

**George Mason University
Graduate School of Education**

EDRD 631-001 (3 credits)
*Advanced Literacy Foundations and Instruction,
Adolescence through Adulthood*
Fairfax 2010 Cohort, Spring 2011
Mondays, 4:30-7:10, Krug Hall 7

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Hours: by appointment

CATALOG DESCRIPTION

Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication. 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
Quizzes		25
Article Discussion Leadership		25
Term Project		
Adolescent Interview		25
Content Area Alternative Texts Collection		25
Book Talk		25
Motivational Literacy Strategy Demonstration		25
	TOTAL	150

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

A	= 93% - 100%	150 – 139 pts.
A-	= 90% - 92%	138 - 135
B+	= 87% - 89%	134 - 129
B	= 80% - 86%	128 - 120
C	= 79% and lower	119 -

QUIZZES

Short quizzes will be given periodically in class throughout the semester. Content for the quizzes will come from required chapter and ADL article readings. Quizzes will be unannounced, but students may use their textbooks and ADL articles to answer the questions. It is imperative, therefore, that all students read required chapters and articles and bring their textbook and other readings to each session.

REQUIRED TEXTBOOK/READINGS

Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Students are expected to read all articles in preparation for Article Discussion Leadership

PERFORMANCE-BASED ASSESSMENTS (PBAs)

PBAs provide critical indicators of students' competencies in literacy. Performance on PBAs offer faculty essential information about the extent to which course and program goals have been met, and yield data on the connection between student learning experiences and required program standards for our accrediting and approval associations (NCATE & IRA). An International Reading Association approved program is the gold standard for students intending to become a reading specialist.

There are two PBAs in EDRD 631: (1) the Adolescent Interview, and (2) the Content Area Alternative Text Collection. In order to document performance on these standards, you will be required to upload assignments to the TaskStream database. A tutorial will be provided for those students unfamiliar with this process.

VERY IMPORTANT NOTE: FINAL GRADES WILL NOT BE SUBMITTED UNTIL STUDENTS HAVE UPLOADED THEIR PBA ASSIGNMENTS.

COURSE OBJECTIVES

As a result of this course, students will be able to:

1. Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users (**Virginia Standard 2c**).
2. Demonstrate understanding of a range of word attack and word learning strategies including morphological analysis, affixes and roots, inflections, definitional and contextual approaches (**Virginia Standard 3b**)
3. Demonstrate understanding of and design appropriate strategies for developing reading comprehension of content text through meaning making processes such as predicting, questioning, summarizing, and clarifying (**Virginia Standard 3e,g**)
4. Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning (**Virginia Standard 3h**).
5. Promote independent reading through book talks (**Virginia Standard 3i**)
6. Demonstrate an understanding of varying degrees of learning disabilities (**Virginia Standard 6d**).

COURSE OUTCOMES

The following Program Outcomes based on the International Reading Association “Elements” are taught and assessed in EDRD 631.

IRA

- 1.1 Knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.
are integrated in fluent reading
- 4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural 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 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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks)

intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

ARTICLE DISCUSSION LEADERSHIP

Assignment

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

Completion Procedures

1. Find a classmate to work as a team on the ADL assignment.
2. Identify one article over which to lead discussion. The article should be taken from the list of additional course readings or from journals that focus on middle and high school students and must have a literacy connection. The best journals to review for this assignment are:
 - Journal of Adolescent & Adult Literacy*
 - English Journal*
 - Voices from the Middle*
 - Journals in social studies, science, math (articles with literacy focus)
2. Make the article available to the class at least one week in advance of your scheduled ADL (digital link, pdf file, scanned copy, or hard copy)
3. Read, analyze, and format the presentation around the following aspects of the Article (*This portion of the ADL should comprise about 10 minutes.*):
 - purpose
 - main points
 - type of research and methodology, if relevant
 - 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 (*This portion of the ADL should comprise about 20 minutes.*).
5. PowerPoint slides, overheads, and/or handouts should accompany the article presentation and discussion.
6. Article discussion leader should plan 30 minutes for the article discussion.

