

George Mason University  
Graduate School of Education

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**EDRD 831 Foundations of Literacy: Adolescence through Adulthood**  
**Section 001**  
**Fall 2013**  
**Tuesdays, 4:30 – 7:10**  
**University Hall 1203**

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### **COURSE DESCRIPTION**

**Foundations of Literacy: Adolescence through Adulthood (3:3:0) Prerequisites:** *EDUC 800 and EDRS 810.* Explores theory, research, and practice related to adolescent and adult literacy. Topics include influences on adolescents' and adults' literacy practice and development, current and historical understanding of literacy, connections between literacy and learning in the content areas, and needs of diverse learners. Students review common core research literature and topics of individual interest.

### **NATURE OF COURSE DELIVERY**

This course will be taught from an inquiry-oriented perspective. Lecture, class discussion, and role plays will be employed to understand and critique adolescent/adult literacy theory, research, policy, and practice. Students will also have the opportunity to develop and explore their own questions about adolescent and/or adult literacy that are meaningful to them, given their work to this point in the doctoral program.

### **STUDENT OUTCOMES**

Each individual will conduct a project based on course options and her/his own interests and learning needs. The choice for individual projects should be based on what has already been accomplished in previous graduate coursework as well as goals that have been set in the doctoral portfolio. The specific nature of each project will be determined through consultation with the professor.

## **REQUIRED TEXTS**

A list of readings is included in this syllabus and these may be accessed through GMU electronic databases.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## **COURSE REQUIREMENTS AND EVALUATION**

### **I. Article Discussion Leadership**

Each student will be responsible for interpreting and engaging her/his peers in discussion around one of the required articles. (See assignment details in syllabus)

### **II. Paper/Project**

Each student will choose one paper/project from a set of required options focusing on some aspect of adolescent literacy (See format and expectations in this syllabus). Each option will be explained in class and each student will be given individual support in the development of the paper/project. All students will present a brief oral summary of what they learned and accomplished through the paper/project during the final class sessions.

### **III. Class Participation**

Students are expected to attend all classes and participate actively. If an absence is necessary, please discuss it with the professor.

**\* All assignments will be graded on a *Pass* or *In Progress* basis. A *Pass* grade converts to an “A”. An *In Progress* grade means the student’s work has not yet achieved a *Pass* grade and s/he will be expected to continue improving the assignment until a *Pass* grade is achieved. If necessary, the student will be offered the option of taking an *Incomplete* for the course in order to finish work at a *Pass* level.**

**\*All assignments will be submitted electronically. Redrafted assignments must include tracked changes.**

## TENTATIVE AGENDA

Session	Topic	Assignments Due
<b>1.</b> <b>8/27</b>	Course Introduction & Requirements	Bring copy of syllabus to class
<b>2.</b> <b>9/3</b>	The Landscape of Adolescent Literacy History of Content Area Reading	IRA (2012) Moore, Readence, & Rickelman, 1983
<b>3.</b> <b>9/10</b>	The Landscape of Adolescent Literacy	Faggella-Luby, Ware, & Capozzoli, (2009) Jacobs (2008)
<b>4.</b> <b>9/17</b>	The Landscape of Adolescent Literacy	Moje, E.B., Overby, M., Tysvaer, N., & Morris, K. (2008); Moje, E.B., Young, J.P., Readence, J.E., & Moore, D.W. (2000)  <b>ADL</b>
<b>5.</b> <b>9/24</b>	Adolescent Identities	Finders (1998-99); McCarthy & Moje (2002); Tatum (2008)  <b>ADL</b>
<b>6.</b> <b>10/1</b>	Consultations on Term Project	
<b>7.</b> <b>10/8</b>	Critical Literacy & Youth Culture	Dimitriadis, G. (2001); Morrell, E. (2002; 2005; 2009); Hagood (2002); McDonald (2009)  <b>ADL</b>
<b>8.</b> <b>10/15</b>	<b>COLUMBUS DAY HOLIDAY - NO CLASS</b>	
<b>9.</b> <b>10/22</b>	Disciplinary & Content Literacy	Brozo, et al (2013); Faggella- Luby et al (2012); Draper (2008)  <b>ADL</b>
<b>10.</b> <b>10/29**</b>	Disciplinary & Content Literacy	Moje, E.B. (2007); Shanahan, T., & Shanahan, C. (2008); Fang, Z., & Wei, Y. (2010); Nokes (2010)  <b>ADL</b>
<b>11.</b> <b>11/5**</b>	**Multiliteracies in the Everyday Lives of Youth	Alvermann et al (2012); Doering, A., Beach, R., & O'Brien, D. (2007); Shoffner, M., De Oliveira, L.C., & Angus, R. (2010); Skerret, A. & Bomer, R. (2011)  <b>ADL</b>

