

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, Spring 2017
Tuesdays, 4:30-7:10, Fairfax Campus, Thompson Hall L013

Faculty

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Prerequisites/Corequisites

EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle Childhood, admission to the literacy emphasis, or permission from the program coordinator.

University Catalog Course Description

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.

Course Delivery Method

This course will be delivered using a hybrid (2-50%) format, including face-to-face and online class meetings.

Face to Face meetings: Tuesdays, 5:00-7:10 pm, Fairfax Campus, Thomason Hall.

In-person attendance is required on January 24 & 31; February 21, March 7; April 4 & 11; May 2 & 9

Synchronous meetings: Tuesdays at 5:00. Synchronous online attendance is required on February 14, March 28, and April 25. You are expected to log into Blackboard Collaborate and be prepared to begin class at 5:00. Additional time will be required to complete online modules. Please test your plug-ins and computer equipment in advance in order to participate using Blackboard Collaborate.

Asynchronous online classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online module is planned to take approximately 5 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. Asynchronous individual and small group meeting times and/or discussion online will be required on the following dates: February 7 & 28; March 21, April 18.

Technical Requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard.
- 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 the course requirements.

Expectations:

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Learner Outcomes or Objectives

This course is designed to enable students to:

- Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users (Virginia Standards 2c & 2d). (PBA B & C)
- 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). (PBA B & C)
- 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 Standards 3e & 3g). (PBA B & C)
- Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning (Virginia Standard 3h). (PBA B & C).
- Promote independent reading through book talks (Virginia Standard 3i). (PBA B)
- Demonstrate an understanding of varying degrees of learning disabilities (Virginia Standard 6d). (PBA A; ADL)

Professional Standards (International Literacy Association)

Standards for Reading Specialist/Literacy Coach Candidates from the International Reading Association's 2010 Standards for Reading Professionals addressed in this course:

- 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- 2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

- 2.2b Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
- 2.2d As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
- 2.3b Support classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.
- 4.1b Assist teachers in developing reading and writing instruction that is responsive to diversity.
- 4.2b. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.
- 5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.
- 6.2b Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.
- 6.2d Demonstrate effective interpersonal, communication, and leadership skills.
- 6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.

Required Texts

Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence* (5th ed.). Upper Saddle River, NJ: Merrill/ Prentice Hall.

Various articles listed on syllabus that can be accessed from the library.

Course Performance Evaluation

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

Assignments and Examinations

1. Class Participation/Reader Responses - 15% - (ongoing)

Class participation is a required component of your grade. It is expected that you fully participate in both online and face-to-face settings. Participation involves several aspects: being fully prepared for class, completing work in a timely manner, offering critical insights to discussions, asking in-depth, thoughtful questions, and providing thoughtful, responsive feedback to your peers. *It is **critical** for you to keep up with readings and to participate in class.* It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. In general, we will engage in these types of activities:

- Mini-lectures, activities, and discussions related to literacy leadership activities.
- Discussion of the week's readings via discussion boards and small groups.
- Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities.
- Presentations and leadership of article discussions.

The following activities will be evaluated for this assignment: Discussion, Journals,

Discussion leader, readings (see weekly schedule for details).

2. Young Adult Author Study - 15%

The purpose of this assignment is to expand your understanding of how to effectively use young adult literature in the secondary classroom. The assignment has two parts.

Young Adult Genre Study of Graphic Novels. You will participate in a book club discussion first with class members who read the same book, and then jigsaw with members from other groups.

- Candidates will choose one of the following graphic novels to read:

Take What You Can Carry by Kevin C. Pyle

March Book One by John Lewis

Hidden by Loic Dauvillier, Marc Lizano and Greg Salsedo

Shackleton Antarctic Odyssey by Nick Bertocci

Dogs at War by Sheila Keenan

Zebra Fish by Peter Reynolds

We will explore planning a genre study, as well as how to evaluate graphic novels. Being prepared for discussion, actively listening, developing questions, and supporting responses with specific book statements will be the criteria for evaluation. **Due 4/04**

- Young Adult Best Bets

Candidates will choose and read a young adult book selected from one of the following lists (the last 5 years) : ALA Young Recommended Books for YA, YALSA Best of the Best, ALA Best Fiction, Outstanding Science Trade Books (NSTA), Notable Social Studies Trade Books (NCSS). Candidates will present a brief read-aloud from the book as well as a summary and evaluation of the novel. Candidates will make connections between the book and earlier discussions and information read about and include recommendations for *how* and *why* the book could be used with adolescents. Candidate will also view and respond to one classmate's booktalks. (5 points) **Due 4/25**

3. Article Discussion Leadership (ADL) - 20%

The purpose of this assignment is to show your understanding of (1) how to analyze and interpret a research article and (2) how to lead a meaningful discussion with your colleagues. You will work with your team (3) partners to complete this assignment.

