Adulthood***

Prince William 10, Cohort, Fall 2010

Mondays, 4:30 – 7:20, Prince William Campus, Bull Run Hall 247

August 30 – December 6, 2010

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CATALOG DESCRIPTION

This course provides advanced study of literacy theory research, and practice as it relates to adolescents and adults. It addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Reading, writing, and oral communication are included. Prerequisite: EDRD 630 or permission of the program coordinator.

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master's degrees. The program is a *State Approved Program* and follows both the Virginia Department of Education requirements for reading specialist licensure and the International Reading Association's Standards for Reading Professionals (2003 Revision).

COURSE REQUIREMENTS AND EVALUATION

The following course requirements will be explained in detail during class meetings:

Assignment	Due Date	Point Value
Class Participation		20
Chapter Discussion Leadership (CDL)	TBD	20
Adolescent Interview	September 27	20
Gender Summary/Reflection	November 8	20
Book Talk	TBD	20
Motivational Strategy Activity	TBD	20
Final Paper	December 6	30
	TOTAL	150

Final grades are calculated as a percent of total points earned:

A	= 93% - 100%	150 – 140 pts.
A-	= 90% - 92%	139 - 135
B+	= 87% - 89%	134 - 130
B	= 80% - 86%	129 - 120
C	= 79% and lower	119 -

CLASS PARTICIPATION POLICY

To maximize the benefit of this interactive adolescent literacy course, students are expected to attend and participate actively in every class session. Attendance for book talk, chapter discussion leadership and strategy share sessions is especially critical. Attendance is all that is required to earn the full 20 points for class participation. For each session you are absent, 4 points will be deducted from your class participation grade. Attendance will be taken beginning on the second class session. The only exclusions are class cancellations by the university or the professor.

REQUIRED TEXTBOOKS AND READINGS

Hinchman, K. A. & Sheridan-Thomas, H. K. (2008). *Best practices in adolescent literacy instruction*. Guilford Press: New York.

Brozo, W. G. (2002). *To be a boy, to be a reader*. International Reading Association

Sprague, M. M. & Keeling, K. K. (2007). *Discovering their voices: engaging adolescent girls with young adult literature*. International Reading Association
The National Literacy Institutes' What Content-Area Teachers Should Know About Adolescent Literacy: <http://www.nifl.gov/adolescence/adolpubs.html>

Course Outcomes

The following Program Outcomes based on the International Reading Association “Elements” are taught and assessed in EDRD 631. (Elements 1.1-1.4 have been modified from the original to reflect course emphasis on older learners).

IRA #

- 1.1 Knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.
- 1.2 Knowledge of reading research and histories of reading.
- 1.3 Knowledge of language development variations related to culture and linguistic diversity.
- 1.4 Knowledge of the major components of reading (vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading
- 1.5 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.

The following additional GMU outcomes are taught in EDRD 631. These outcomes are assessed in a formative manner and serve to provide a foundation for knowledge related to IRA Elements that have performance assessments in future coursework.

1. Students will observe and describe adolescent learners' uses of literacy in school and non-school contexts.
2. Students will understand and explain strategies for teaching reading, writing, and oral communication in school settings for older learners.
3. Students will develop professional skills through participation in professional organizations, self-selection of professional materials, and participation in professional dialogue with colleagues.

General Information

Email Access

Students must have access to email and the Internet, either at home, work, or on the GMU campus. GMU provides students with free email accounts that must be accessed for information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing email.

GSE Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. Professional dispositions are expected of all members of the GSE community. Please go to <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

TENTATIVE AGENDA

Session 1, August 30

Course Introduction

Assignment Explanations
Adolescent Literacy & Youth Culture
Book Talk
Motivational Strategy

Session 2, September 13

Principled-Based Practices of Adolescent Literacy

*Read: Chapter 19 and What Content-Area Teachers
Should Know About Adolescent Literacy*

Session 3, September 20

Student Motivation

Read Chapters 1 and 5
Motivational Strategy(2)
Book Talk(2)

Session 4, September 27

Language Development

Read Chapter 3
CDL Chapter 2
Due: Adolescent Interview
Motivational Strategy(2)
Book Talk(2)

Session 5, October 4

Word Knowledge

Read Chapter 13
CDL Chapter 6
Motivational Strategy(2)
Book Talk(2)

Session 6, October 12

Comprehension

Read Chapter 7
CDL Chapter 11
Motivational Strategy(2)
Book Talk(2)

Session 7, October 18

Multiple Text

Read Chapter 9
CDL Chapter 8
Motivational Strategy(2)
Book Talk(2)