12. 11/12	Individual Consultation on Term Projects	
13. 11/19	Struggling & Diverse Adolescent Readers	Ehren, B.J. (2009); Guthrie, J., & Davis, M. (2003); Tatum, A.W. (2008); O'Brien, D.G. (2001); O'Brien, D., Beach, R., & Scharber, C. (2007) O'Brien, D., & Dubbels, B. (2003)  <b>ADL</b>
14. 11/26	<b>Presentation of Term Projects</b>	<b>Term Projects due</b>
15. 12/3	<b>Presentation of Term Projects</b>	<b>Term Projects due</b>
16. 12/10	<b>TBA</b>	

## 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

### 1. GMU Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ]
- c. 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.
- d. 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/>].

- e. 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/>].
  - f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
  - g. 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/>].
2. Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times.
  3. 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/>
  4. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## COURSE READINGS

### Reports & Papers

Alvermann, D. (2001). *Effective literacy instruction for adolescents* (Executive summary and paper commissioned by the National Reading Conference). Retrieved August 4, 2005 from <http://nrconline.org/documents/2001/alverwhite2.pdf>

Alvermann, D. (2003). *Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction*. Naperville, IL: Learning Point Associates. (<http://www.ncrel.org/litweb/reader/readers.pdf>)

Ayers, J., & Miller, M. (2009, July). *Informing adolescent policy and practice: Lessons learned from the striving readers program*. Washington, DC: Alliance for Excellent Education.

Biancarosa, G., & Snow, C. (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York/Washington DC: Carnegie Corporation/Alliance for Excellent Education. (<http://www.all4ed.org>)

Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York. Retrieved from [http://carnegie.org/fileadmin/Media/Publications/PDF/tta\\_Main.pdf](http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Main.pdf)

*Creating a culture of literacy: A guide for middle and high school principals*. (2005). Reston, VA: National Association of Secondary School Principals. Author. ([www.principals.org](http://www.principals.org))

Deschler, D.D., & Hock, M.F. (2006). *Adolescent literacy: Where we are – Where we*

need to go.

[http://www.idonline.org/article/Adolescent\\_Literacy%3A\\_Where\\_We\\_Are\\_-\\_Where\\_We\\_Need\\_to\\_Go](http://www.idonline.org/article/Adolescent_Literacy%3A_Where_We_Are_-_Where_We_Need_to_Go)

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Washington, DC: Alliance for Excellent Education.

Heller, R., & Greenleaf, C. (2007). *Literacy instruction in the content areas: Getting to the core of middle and high school improvement*. Washington, DC: Alliance for Excellent Education. <http://www.all4ed.org/files/LitCon.pdf>

International Reading Association. (2012). *Adolescent literacy: A position statement of the International Reading Association*. Newark, DE: IRA.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Lee, C.D., & Spratley, A. (2010). *Reading in the disciplines: The challenge of adolescent literacy*. New York: Carnegie Corporation.