Evaluation Each article discussant will be given a grade based on (a) effective planning and coordinating of the presentation and discussion of the article; (b) how succinctly and understandably key information from the article was presented; and (c) the extent to which the discussant used engaging techniques for bringing all students into critical conversation about the article.

TERM PROJECT

Assignment

The purpose of this assignment is to provide you the opportunity to demonstrate your understanding of key course concepts and practices within the conduct of and report on an integrated semester-long project. Several important theoretical and practical aspects of the course are embedded in this assignment, which is comprised of four main parts: (1) Adolescent Interview; (2) Content Area Alternative Texts Collection; (3) Book Talk; and (4) Motivational-Readiness Strategy Activity. While the four parts are closely interrelated, each part will be completed and graded separately.

Part 1 Adolescent Interview - Completion Procedures

1. Identify an adolescent or pre-adolescent to interview. Preferably, this would be an English language learner, struggling reader, an ethnic minority student. The youth may be a student from your intermediate, middle, or secondary class or school, or someone from your neighborhood, a relation, etc.
2. Conduct an interview of the student 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

1. What kind of reading do you do outside of school? (name books, magazines, favorite authors, etc.)
2. 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)
3. How would you characterize yourself as a reader? (self-description of ability and attitude and literate identity)
4. What skills and strategies do you use when you read? (particularly relevant for school-based reading)
5. 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)
6. Do your parents like to read? (Describe)

7. Do you go to the library and bookstores? (Describe)
8. What do you like the most and/or least about reading in school? (instructional/social context of school)
9. How could school reading be made more enjoyable to you? (instructional/social context of school)
10. What opportunities and experiences have you had and do you have for learning English? (relevant to English language learners)
11. How do you think your ability with English influences your ability to read English? (gets at identity and metalinguistic awareness)
12. (Other relevant questions at your discretion)

3. Write a brief report (5 double-spaced pages) to be organized around the following subheadings and to include the following content:

Interview Subject and Context (1/2 page)

Provide the first name or a pseudonym of the youth. Explain why the youth was chosen for your interview. Include the date and time of the interview and where it took place.

Interview Findings (2 - 3 pages)

Summarize the youth's responses to the interview questions by clustering them around the three constructs of concern: psychological/motivational, sociological, and linguistic.

Connections to the Literature (1 ½ - 2 pages)

Briefly describe what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and linguistic perspective. *Use these as subheads.* Include at least six sources, two for each construct. Sources may come from any of the available readings and references in the class.

Bibliography

Accurately cite each reference to the professional literature using APA format.

Evaluation

The interview report will be evaluated based on (a) evidence of a thorough interview; (b) succinct and intelligent summary of interview responses; (c) appropriate discussion of and references to the professional literature; and (d) overall clarity and editing.

Part 2 Content Area Alternative Texts Collection - Completion Procedures

This part of the term project should be based on your adolescent interview. It is designed to: (a) help you discover the importance of multiple perspectives on subject area topics; and (b) incorporate livelier texts into content area teaching with more connections to current events and the larger world.

1. Reflect on the discoveries you made about the youth you interviewed in terms of her/his interests, ability, etc.
2. Identify a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.) your youth is likely to encounter in school.
3. Collect the following reading pieces related to your topic that will likely be of high interest to the youth you interviewed. Listed are the minimums, if, in your search, you find other pieces you would like to include you are welcome to do so; however, you must include:

- * 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 of Nonstandard English speaker
- * At least one reading from the perspective of a woman
- * Two magazine articles (from popular magazines for adults of teens)
- * Two newspaper articles
- * Two Web sites
- * One nonfiction book
- * One young adult novel
- * One comic book or graphic novel

4. Write a short paper (4-5 double-spaced pages) with the following components/subheadings:

Citations, Annotations & Rationales – 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

Strategies for Teaching with the Sources – propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts as opposed to simply assigning them

Evaluation

This aspect of the term project 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.

