



Graduate School of Education
EDRD 419.001
Literacy in the Content Areas (3 cr.) Spring 2013
Robinson A Room 208 Tuesdays, from 4:30 - 7:10

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	EDRD 419
Course Description	<p>Course Description as per the George Mason University catalogue Assists students in understanding the language and literacy process as it applies to teaching in middle and high schools. Focuses on instructional strategies to support literacy development, including adaptations for culturally diverse and exceptional learners.</p> <p>Prerequisite(s): EDCI 473 and EDCI 483. Corequisite(s): EDCI 490.</p>
Textbooks	<p>Required:</p> <p>Fisher, D., Brozo, W.G., Frey, N., Ivey, G. 2nd Edition (2010). <i>50 Content Area Strategies for Adolescent Literacy</i>. Boston, MA: Pearson Education Inc.</p>
Other reading requirements	<p>A number of book chapters will be available on the GMU libraries electronic reserve system. Students are responsible for accessing these documents. They will be noted as specific reading assignments in the class schedule.</p> <p>A number of articles are available on our Blackboard site. Assigned articles will be noted on the course schedule. To access Blackboard: mymason.gmu.edu</p>
Additional resources	<p>Optional resources for your personal library: Math: Barton, M.L. & Heidema, C. (2002). <i>Teaching Reading in Mathematics: a Supplement to Teaching Reading in Content Areas</i>. Aurora, CO: McREL Purchase from ACSD Alexandria VA. Science: Barton, M.L. & Jordan, D.L. (2001). <i>Teaching Reading in Sciences: a Supplement to Teaching Reading in Content Areas</i>. Aurora, CO: McREL Purchase from ACSD Alexandria VA. Social Studies: Irvin, J.L., Lunstrum, J.P., Lynch-Brown, C & Shepard, M.F. <i>Enhancing SS Through Literacy Strategies</i>, Florida State Univ. College of Ed. Tallahassee, FL.</p>
Student Outcomes	<p>Student Outcomes: Based on the internship co-requisite</p> <p><u>Goal:</u> Based upon a theoretical framework showing the need and value of literacy in the content areas,</p>

	<p>students will demonstrate the ability select literacy strategies and/or routines that will address content area learning that is enhanced through evidence/research based reading, writing and language based strategic activities.</p> <p>The following objectives have been established for the course: Students will:</p> <ol style="list-style-type: none"> 1. Understand the interrelation of reading, writing, listening and speaking. 2. Be aware of and describe the current data relative to adolescent literacy proficiency in US schools. 3. Understand and respect diversity as it pertains to the 21st century classroom. 4. Understand the concept of content literacy and the role of literacy in learning the content areas. 5. Describe the literacy requirements and challenges inherent to their content. 6. Be able to analyze instructional materials for content and literacy challenges. 7. Be able to select specific research-based literacy strategies and/or routines to address the challenges of their content and address the academic/literacy needs of a diverse group of students. <ul style="list-style-type: none"> • To include effective techniques for the ongoing development of vocabulary instruction. • To include effective strategies for comprehension of content area materials. 8. Plan for, teach, and reflect upon 2 instructional strategies during their internship. <p>Student Outcomes: For students who are not placed in an internship this semester. Items 1-7 plus number 9 :</p> <ol style="list-style-type: none"> 9. Will be able to identify, describe and analyze classroom procedures and processes for the use of and student responses to literacy strategies and/or routines used by content teachers.
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Course Policies and Assignments
College of Education and Human Development
Student Expectations

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
- GMU Policies and Resources for students
 - Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
 - 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.
 - 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/>].

- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].
- Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times.
- Core Values Commitment: The College of Education & 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/>
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Please note also:

- The use of electronic communication devices (i.e., cell phones, pagers, etc.) is prohibited during class. Please keep them stowed away and out of sight. Phones may be set on vibrate. However, in general, please turn these devices off before the start of class.
- Texting and other non-class use of cell phones or similar devices is prohibited during class sessions.
- Laptops and tablets (iPads) may be permitted for the purpose of taking notes. Please submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc) will result in a significant deduction from your participation grade.
- Thus: Computer access during class **must be confined solely and completely to content related to the class** Misuse of GMU's internet access during class sessions will result in suspension of computer access during class sessions.
- Students are expected to attend all classes, demonstrate professional behavior in the classroom and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member (not from the instructor (s) prior to the class meeting that follows the absence.
- Points will be deducted for work submitted late without prior explanation and may be deducted for late arrival to or early departure from class beginning with the second occurrence unless clearly justified.
- With permission of the student, exemplary work may be kept and shared in the future.

- Papers or projects with excessive spelling, grammar, or punctuation errors will not be accepted.
- **Routine access (daily)** to electronic mail and the internet for communication and assignments is crucial to participation in this class; students are required to activate their GMU email account; if

desired, follow “mail forwarding” procedures to have email sent to your ISP email address. GMU makes such accounts available at no cost to students.

- For each in-class hour devoted to EDRD 419 content, students are expected to spend 2 hours outside of class on course related assignments (8 hrs. weekly/ summer 27 hrs weekly)
- **The instructor reserves the right to change or adapt the syllabus based upon the perceived needs of and after discussion with students.**

General Information and Course Requirements:

1. The completion of all readings assigned for EDRD 419 is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy in middle and high school classrooms, it is important that you keep up with the readings in order to participate in class.

Nature of Course Delivery: Class time will consist of lecture, discussion, reflection, investigation of literacy strategies and strategic activities, and video clips.

2. Class attendance is important. If, due to an emergency, you will not be in class, please contact the instructor *in advance via email*. Specific accommodations may be negotiated.

3. It is expected that assignments will be turned in on time. However, it is recognized that students may occasionally have serious circumstances arise that prevent the completion of work by the assigned due date. If such a dilemma arises, please speak to the instructor in advance. Points may be deducted for work that is turned in late.

Guidelines for Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proof-read your work.

When in doubt, check the APA manual 6th edition.

Online tip resources: <http://www.apastyle.org/learn/faqs/index.aspx>
<http://search.apastyle.org/style>

- Present ideas in a clear, concise, and organized manner.
- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions).
- Use correct capitalization, punctuation, spelling, and grammar.

The University Writing Center (Robinson A114) 703-993-1200 is a free writing resource open to everyone involved in the George Mason community, including graduate students. The Writing Center offers individual, group, and online tutoring sessions in a comfortable, supportive atmosphere. GMU students may register for the On-Line Writing Lab (OWL), the distance arm of the Writing Center that allows students to submit papers electronically. Access to a writing tutor, plus assistance with writing, editing, and composition are available at <http://writingcenter.gmu.edu>.

Course Requirements for EDRD 419

Assignments	Points
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Class Attendance and Participation	10
Position Paper	20
Weekly Responses	30
Interns Only: Strategy Lesson Project	40
Non-interns Only: Classroom observations and reflections	40
TOTAL	100

- 1. Attendance and Participation (10 points):** Attendance is critical and class time will provide opportunities for: Demonstration of effective, research based literacy strategies; Participation in hands-on activities; Reflection on readings, class activities and assignments; Applications or extensions related to assigned readings

Absences and tardies will be monitored. 2 tardies/early departures are equal to 1 absence. Each student is allowed 1 absence with no deductions. Beyond that 1 point will be deducted up to a total of 10 points.

I am aware that there are circumstances beyond your control, please communicate with Fontana relative to any/all tardies and absences.

Class Participation Rubric

Excellent (9-10)	Competent (7- 8)	Minimal (5-6)
The student: <ul style="list-style-type: none"> Regularly attends class Actively questions, observes and reflects on readings and discussions Participates actively In small group activities 	The student: <ul style="list-style-type: none"> Regularly attends class Occasionally questions, observes and reflects on readings and discussions Participates actively In small group activities 	The student: <ul style="list-style-type: none"> Misses more than 3 classes Seldom questions, observes and reflects on readings and discussions Does not participate actively In small group activities

In class activities will build upon readings. Occasionally student products will be generated and used to document participation. There will be no opportunity to make up points awarded for student products generated during class time.