Meltzer, J., Smith, N.C., & Clark, H. (nd). *Adolescent literacy resources: Linking research and practice*. South Hampton, NH: Center for Resource Management. [http://www.alliance.brown.edu/pubs/adlit/alr\\_lrp.pdf](http://www.alliance.brown.edu/pubs/adlit/alr_lrp.pdf)

O'Brien, D., & Dubbels, B. (2003). *Reading-to-learn: From print to new digital media*

and new literacies. Naperville, IL: National Central Regional Educational Laboratory. <http://vgalt.com/2010/05/13/reading-to-learn-from-print-to-new-digital-media-and-new-literacies/>

Phelps, S. (2005). *Ten years of research on adolescent literacy, 1994-2004: A review*. Naperville, IL: Learning Point Associates

Short, D.J., & Fitzsimmons, S. (2007). *Double the work – Challenges and solutions to acquiring language and academic literacy for adolescent English language learners: A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Zickuhr, K., Rainie, L., & Purcell, K. (2013). *Younger Americans' library habits and expectations*. Washington, DC: Pew Research Center.

[http://libraries.pewinternet.org/files/2013/06/PIP\\_Younger\\_Americans\\_and\\_libraries.pdf](http://libraries.pewinternet.org/files/2013/06/PIP_Younger_Americans_and_libraries.pdf)

### **Journal Articles**

Adams, A. E. & Pegg, J. (2012). Teachers' enactment of content literacy strategies in secondary science and mathematics classes. *Journal of Adolescent & Adult Literacy*, 58(2), 151-161.

Alfassi, M. (2004). Reading to learn: Effects of combined strategy instruction on high school students. *Journal of Educational Research*, 97(4), 171–184.

Alvermann, D. (2008). Why bother theorizing adolescents' online literacies for classroom practice and research? *Journal of Adolescent & Adult Literacy*, 52(1), 8-19.

Alvermann, D.E., Marshall, J. D., McLean, C. A., Huddleston, A. P., Joaquin, J., & Bishop, J. (2012). Adolescents' web-based literacies, identity construction, and skill development. *Literacy Research and Instruction*, 51(3), 179-195.



- Bean, T.W., Readence, J.E. (2002). Adolescent literacy: Charting a course for successful futures as lifelong learners. *Literacy Research and Instruction*, 41(3), 203-209.
- Behrman, E.H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. *Journal of Adolescent & Adult Literacy*, 49(6), 490-498.
- Behrman, E. H. (2003). Reconciling content literacy with adolescent literacy: Expanding literacy opportunities in a community-focused biology class. *Reading Research and Instruction*, 43(1), 1-30.
- Brozo, W.G. (2006). Tales out of school: Accounting for adolescents in a literacy reform community. *Journal of Adolescent & Adult Literacy*, 49(5), 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(4), 277-281.
- Brozo, W.G., Meyer, C., Moorman, G., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent & Adult Literacy*, 56(5), 253-257.
- Callahan, M. & Low, B.E. (2004). At the crossroads of expertise: The risky business of teaching popular culture. *English Journal*, 93(3), 52-57.
- Cantrell, S. C., & Callaway, P. (2008). High and low implementers of content literacy instruction: Portraits of teacher efficacy. *Teaching and Teacher Education*, 24(7), 1739-1750.
- Coker, D., & Lewis, W.E. (2008). Beyond *Writing Next*: A discussion of writing research and instructional uncertainty. *Harvard Educational Review*, 78(1), 231-251.