Steps for Completion:

- a. Choose an article from the APPROVED list for your project. Once the instructor has approved your selection, post a link to the article in the ADL folder.
- b. Develop a PowerPoint presentation. Read, analyze, and format the presentation around the following aspects of the article (*This portion of the ADL should comprise about 8-10 minutes.*)
 - Introduction: statement of the problem
 - Research purpose/questions
 - Research methodology
 - Conclusions from the study

- Implications for research and practice
 - Summarize your professional critique and pose 2-3 thought-provoking questions (2-3 minutes)
- c. Post your PowerPoint to Blackboard for your group and close with your 2 to 3 thought-provoking questions to prompt classmates to discuss the work.
 - d. Monitor the discussion for the week, providing feedback to each respondent (25-50 words).
 - e. Self-Evaluation: Send summary of discussion and a paragraph critiquing the total effort.

4. The Adolescent Literacy Term Project - (50%) (Performance-Based Assessment)

Overview

In this integrated semester-long assignment candidates are asked to do the following: (a) conduct a comprehensive interview with an adolescent struggling reader from a diverse background and link findings to three major theoretical constructs; (b) prepare a collection of alternative texts appropriate to the adolescent and prepare and teach the adolescent strategies to support his/her comprehension (c) provide class colleagues a professional development experience with an evidence-based practice designed to meet the needs of the adolescent and share the plans with the adolescent's teacher(s).

Directions to Candidate:

Part A (15 points) – Adolescent Interview (IRA Standard 1.1)

In this assignment you will conduct a comprehensive interview of an adolescent struggling reader from a diverse background and write a paper which organizes the findings around three major constructs: psychological/motivational, sociological, and linguistic.

Steps for Completion:

1. **Identify an adolescent to interview.**
2. **Develop interview questions.** 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.
3. **Collect data:** Conduct a comprehensive interview with the youth, listening and taking good notes to inform your work with this youth.
4. **Analyze data:** Analyze the youth's responses to the interview questions. Begin by clustering responses around the three constructs: psychological/motivational, sociocultural, and linguistic. Then look for themes and new understandings about this youth.
5. **Connect to the theory/research:** Identify what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and

linguistic perspective. Include *at least three* relevant and timely sources for each construct.

6. **Write an analysis paper:** Write a paper with the following headings (use APA guidelines).
 - a. **Introduction:** Provide a general introduction to the youth you interviewed. Include a brief description of the setting and the context of the interview.
 - b. **Interview Findings:** Describe the findings from your interview under each construct. Provide specific examples, showing clearly how the each lens provides a unique perspective on this youth.
 - Cognitive/Motivational
 - Sociocultural
 - Linguistic
 - c. **Discussion:** Examine your findings under each construct and connect what you learned about your youth to the theory and research.
 - Psychological/Motivational
 - Sociocultural
 - Linguistic
 - d. **Conclusion:** Provide a general review of what you learned about the youth and how it connects to your understandings about working with adolescents.

IRA Standards Assessed:

Standard 1 – Foundational Knowledge

1.1 – Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading writing connections.

Part B (15 points) – Content Area Alternative Text Collection and Related Instruction (IRA Standards 2.2a, 2.2b, 2.2d, 2.3b, 4.1b, 4.2b)

In this assignment, you will compile a collection of texts in one discipline that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with the adolescent and teach him/her an evidence-based strategy for reading/comprehending two of the sources. In teaching the strategies, you will use a variety of appropriate instructional approaches that focus on developing critical thinking and reading/writing connections. You also will make the collection available to his/her teacher and share instructional suggestions related to use of multiple sources with diverse populations.

Steps for Completion:

1. **Reflect:** Think about the discoveries you made about the adolescent you interviewed in terms of her/his interests, ability, and experiences, both in and out of school.
2. **Choose a disciplinary topic:** Identify an upcoming unit in a particular subject area (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months. You may need to contact his/her teacher(s) for this information.