Part 3 Book Talk – Completion Procedures

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.

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.

Part 4 Motivational Literacy Strategy Demonstration – Completion Procedures

The purpose of this assignment is to provide you the opportunity to design a literacy strategy that would be motivating for the youth you interviewed. The assignment requires that you (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. 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.
2. Reflecting on the youth, identify a literacy strategy from the textbook that you think would be motivating to her/him for learning about the content area topic. The strategy may be taken from any chapter in the course text, whether covered in class or not.
3. 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.
4. 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. Use the following subheadings and description:
 - **Instructional Context**
Briefly describe the strategy and where it was taken from the textbook. Describe why the strategy would be helpful to the youth you interviewed.
 - **Steps in Conducting the Strategy**
Describe the sequence of steps from start to finish necessary to conduct the strategy in an actual classroom.
 - **Reflections on Potential Effectiveness**
Indicate how effective you believe the strategy could be in motivating your student to become a more engaged reader and learner.
 - **Attachments**
Provide actual lesson material and sample “student” work. This is copy you would expect your student to create as a result of the lesson.
5. At the end of your strategy demonstration, be prepared to take questions from your peers

6. 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 demonstration)

Evaluation

The Strategy Demonstration 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.

TENTATIVE AGENDA

Session 1, Jan 24	Course Introduction Assignment Explanations Professor Models “My Bag”
Session 2, Jan 31	Adolescent Literacy and Youth Culture Class “My Bags” Professor Models Book Talk <i>Chapter 1</i>
Session 3, Feb 7	Principled-Based Practices of Adolescent Literacy Comprehension Processes Professor Models ADL <i>Chapters 2 & 3</i>
Session 4, Feb 14	TBA
Session 5, Feb 21	Comprehension Processes & Study Reading ADL <i>Chapter 3 & 9</i>
Session 6, Feb 28	TBA <i>Part I of Term Project due</i>
Session 7, Mar 7	Reading and Learning from Multiple Sources ADL <i>Chapter 8</i>
Session 8, Mar 14	Spring Break
Session 9, Mar 21	Motivation for Literacy and Learning ADL <i>Part II of Term Project due</i> <i>Book Talks</i> <i>Chapter 5</i>
Session 10, Mar 28	Motivation for Literacy and Learning ADL <i>Book Talks</i>
Session 11, April 4	Expanding Word Knowledge ADL <i>Book Talks</i> <i>Chapter 6</i>

Session 12, April 11

Writing as a Tool for Active Learning

ADL

Book Talks

Chapter 7

Session 13, April 18

Writing as a Tool for Active Learning

Book Talks

ADL

Session 14, April 25

Motivational Literacy Strategy Demonstrations

Session 15, May 2

Motivational Literacy Strategy Demonstrations

Session 16, May 9

TBA

ADDITIONAL COURSE READINGS

Alger, C. (2007). Engaging student teachers' hearts and minds in the struggle to address (il)literacy in content area classrooms. *Journal of Adolescent & Adult Literacy*, 50(8), 620-630.

Anderman, E.M., Maehr, M.L., & Midgley, C. (1999). Declining motivation after the transition to middle school: Schools can make a difference. *Journal of Research and Development in Education*, 32, 131-147.

Brozo, W.G. (2006). Tales out of school: Accounting for adolescents in a literacy reform community. *Journal of Adolescent & Adult Literacy*, 49, 410-418.

Brozo, W.G. (2009/2010). Response to intervention or responsive instruction? Challenges and possibilities of RTI for adolescent literacy. *Journal of Adolescent & Adult Literacy*, 53, 277-281.

Cantrell, S.C., & Hughes, H.K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching. *Journal of Literacy Research*, 40(1), 95-127.

Cantrell, S.C., Burns, L., & Callaway, P. (2009). Middle- and high-school content area teachers' perceptions about literacy teaching and learning. *Literacy Research and Instruction*, 48(1), 76-94.