- Conley, M. (2008). Cognitive strategy instruction for adolescents: What we know about the promise, what we don't know about the potential. *Harvard Educational Review, 78*(1), 84-106.
- Cook-Sather, A. (2002). Authorizing students' perspectives: Toward trust, dialogue, and change in education. *Educational Researcher, 31*(4), 3-14.
- De La Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. *Journal of Educational Psychology, 97*(2), 139-156.
- Dimitriadis, G. (2001). "In the clique": Popular culture, constructions of place, and the everyday lives of urban youth. *Anthropology & Education Quarterly, 32*(1), 29-51.
- Doering, A., Beach, R., & O'Brien, T. (2007). Infusing multimodal tools and digital literacies into an English education program. *English Education, 40*(1), 41-60.
- Draper, R.J. (2008). Redefining content-area literacy teacher education: Finding my voice through collaboration. *Harvard Educational Review, 78*(1), 60-83.
- Dredger, K., Woods, D., Beach, C., & Sagstetter, V. (2010). Engage me: Using new literacies to create third space classrooms that engage student writers. *Journal of Media Literacy Education, 2*(2), 85-101.
- Ehren, B.J. (2009). Looking through an adolescent literacy lens at the narrow view of reading. *Language, Speech, and Hearing Services in Schools, 40*(2), 192-195.

- Faggella-Luby, M.N., Graner, P.S., Deschler, D.D., & Drew, S.V. (2012). Building a house on sand: Why disciplinary literacy is not sufficient to replace general strategies for adolescent learners who struggle. *Topics in Language Disorders*, 32(1), 69-84.
- Faggella-Luby, M.N., Ware, S.M., & Capozzoli, A. (2009). Adolescent literacy—Reviewing adolescent literacy reports: Key components and critical questions. *Journal of Literacy Research*, 41(4), 453-475.
- Fang, Z. (2006). The language demands of science reading in middle school. *International Journal of Science Education*, 28(5), 491-520.
- Fang, Z., & Schleppegrell, M.J. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis. *Journal of Adolescent & Adult Literacy*, 53(7), 587-597.
- Fang, Z., & Wei, Y. (2010). Improving middle school students' science literacy through reading infusion. *The Journal of Educational Research*, 103(4), 262-273.
- Faulkner, V. (2005). Adolescent literacies within the middle years of schooling: A case study of a year 8 homeroom. *Journal of Adolescent & Adult Literacy*, 49(2), 108–117.
- Finders, M.J. (1998/1999). Raging hormones: Stories of adolescence and the implications for teacher preparation. *Journal of Adolescent & Adult Literacy*, 42(4), 252-265.
- Fisher, D. & Ivey, G. (2005). Literacy and language in content-area classes: A departure from “Every teacher a teacher of reading.” *Action in Teacher Education*, 27(2), 3-11.
- Franzak, J.K. (2006). A review of the literature on marginalized adolescent readers,

- literacy theory, and policy implications. *Review of Educational Research*, 76(2), 209-248.
- Gee, J.P. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent & Adult Literacy*, 44(8), 714-725.
- Gee, J. P. (2000). Teenagers in new times: A new literacy studies perspective. *Journal of Adolescent & Adult Literacy*, 43(5), 412-420.
- Greenleaf, C., & Hinchman, K. (2009) Reimagining our inexperienced adolescent readers: From struggling, striving, marginalized, and reluctant to thriving. *Journal of Adolescent and Adult Literacy*. 53(1), 4-13.
- Greenleaf, C., Schoenbach, R., Cziko, C., & Mueller, F. (2001). Apprenticing adolescent readers to academic literacy. *Harvard Educational Review*, 71(1), 79-127.
- Guthrie, J., & Davis, M. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading & Writing Quarterly*, 19(1), 59-85.
- Hagood, M.C. (2002). Critical literacy for whom? *Reading Research and Instruction*, 41(3), 247-266.
- Hall, L. A. (2005). Teachers and content area reading: Attitudes, beliefs and change. *Teaching and Teacher Education*, 21(4), 403-414.
- Hartry, A., Fitzgerald, R., & Porter, K. (2008). Implementing a structured reading program in an afterschool setting: Problems and potential solutions. *Harvard Educational Review*, 78(1), 181-210.
- Heller, R. (2011). In praise of amateurism: A friendly critique of Moje's "Call for Change" in secondary literacy. *Journal of Adolescent & Literacy*, 54(4), 267-273.