3. **Create a text set:** Collect 8-10 alternative reading selections related to the disciplinary topic that will likely be of high interest to the adolescent you interviewed. *Sources should be no older than 15 years, unless historical or archival documents.* 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 source that is representative of each category below:
 - 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 and/or content-specific magazines for adults or teens)
 - two newspaper articles
 - two Web sites
 - one nonfiction book
 - one young adult novel
 - one comic book or graphic novel
4. **Write a paper:** You will develop a paper that describes your text set and strategies that would be appropriate to use with each text selection. Include the following components/subheadings.
 - a. **Introduction-** Provide a brief introduction to your adolescent and the disciplinary topic chosen.
 - b. **Citations, Annotations & Rationales** – (1) provide a full bibliographic citation for each source using APA format, (2) briefly *describe* the content of each source and how it connects to the disciplinary topic, (3) why you think it will appeal to your adolescent.
 - c. **Strategies for teaching with the sources** – propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts. Use strategies from your course texts or from other reputable published sources. Provide an explanation for HOW and WHY the strategy would be useful in supporting the adolescent’s understanding of the text.
5. **Teacher sharing:** Present the collection to your classmates and describe how it could be used to increase engagement, reading, and learning for the adolescent as well as the teacher’s diverse class as a whole. In particular, explain your selections and discuss ways that the varied texts could be used to differentiate instruction for students of different backgrounds/skill levels and to provide choices for students. Provide a copy of your paper to the adolescent’s teacher, and encourage him or her to share with school colleagues.

IRA Standards Assessed

Standard 2 – Curriculum and Instruction

2.2 – Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.3 – Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources

Standard 4 – Diversity

4.1 – Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2 – Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

Part C (20 points) - Literacy Strategy Teaching and Demonstration

(IRA Standards 5.2, 6.2b, 6.2d, 6.3a)

In this assignment, you will teach the strategy to the adolescent and then present to your class colleagues the literacy strategy lesson you designed for the adolescent you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your adolescent’s teacher.

Steps for Completion:

1. Adolescent Meeting- Instructional Strategy and Alternative Text Try-Out:

- Meet with the adolescent a second time- (a) Show him/her the text collection (the actual texts) and discuss which texts he/she finds most interesting and why, (b) teach the youth a strategy using one of the texts in your collection, and (c) discuss with the adolescent whether he/she feels the strategy helps his/her learning, and how he/she could use it in the future, and (d) have the adolescent choose one of the texts for you to plan a strategy for your final meeting.
- Meet with the adolescent a third time- (a) review if he/she used the previous strategy, (b) teach the youth a new strategy using one of the texts in your collection, (c) discuss with the adolescent whether he/she feels the strategy helps his/her learning, and how he/she could use it in the future.

*In deciding on a strategy, reflect on the adolescent’s needs and identify an evidence-based literacy strategy that would be motivating to her/him for learning about the content area topic. The strategy must also be culturally and linguistically responsive to the youth’s reading and learning needs. The strategy may be taken from any chapter in the course text or other acceptable source.

- 2. Classroom Presentation:** In this demonstration, you will present to your colleagues the same strategy you taught your adolescent. Conduct a 15-minute professional development session for your colleagues in class. This will include: (1) a PowerPoint or similar technology presentation explaining the rationale for the strategy and the evidence to support it (2) a summary of your work with your adolescent, (3) a simulation of the experience for your colleagues of engaging in the strategy, and (4) at the end of the presentation, invite input and suggestions as well as reflections on the utility of the strategy in other contexts and with other students. Also share your PowerPoint with teachers in your school or field placement by emailing it to them or posting it on a website.
- 3. Write a paper:** Write a description of the work you did with the adolescent including a description of the strategy and how it would be taught in a content classroom that

included the adolescent you interviewed. Use first-person narrative. Use the following subheadings and description:

a. Instructional Context

Introduce the setting. Briefly describe the theme of the text set, the strategies taught, and how they connect to your youth. Describe your plan for why the strategy would be helpful to the youth you interviewed.

b. Steps in Conducting the Strategy

Describe what you did during the two meetings with your youth.

c. Reflections on Effectiveness

Indicate how effective you believe the strategy was for motivating your student to become a more engaged reader and learner and how the student responded to using the self-selected text from the text collection with your strategy. Be sure to include both positive and negative reactions as well as your youth's explanation of his/her response.

d. Connections to Teaching Practice

Discuss how you would transfer what you have learned to a larger classroom setting and your work with teachers of adolescents. Discuss the potential for the strategy to increase engagement and learning

e. Attachments

Provide actual lesson material and a sample of your adolescent's actual work.

IRA Standards Assessed:

Standard 5 – Literate Environment

5.2 – Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.

Standard 6 – Professional Learning and Leadership

6.2 – Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3 – Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Other Requirements

Class Attendance

Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. You are expected to email assignments regardless of class attendance on the day that the assignment is due.

Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignment Guidelines

All assignments should be turned in on the due date in the schedule below via paper copy OR email attachment (by 11:00 pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles (ex:

SMITH_ProfDevProposal.docx). All assignments must be typed in 12-point Times New

Roman font, and double-spaced with one—inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

All assignments will be evaluated one week from the date received.