Session 8, October 25	Assessment <i>Read Chapter 17</i> Due: Part 1: Student Interviews Book Talk(2)
Session 9, November 1	Using Technology CDL Chapter 4 Motivational Strategy(2) Book Talk (2)
Session 10, November 8	Working with Diverse Adolescents <i>Read: Chapter 14</i> <i>CLD Chapter 15</i> Due: Summary Reflections on Gender Book Talk (2)
Session 11, November 15	Adolescent Boys Read: Brozo Book Book Talk (3) Share Interviews/Collections
Session 12, November 22	To Be Determined
Session 13, November 29	Adolescent Girls Read: Sprague and Keeling Book Book Talk (3) Share Interviews/Collections
Session 14, December 6	Share Interviews/Collections Make-Up Work Due: Part 1 and 2 Due Evaluations

ASSIGNMENTS

CHAPTER DISCUSSION LEADERSHIP

Assignment

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the research and readings in the course pack for your peers.

Completion Procedures

1. Find 2 other classmates to work as a team on the CDL assignment.
2. Identify a chapter in the text to lead discussion. There will be no overlap.
3. Read, analyze, and format its presentation around the following aspects of the chapter:
 - Purpose of the chapter
 - main points
 - relevance research
 - conclusions
 - implications for research and practice
 - personal responses and reactions
4. Discussants should also devise ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended. Utilize the activities and discussions at the end of the chapter.
5. PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.
6. Chapter discussion leaders should plan 30 minutes for their article discussions.

Evaluation

Chapter discussants will be given a grade based on (a) how well they planned and coordinated the presentation and discussion of the chapter; (b) how succinctly and understandably key information from the chapter was presented; and (c) the extent to which the discussants used engaging techniques for bringing all students into critical conversation about the chapter.

ADOLESCENT INTERVIEW AND TEXT COLLECTION

Part 1: Adolescent Interview Procedures

1. Identify an adolescent or pre-adolescent to interview. Preferably, this would be a youth-of-color and/or an English language learner. The youth may be a student from your own middle or secondary class or school, or someone from your neighborhood, a relation, etc. (Be sure to gain parental permission, if necessary.)
2. Conduct an interview of the youth using the following guidelines and protocol:
 - * Psychological/Motivational
Outside-of-school interests; reading and writing interests; skills and strategies; literate identity
 - * Sociological
Preferred instructional context; funds of knowledge; culture
 - * Linguistic
Language development issues

Required Interview Questions

- What kind of reading do you do outside of school? (name books, magazines, favorite authors, etc.)
- What kinds of things do you do outside of school? What do you like to do the most? (specific activities as glimpses into out-of-school literacies and/or print experiences)
- How would you characterize yourself as a reader? (self-description of ability and attitude and literate identity)
- What skills and strategies do you use when you read? (particularly relevant for school-based reading)
- What kinds of opportunities have you had or do you have at home for reading? (gets at home and cultural values of reading and literacy)
- Do your parents like to read? (Describe)
- Do you go to the library and bookstores? (Describe)
- What do you like the most and/or least about reading in school? (instructional/social context of school)
- How could school reading be made more enjoyable to you? (instructional/social context of school)
- What opportunities and experiences have you had and do you have for learning English? (relevant to English language learners)
- How do you think your ability with English influences your ability to read English? (gets at identity and metalinguistic awareness)
- (Other relevant questions at your discretion)

Part 2: Content Alternative Test Collection

This assignment is designed to: (a) help you discover the importance of multiple perspectives on subject area topics; (b) incorporate livelier texts into content area teaching; and (3) identifying a motivational strategy to teach content area subject.

Completion Procedures

1. Identify a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.) you are likely to teach in your classroom in the coming weeks/months.
2. Collect the following reading pieces related to your topic that will likely be of high interest to the student you interviewed. Listed are the minimums and categories may overlap. If you find other pieces you would like to include you are welcome to do so; however, your collection must have:
 - * At least one reading from the perspective of a person of non-white-European Background
 - * At least one reading from the perspective of an English language learner or Nonstandard English speaker
 - * At least one reading from the perspective of a woman
 - * Two magazine articles (from popular magazines for adults or teens)
 - * Two newspaper articles
 - * Two Web sites
 - * One nonfiction book
 - * One young adult novel
 - * One comic book or graphic novel
3. Identify a motivational strategy that could be used to engage the student you interviewed in learning the disciplinary topic identified.
4. Write a short paper (8 or more double-spaced pages) with the following components/subheadings:
 - A. ***Interview Subject and Context*** (1/2 page) Provide the first name or a pseudonym of the student you interviewed. Explain why the student was chosen for your interview. Include the date and time of the interview and where it took place.
 - B. ***Summarize Interview Findings*** (2 pages) Summarize the student's responses to the interview questions.
 - C. ***Citations, Annotations & Rationales*** (4or more pages) – provide a full bibliographic citation for each source using APA format; briefly describe each source and its connection to the disciplinary topic and why you think it will appeal to adolescents. *Sources should not be older than ten years.*
 - D. ***Strategies for Teaching with the Sources*** (1 page)– propose some approaches and strategies you would use for engaging your student with these alternative texts as opposed to simply assigning them. Be sure your strategy suggestions are

applied specifically to the source content. Also this should also be tied to your motivational strategy and to your book talk.