- Hinchman, K., Alvermann, D., Boyd, F., Brozo, W., & Vacca, R. (2003-04). Supporting older students' in- and out-of-school literacies. *Journal of Adolescent & Adult Literacy*, 47(4), 304-310.
- Hull, G., Stornaiuolo, A., & Sahni, U. (2010). Cultural citizenship and cosmopolitan practice: Global youth communicate online. *English Education*, 42(4), 331-367.
- Ivey, G., & Broaddus, K. (2007). A formative experiment investigating literacy engagement among adolescent Latina/o students just beginning to read, write, and speak English. *Reading Research Quarterly*, 42(4), 512-545.
- Jacobs, V. (2008). Adolescent literacy: Putting the crisis in context. *Harvard Educational Review*, 78(1), 7-39.
- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32(1), 241-267.
- Kinzer, C. (2003 June). The importance of recognizing and expanding boundaries of literacy. *Reading Online*, 6. Available: [http://www.readingonline.org/electronic/elec\\_index.asp?HREF=/electronic/kinzer/index/.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/kinzer/index/.html)
- King, S.A., Lemons, C.J., & Hill, D.R. (2012). Response to intervention in secondary schools: Considerations for administrators. *NASSP Bulletin*, 96(1), 5-22.
- Lesley, M., & Mathews, M., (2009). Place-based essay writing and content area literacy instruction for preservice secondary teachers. *Journal of Adolescent and Adult Literacy*, 52(6), 523-533.
- McCarthy, S.J., & Moje, E.B. (2002). Identity matters. *Reading Research Quarterly*, 37(2), 228-238.
- McDonald, T., & Thornley, C. (2009). Critical literacy for academic success in

secondary school: Examining students' use of disciplinary knowledge. *Critical Literacy: Theories and Practices*, 3(2), 56-68.

[http://xa.yimg.com/kq/groups/16022259/1172108517/name/mcdonald\\_thornley2009CLsecondary\\_school.pdf](http://xa.yimg.com/kq/groups/16022259/1172108517/name/mcdonald_thornley2009CLsecondary_school.pdf)

Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy. *Review of Research in Education*, 31, 1-44.

Moje, E.B. (2002). Re-framing adolescent literacy research for new times: Studying youth as a resource. *Reading Research and Instruction*, 41, 211-228.

Moje, E.B., Overby, M., Tysvaer, N., & Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 78(1), 107-154.

Moje, E.B., Young, J.P., Readence, J.E., & Moore, D.W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent & Adult Literacy*, 43(5), 400-410.

Moore, D.W., Readence, J.E., & Rickelman, R.J. (1983). An historical exploration of content area reading instruction. *Reading Research Quarterly*, 18(4), 419-438.

Morrell, E. (2002). Toward a critical pedagogy of popular culture: Literacy development among urban youth. *Journal of Adolescent & Adult Literacy*, 46, 72-77.

Morrell, E. (2005). Critical English education. *English Education*, 37(4), 312-321.

Morrell, E. (2009). Critical research and the future of literacy education. *Journal of Adolescent and Adult Literacy*, 53(2), 96-104.

Morrell, E. (2010). Critical literacy, educational investment, and the blueprint for educational reform: An analysis of the reauthorization of the Elementary and