Communication

I will respond to all emails within 24 hours during the week and 48 hours on weekends/holidays.

Students are expected to respond to emails within 24 hours during the week. Our course website (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

Advising

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

Course Performance Evaluation Weighting

Assignment	Weight	Point value
Class participation	10%	10
Young Adult:	20%	
Genre Study		10
Book Talk		10
Article discussion leadership & summary	20%	
Summary and questions		10
Discussion & moderation		10
Adolescent Literacy Term Project (50%)		
Part A Interview & paper	15%	15
Part B Content Text Collection	15%	15
Part C Strategy paper & Demo	20%	20
TOTAL	100%	100

Grading Policies

Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 631 is a prerequisite for EDRD 632).

The performance-based assessments are designed to provide evidence that program candidates meet required program completion standards. Successful completion of these performance-based assessments is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Grading Scale

- A= 94%-100%
- A- = 90%-93%
- B+= 87%-89%
- B= 80%-86%
- C= 75%-79%
- F= below 75%

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Proposed Class Schedule

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

Class/ Date	Class Format	Topics	Assign DUE	Readings DUE
#1 1/24	Face-to Face	What is adolescent literacy? Course introduction Syllabus review		Snow, C., & Moje, E. (2010). Why Is Everyone Talking About Adolescent Literacy?. <i>Phi Delta Kappan</i> , 91(6), 66-69. IRA Position Statement on Adolescent Literacy
#2 1/31	Face-to Face	Who are adolescent learners? Adolescent Literacy and Youth Culture <i>Professor Models ADL</i> <i>Practice with BB Collaborate – bring laptop</i>		Brozo & Simpson Chapter 1 McCabe, P. (2009). Enhancing Self-Efficacy for Literacy. In W.E. Blanton, & K. Wood, (Eds.), <i>Literacy instruction for Adolescents</i> , (pp. 54-76). New York, NY: Guilford Press. (E-reserves).

#3 2/07	Online-Asynchronous	Who are adolescent learners? Principled-Based Practices of Adolescent Literacy Comprehension Processes	<i>Interview Questions</i>	Brozo & Simpson Chapters 2 Goldman, S. (2012). Adolescent Literacy: Learning and understanding content. <i>The Future of Children</i> , 22 (2), 89-116. Retrieved at http://futureofchildren.org/futureofchildren/publications/docs/22_02_06.pdf Moje, Dillon, and O'Brien (2000) Reexamining the roles of learner, text and context in secondary literacy. <i>Journal of Educational Research</i> , 93,165-180.
#4 2/14	Online-Synchronous	How do we know what adolescents need? Assessment & Comprehension Processes	<i>ADL 1</i>	Brozo & Simpson Chapter 3 & 4 Alvermann Exemplary Literacy Instruction in Grades 7-12: What Counts and Who's Counting?
#5 2/21	Face-to Face Adolescent Interview Week	What type of contexts support adolescents literacy growth? Creating a culture of literacy	<i>ADL 2</i>	Brozo & Simpson Chapter 5 Biancarosa, G., & Snow, C. (2004). <i>Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York</i> . Washington, DC: Alliance for Excellent Education Casey, H. (2010). Engaging the Disengaged: Using learning clubs to motivate struggling adolescent readers and writers. In R. Bean, N. Helsey, & C. Roller (eds.), <i>Preparing Reading Professionals</i> . Newark, DE: International Reading Association

#6 2/28	Online-Asynchronous	What type of instruction supports adolescent literacy growth? Reading and Learning from Multiple Sources	Part A of Term Project DUE	Brozo & Simpson Chapter 8 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. doi:10.1002/jaal.292 Robb (2010)
#7 3/07	Online Synchronous	What type of instruction supports adolescent literacy growth? Developing Word Knowledge		Brozo & Simpson Chapter 6 Kieffer, M. & Leseaux, N. (2010). Morphing into adolescents: Active word learning for English-language learners and their classmates in middle school. <i>Journal of Adolescent & Adult Literacy</i> , 54 (1), 47-56. 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 & Adult Literacy</i> , 56(2), 132-140. doi:10.1002/JAAL.00114
3/14	GMU Spring Break			GMU Spring Break
#8 3/21	Online-Asynchr Individual Conferences	What type of instruction supports adolescent literacy growth? Study Supports	ADL 3 & 4	Brozo & Simpson, Chapter 9 & 10