- E. **Motivational Strategy for Teaching the Disciplinary Topic Identified** (1 page)– write a brief description of the motivational strategy identified and how it will be used to teach the disciplinary topic identified to your student. In addition include a justify of the strategies use based on current research and how it will be used to engage any adolescents.
- F. **Reflection** (1/2 to 1 page). Reflect upon the interview, the collection and the strategies.
- G. **Reference**. Reference research that support strategies used in D and E.

- 5. Share 2-3 pieces of your collection and present the motivational strategy to the class in a 15-20 minute presentation.

Evaluation This assignment will be evaluated based on (a) the appropriateness of the alternative texts to the disciplinary topic; (b) the succinctness of the annotations; (c) the relevance of the teaching suggestions; and (d) overall clarity and editing.

BOOK TALK

This assignment requires you to select the young adult book you find for your Alternative Content Area Texts Collection, read it, and present it to the class in a brief, exciting book talk. It is also meant to give you experience providing a demonstration activity for your colleagues. *The professor will provide models of book talks in class.*

- 1. Read the book and prepare a 5-7 minute book talk based on the features of quality book talks observed and discussed in class:
 - An attention-grabbing introduction
 - Broad stroke information about the book
 - Contextual information about a scene to be excerpted
 - An exciting excerpt read aloud
 - A conclusion that leaves listeners eager to learn more

Requirements and Cautions

- Do not say too much about the book (A book talk is not a book report)
- Do not provide a synopsis of the book!
- Do not base your talk around the climax of the story!
- Rehearse by timing yourself to keep the talk within the 5-7 minute timeframe. You may be asked to immediately conclude your talk at the 7 minute mark
- Repeat author and title as often as possible
- Show enthusiasm
- Use an effective oral reading voice

- Use appropriate simple gestures
- Make frequent eye-contact throughout the room
- Take your talk to your listeners by moving around the room
- Do not use notes or scripts. Your talk must be rehearsed and planned, so that it appears natural and spontaneous.

Evaluation

The book talk will be evaluated based on how well it conforms to the guidelines above.

MOTIVATIONAL STRATEGY

The purpose of this assignment is to provide you the opportunity to design a reading and learning strategy that would be motivating for the youth you interviewed. It is also meant to give you experience providing lesson demonstrations for your colleagues. The assignment requires you to (a) take the class through a short demonstration of the strategy activity, and (b) hand in a written narrative with supporting material.

Completion Procedures

1. Find 2 other classmates to work as a team on the motivational strategy.
2. Identify a content area topic from a typical middle/high school classroom (e.g., science – photosynthesis; history – the Holocaust; etc.) that the youth you interviewed is likely to encounter.
3. Reflecting on the youth, craft a readiness to learn strategy for the topic that you think would be motivating to her/him. Motivation strategies allow a tremendous variety of creative options because they're activities that do not necessarily assume a great deal of prior knowledge for the topic.
4. Prepare a 10 – 12 minute strategy activity for the class. Be sure your classmates are actually “doing” the strategy. You are not simply describing it. Allow the class to simulate the experience of engaging in the strategy. Make necessary handouts and/or other appropriate material.
5. Write a brief (2 page, double spaced) description of the strategy and how it would be taught in a content classroom that included the youth you interviewed. Use first-person narrative. Begin by describing where and with whom the strategy would be used and why it would be motivating to the youth. Next, describe sequentially how the strategy would be taught from start to finish.
6. At the end of your strategy demonstration, be prepared to take questions from your peers

7. Hand in to me a complete set of materials including the two page description of the strategy and all supporting documents (e.g., visual examples, “sample” student work, any other materials used in the share)

Evaluation

The Strategy Activity will be evaluated based on how well you followed the above directions. Critical in the evaluation will be (a) how engaging and interesting you made your strategy demonstration; (b) how clearly you describe the teaching of the motivational readiness strategy; (c) the soundness of your rationale for using the strategy with the youth you interviewed; (d) overall clarity and editing.

SUMMARY/REFLECTION ON GENDER

Write a 2-4 page reflection on Brozo/Sprague & Keeling books which focus on the literacy development of male and female adolescents. Reflections should begin with a very brief description of each book, followed by how the books are similar, how they differ, and your reflection on each book, how the information provided can be used in your teaching practice, and your overall impressions of the books and their content. Plan to discuss in class.