- 2. Position Statement on Content-Specific Literacy (20 Points):** This will be submitted in stages. Due dates by section are below and on your class schedule. **Tips and examples are posted on BBoard.** Students will demonstrate an ability to synthesize theory, research and best practice from course readings, activities and assignments into a coherent philosophy of adolescent literacy as it relates to a specific content area. The final product should be a well- organized presentation of key points, support from theory and research and specific recommendations for the integration of literacy strategies into instruction. Students may use references from class readings. The following outline should be used in organizing the paper. Additional details will be covered in class and posted on Blackboard.
- Status of Adolescent Literacy** (Review statistics on adolescent literacy crises) **Due: 2/12**
 - Literacy and _____** (Consider your students and identify specific literacy challenges your content and instructional materials present) **Due: 3/19**
 - The importance of being Literate in _____** (Connect content literacy skills to real life literacy needs) **Due: 4/16**
 - Discussion:** Reflect on the discipline challenges of your content and provide thoughtful suggestions on how you would address each. Reach enhancement decisions. **Due: 4/16**
- 3. Weekly Responses:** The class will be split into two groups. Each week, one half will produce and post questions generated from the weekly readings. These questions should be thoughtful and will be used to generate class discussion. The other half of the class will write a two-page single spaced reflection on the

readings, which can lead from posted questions, from teaching experiences, or other readings you have encountered. The connection to the readings must be clear. For both questions and written responses you may choose to respond to one idea that runs across the readings, or to a series of ideas represented across the readings. These responses will be shared in small groups in the class and then used to facilitate whole class discussion. Responses should be emailed to the instructor by 6PM on the Sunday before class. Dates are noted on the class schedule.

- 4. Strategy Lessons: Interns Only:** This assignment has three parts. Due dates: Hard copy of strategy implementation # 1 due on April 2; Report on Strategy implementation 2 due on April 30; Oral component due on May 7.

Part 1: You will work with a small group to generate two strategy lessons to use in your internship. Strategies selected must be research-based. You will develop a concrete lesson plan that evidences “Best Practice,” and execute that lesson. You will collect student work samples (delete names).

Part 2: After discussion and sharing in your small group, write a 3-4 page double-spaced paper with the following sections: What I did (explains the strategy and your thoughts on the lesson development), How I did it (describes the lesson execution in the classroom), and What I learned (reflection on the lesson goals and what you would change or not change about this lesson).

Part 3: Your small group will present your work to the class.

- 5. Observations: Non-Interns only:** This assignment has 3 parts. Additional details will be posted on Blackboard.

Part 1: 15 hours of classroom observations: Keep a log of hours that shows days, elapsed time and a brief notation of the grade, specific content (US government, algebra 1...) and the specific topic you see, and any literacy strategies or routines you have observed. (see number 2)

If possible, observe at least 2 different teachers.

Part 2: Using the Teacher Literacy Assessment document (will be provided) identify any literacy strategies or routines used by the teacher.

Part 3: Written responses will include 1 literacy related teacher interview (Submit questions for approval. 1 question should inquire about how the teacher plans for instruction.) and three reflections. The reflections should be direct responses to something you observed or did not observe. One reflection should be relative to literacy in the content and a second relative to classroom management. The focus of the third reflection is the student’s choice.

Grading Scale based on points earned for each assignment

A 95 - 100

A- 90 - 94

B+ 86 - 89

B 80 - 85

C 70 - 79

F below 70%

Grades of A and A- in this course are earned by students who do exemplary, distinguished work. The “A” range student participates actively and thoughtfully in class discussions and activities; completes all course readings and assignments in a timely and professional way; shows coherence and thoroughness in planning; writes well-organized papers; consistently demonstrates the ability to make connections between theory and practice; and meets the general requirements and guidelines of the course, as described. The instructor reserves the right to award an A+ to students who consistently exceed basic course requirements.