#9 3/28	Online Synchronous	What type of instruction supports adolescent literacy growth? Academic Conversations		<p>Gritter, K., Beers, S., & Knaus, R. (2013). Teacher Scaffolding of Academic Language in an Advanced Placement U.S. History Class. <i>Journal of Adolescent and Adult Literacy</i>, 56 (5), 409-418</p> <p>Richardson, A. E. (2010). Exploring Text through Student Discussions: Accountable Talk in the Middle School Classroom. <i>English Journal</i>, 100(1), 83-88.</p> <p>Zwiers, J. (2014). <i>Opportunities to Develop Oral Language</i>. Newark, DE: International Reading Association. Retrieve from http://www.reading.org/general/Publicat</p>
#10 4/04	Face-to-Face	Debrief/Share Adolescent Literacy	<i>Part B</i> <i>Due by</i> <i>3/27</i>	Book Clubs/TBA articles Strategy Resource Exploration
#11 4/11	Face-to-Face	What type of instruction supports adolescent literacy growth? Writing to Learn	ADL 5	Brozo & Simpson Chapter 7 Irvin, J., Meltzer, J., Mickler, M., Phillips, M., & Dean, N. (2009). What Can Literacy Leaders Do to Improve Student Engagement with Reading and Writing? In <i>Meeting the Challenges of adolescent Literacy: Practical ideas for literacy leaders</i> . Newark, DE: International Reading Association.
#12 4/18	Online - Asynchr Adolescent Strategy Teaching #3	What type of instruction supports adolescent literacy growth? Learning across content areas	ADL 6	Brozo and Simpson, Chapter 11 (FCPS Spring Break)

#13 4/25	Online-Synchronous	How do we support secondary teachers? The role of the literacy coach.	<i>Book Talks</i>	Standards for Middle & HS Literacy Coaches http://www.reading.org/Libraries/resources/597coaching_standards.pdf
#14 5/02	Face-to Face	What did we learn about adolescent Literacy? Putting it all together	<i>Part C of Term Project Due</i>	Literacy Strategy Demonstrations
#15 5/09	Face-to-Face	What did we learn about adolescent Literacy? Putting it all together		Literacy Strategy Demonstrations <i>Course evaluations</i>

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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 <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).

- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Performance-Based Assessment Rubrics

The Adolescent Literacy Term Project Rubric (NCATE 3)

Part A – Adolescent Interview

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Provides exemplary evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Provides satisfactory evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Provides partial evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.	Provides little or no evidence of understanding major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Part B – Content Area Alternative Text Collection and Related Instruction

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.2a Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical	Provides exemplary evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension,	Provides satisfactory evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension,	Provides partial evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical	Provides little or no evidence of using instructional approaches supported by the literature for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical

thinking, motivation, and writing.	fluency, critical thinking, motivation, and writing.	fluency, critical thinking, motivation, and writing.	thinking, motivation, and writing.	thinking, motivation, and writing.
2.2b Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides exemplary evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides satisfactory evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides partial evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.	Provides little or no evidence of using appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
2.2d As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides exemplary evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides satisfactory evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides partial evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.	Provides little or no evidence of adapting instructional materials and approaches as needed to meet the language-proficiency needs of English learners and students who struggle to learn to reading and write.
2.3b Support classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides exemplary evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides satisfactory evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides partial evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.	Provides little or no evidence of supporting classroom teachers in building and using quality, accessible classroom library and materials collection that meets the needs and abilities of all learners.
4.1b Assist teachers in developing reading and writing instruction	Provides exemplary evidence of assisting teachers in developing	Provides satisfactory evidence of assisting teachers in developing	Provides partial evidence of assisting teachers in developing reading and	Provides little or no evidence of assisting teachers in developing reading and

that is responsive to diversity.	reading and writing instruction that is responsive to diversity.	reading and writing instruction that is responsive to diversity.	writing instruction that is responsive to diversity.	writing instruction that is responsive to diversity.
4.2b. Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides exemplary evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides satisfactory evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides partial evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides little or no evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.

Part C - Literacy Strategy Teaching and Demonstration

IRA Standards/ Elements	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.
6.2b Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.	Provides exemplary evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators,	Provides satisfactory evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators,	Provides partial evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.	Provides little or no evidence of promoting the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, parents and guardians.

	parents and guardians.	parents and guardians.		
6.2d Demonstrate effective interpersonal, communication, and leadership skills.	Provides exemplary evidence of effective interpersonal communication, and leadership skills.	Provides satisfactory evidence of effective interpersonal communication, and leadership skills.	Provides partial evidence of effective interpersonal communication, and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.
6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence for collaborating of planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.