Cappella, E., & Weinstein, R. (2001). Turning around reading achievement: predictors of high school students' academic resilience. *Journal of Educational Psychology*, 91, 758-771.

Conley, M. W., & Hinchman, K. A. (2004). No Child Left Behind: What it means for

- U.S. adolescents and what we can do about it. *Journal of Adolescent & Adult Literacy*, 48, 42-50.
- Donahue, D. (2003). Reading across the great divide: English and math teachers apprentice one another as readers and disciplinary insiders. *Journal of Adolescent & Adult Literacy*, 47, 24–37.
- Draper, R.J., Smith, L.K., Hall, K.M., & Sieber, D. (2005). What's more important- literacy or content? Confronting the literacy-content dualism. *Action in Teacher Education*, 27(2), 12–21.
- Fisher, D. (2001). Cross age tutoring: Alternatives to the reading resource room for struggling adolescent readers. *Journal of Instructional Psychology*, 28, 234-240.
- Fisher, D., & Ivey, G. (2005). Literacy and language as learning in content area classes: A departure from “every teacher a teacher of reading.” *Action in Teacher Education*, 27(2), 3–11.
- Greenleaf, C.L., & Hinchman, K. (2009). Reimagining our inexperienced adolescent readers: From struggling, striving, marginalized, and reluctant to thriving. *Journal of Adolescent & Adult Literacy*, 53(1), 4-13.
- Greenleaf, C., Jimenez, R., & Roller, C. (2002). Reclaiming secondary reading interventions: From limited to rich conceptions, from narrow to broad conversations. *Reading Research Quarterly*, 37, 484-496.
- Guthrie, J., & Davis, M. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading & Writing Quarterly*, 19, 59-85.
- Hall, L. (2005). Teachers and content area reading: Attitudes, beliefs and change.

- Teaching & Teacher Education*, 21(4), 403-414.
- Hinchman, K., Alvermann, D., Boyd, F., Brozo, W.G., & Vacca, R. (2003/04). Supporting older students' in- and out-of-school literacies. *Journal of Adolescent & Adult Literacy*, 47, 304-310.
- Ivey, G. & Baker, M. (2004). Phonics instruction for older students? Just say no. *Educational Leadership*, 61, 35-39.
- Mastropieri, M., & Scruggs, T. (2005). Feasibility and consequences of Response to Intervention: Examination of the issues and scientific evidence as a model for the identification of individuals with learning disabilities. *Journal of Learning Disabilities*, 38(6), 525-531.
- McCoss-Yergian, T., & Krepps, L. (2010). Do teacher attitudes impact literacy strategy implementation in content area classrooms? *Journal of Instructional Pedagogies*, 4, 1-18
- Moje, E.B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, 52(2), 96-107.
- Paige, D. (2006). Increasing fluency in disabled middle school readers: Repeated reading utilizing above grade level reading passages. *Reading Horizons*, 46, 167-181.
- Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention. *Reading Improvement*, 41, 24-37.
- Santa, C.M. (2006). A vision for adolescent literacy: Ours or theirs? *Journal of Adolescent & Adult Literacy*, 49(6), 466-476.

- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. *Harvard Educational Review*, 78(1), 40-59.
- Strong, A. C. Wehby, J. H., Falk, K. B., & Lane, K. L. (2004). The impact of a structured reading curriculum and repeated reading on the performance of junior high students with emotional and behavioral disorders. *School Psychology Review*, 33, 561–581.
- Tatum, A. (2008). Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts. *Harvard Educational Review*, 78(1), 155-180.
- Wilson, N., Grisham, D., & Smetana, L. (2009). Investigating content area teachers' understanding of a content literacy framework: A yearlong professional development initiative. *Journal of Adolescent & Adult Literacy*, 52(8), 708-718.

ARTICLE DISCUSSION LEADERSHIP EVALUATION FORM

NAME: _____

1. Did the discussants provide a summary of the article addressing its key aspects?

To a great extent.....To a limited extent

2. Did the ADL include the opportunity for engaged class discussion over the article?

To a great extent.....To a limited extent

3. Did the discussants use appropriate support material for the article summary and discussion such as handouts, overheads, and PowerPoint slides?

To a great extent.....To a limited extent

4. Was there an appropriate balance between summarizing the article and discussing it as a class?

To a great extent.....To a limited extent

**EVALUATION SCALE FOR PART I OF TERM PROJECT:
ADOLESCENT INTERVIEW REPORT**

Name: _____

1. IS THE INTERVIEWEE THE CORRECT AGE AND IDEAL PROFILE?

To a great extent.....To a limited extent

2. IS THE CONTEXT FOR THE INTERVIEW ADEQUATELY DESCRIBED?

To a great extent.....To a limited extent

**3. IS THERE EVIDENCE THAT A THOROUGH INTERVIEW WAS
CONDUCTED?**

To a great extent.....To a limited extent

4. IS THE INTERVIEW SUMMARY SUCCINCT AND INTELLIGENT?

To a great extent.....To a limited extent

**5. ARE APPROPRIATE REFERENCES TO THE PROFESSIONAL
LITERATURE ADEQUATELY DISCUSSED?**

To a great extent.....To a limited extent

**7. DOES THE REPORT COMMUNICATE CLEARLY AND REFLECT PROPER
EDITING?**

To a great extent.....To a limited extent

**EVALUATION SCALE FOR PART II OF TERM PROJECT:
CONTENT AREA ALTERNATIVE TEXTS COLLECTION**

Name: _____

1. WAS AN APPROPRIATE CONTENT AREA TOPIC THAT THE INTERVIEWEE IS LIKELY TO ENCOUNTER IDENTIFIED?

To a great extent.....To a limited extent

2. WERE ALL REQUESTED ALTERNATIVE TEXTS INCLUDED?

To a great extent.....To a limited extent

3. WERE APPROPRIATE ANNOTATIONS AND RATIONALES FOR USING THE SOURCES PROVIDED?

To a great extent.....To a limited extent

4. WERE APPROPRIATE TEACHING SUGGESTIONS WITH THE SOURCES PROVIDED?

To a great extent.....To a limited extent

5. WERE COPYRIGHTS OF ALL SOURCES WITHIN THE LAST 15 YEARS?

To a great extent.....To a limited extent

6. WERE REFERENCES IN CORRECT APA FORMAT?

To a great extent.....To a limited extent

**EVALUATION SCALE FOR PART III OF THE TERM PROJECT:
BOOK TALK**

To a great extent = 3

To a moderate extent = 2

To a small extent = 1

No evidence = 0

1. Was the book talk introduced in an engaging way? _____
2. Was appropriate general information about the book provided? _____
3. Was appropriate context provided for excerpt(s)? _____
4. Was an exciting excerpt read aloud? _____
5. Was there a conclusion that left listeners eager to learn more? _____
6. Was eye contact used effectively? _____
7. Was gesturing and vocal intonation used effectively? _____
8. Was the booktalker enthusiastic? _____
9. Did the booktalker avoid saying too much about the book? _____
10. Was the booktalk completed within 5-7 minutes? _____

Other Comments

**EVALUATION SCALE FOR PART IV OF TERM PROJECT
MOTIVATIONAL LITERACY STRATEGY DEMONSTRATION**

NAME: _____

1. Did the strategy come from the course text or was inspired by practices from the text?

To a great extent.....to a limited extent

2. Was there a strong languaging component to the strategy demonstration?

To a great extent.....to a limited extent

3. Did the strategy promote active student involvement and exploit the social nature of learning?

To a great extent.....to a limited extent

4. Did the strategy create a motivational context for content learning?

To a great extent.....to a limited extent

5. Were appropriate handouts and other supporting material created to accompany the strategy share?

To a great extent.....to a limited extent

6. Did the narrative clearly explain how the strategy would be taught and used with students?

To a great extent.....to a limited extent

7. Was a complete set of materials handed in?

to a great extent.....to a limited extent