- Secondary Education Act. *Journal of Adolescent and Adult Literacy*, 54(2) 146-149.
- Nokes, J. D. (2010). Observing literacy practices in history classrooms. *Theory and Research in Social Education*, 38(4), 515-544.
- Nokes, J. D., Dole, J. A., & Hacker, D. J. (2007). Teaching high school students to use heuristics while reading historical texts. *Journal of Educational Psychology*, 99(3), 492-504.
- O'Brien, D.G. (2001). "At-risk" adolescents: Redefining competence through the multiliteracies of intermediality, visual arts, and representation. *Reading Online*, 4(11). Available: [http://www.readingonline.org/newliteracies/lit\\_Index.asp?HREF=/newliteracies/obrien/index.html](http://www.readingonline.org/newliteracies/lit_Index.asp?HREF=/newliteracies/obrien/index.html)
- O'Brien, D., Beach, R., & Scharber, C. (2007). "Struggling" middle schoolers: Engagement and literate competence in a reading writing intervention class. *Reading Psychology*, 28, 51-73.
- O'Brien, D., & Scharber, C. (2008). Digital literacies go to school: Potholes and possibilities. *Journal of Adolescent & Adult Literacy*, 52(1), 66-68.
- O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. *Reading Research Quarterly*, 30(3), 442-463.
- Perin, D., & Graham, S. (2006). Teaching writing skills to adolescents: Evidence-based practices. *Perspectives on Language and Literacy*, 32, 10-14.
- Schleppegrell, M.J., & O'Hallaron, C.L. (2011 March). Teaching academic language in L2 secondary settings. *Annual Review of Applied Linguistics*, 31, 3-18.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents:

- Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.
- Shanahan, C., Shanahan, T., & Misischia, C. (2011). Analysis of expert readers in three disciplines: History, mathematics, and chemistry. *Journal of Literacy Research*, 43(4), 393-429.
- Shoffner, M., De Oliveira, L.C., & Angus, R. (2010). Multiliteracies in the secondary English classroom: Becoming literate in the 21<sup>st</sup> century. *English Teaching: Practice and Critique*, 9(3), 75-89.
- Siegel, M. (2012). New times for multimodality? Confronting the accountability culture. *Journal of Adolescent & Adult Literacy*, 55(8), 671-681.
- Skerret, A. & Bomer, R. (2011). Borderzones in adolescents' literacy practices: Connecting out-of-school literacies to the reading curriculum. *Urban Education*, 46(6), 1256-1279.
- Stevens, L.P. (2002). Making the road by walking: The transition from content area literacy to adolescent literacy. *Reading Research and Instruction*, 41(3), 267-277.
- Szpara, M. Y. & Ahmad, I. (2010). Supporting English-Language Learners in social studies class: Results from a study of high school teachers. *The Social Studies*, 98(5), 189-196.
- Slavin, R.E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322.
- Snow, C.E., Martin, T., & Berman, I. (2008). State literacy plans: Incorporating adolescent literacy. *Harvard Educational Review*, 78(1), 211-230.
- Tatum, A.W. (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.
- Vasudevan, L., & Campano, G. (2009). The social production of adolescent risk and the promise of adolescent literacies. *Review of Research in Education*, 33(1), 310-353.
- Walker, N.T., & Bean, T.W. (2005). Sociocultural influences in content area teachers' selection and use of multiple texts. *Reading Research and Instruction*, 44(4), 61-77.
- Wilson, N., Grisham, D., & Smetana, L., (2009) Investigating content area teachers' understanding of a content area literacy framework: A yearlong professional development initiative. *Journal of Adolescent and Adult Literacy*, 52(8), 708-718.
- Zacher Pandya, J. (2012). Unpacking Pandora's Box: Issues in the assessment of English learners' literacy skill development in multimodal classrooms *Journal of Adolescent & Adult Literacy*, 56(3), 181-185.

### **Recommended Books & Chapters**

- Alvermann, D. (2010). *Adolescents' online literacies: Connecting classrooms, digital media, and popular culture*. New York: Peter Lang.
- Alvermann, D. (2002). *Adolescents and literacies in a digital world*. New York: Peter Lang.
- Alvermann, D. E., & Wilson, A. A. (2007). Redefining adolescent literacy instruction. In B. J. Guzzetti (Ed.), *Literacy for the new millennium* (Volume 3, pp. 3-20). Westport, CT: Praeger.
- Ancess, J. (2003). *Beating the odds: High schools as communities of practice*. New York:

- Teachers College Press.
- Bean, T. (2000). Reading in the content areas: Social constructivist dimensions. In M.L. Kamil, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 631-644). Mahwah, NJ: Erlbaum.
- Bean, T. (2010). *Multimodal learning for the 21<sup>st</sup> century adolescent*. Huntington Beach, CA: Shell Education.
- Braunger, J., Donahue, D., Evans, K., & Galguera, T. (2005). *Rethinking preparation for content area teaching: The reading apprenticeship approach*. San Francisco: Jossey-Bass.
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## **GUIDELINES FOR COURSE READINGS**

Be prepared for class discussion with each course reading by being able to:

1. Articulate the point of the article; what motivated the author to write the piece; why was the research conducted?
2. Describe the main points the author makes in the article
3. Describe the basic steps of the research process employed by the author
4. Raise questions, doubts, and challenges based on the article
5. Articulate how the knowledge gained from the article contributes to your own scholarship and professionalism

# ARTICLE DISCUSSION LEADERSHIP

## Assignment

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the research articles from the course readings for your peers. You will work with a colleague from class on this assignment.

## Completion Procedures

1. Identify one article over which to lead discussion. The article should be taken from the course readings and must not be one already assigned. There will be no overlap.
2. Read, analyze, and format its presentation around the following aspects of the article:
  - purpose
  - main points
  - type of research and methodology, if relevant
  - conclusions
  - implications for research and practice
  - personal responses and reactions
3. 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.
4. PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.
6. Article discussion leaders should plan 30 minutes for their article discussions.

## Evaluation

Article discussants will be evaluated based on (a) how well they planned and coordinated 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 discussants used engaging techniques for bringing all students into critical conversation about the article.

## Research Project/Paper

The purpose of this assignment is to provide you the opportunity to conduct a scholarly exploration of an area of interest in adolescent literacy. A report will be written as a result of your exploration.

### 1. Identify an issue/aspect of adolescent literacy to research

This should be something that concerns/interests you at the present time. It may be related to something that has evolved out of your teaching experience, or it may be something that has piqued your interest from the course readings.

### 2. Seek Knowledge

There are many sources for acquiring information about your research concern. First and foremost, review the related literature. Consult journals, books, year-books, etc.

### 3. Plan and Implement Research

Based on your research concern, plan specific steps to carry out with groups or individuals. To refine your plan, it's helpful to pose questions that the research might answer or form hypotheses to be confirmed or disconfirmed.

Your research might involve trying out strategies, administering criterion tasks, meeting with students, teachers, administrators for interviews, gathering verbal reports, administering interest and attitude scales, and/or observing students within genuine learning contexts.

### 4. Reflect on Research Results

In this phase you should gather all the data related to your research concern and make interpretations relative to your research questions/hypotheses. All interpretations and assertions should be supportable by the data.

Another important aspect of the reflection phase of research is to consider the implications of the findings. Focus your attention on how the research has contributed to you as a researcher, how the results might contribute to our knowledge in the field, and direction future research might take by you and/or others.

The research report should be written according to the following sections:

- **Research Question and Rationale**
- **Review of Literature**
- **Research Design**

- **Findings**
- **Discussion and Implications**

The paper should be at least 15 to 20 double-spaced pages in length excluding references. You are also required to give a short presentation of your work to the class.



## Research Proposal Paper

The purpose of this assignment is to provide you the opportunity to propose a research study of an area of interest in adolescent literacy.

1. Formulate a research question that is simply stated and clear. This question should be related to adolescent literacy and that concerns or interests you at the present time. Be sure to discuss why an answer to your particular research question is worth seeking; in other words, what would it mean in terms of the advancement of our knowledge of literacy and literacy practices.
2. Review the literature likely to address this question. The information gleaned from your sources should support the need for further research on the question, whether in the form of replication/refinement of previous studies or new directions of inquiry based on previous work.
3. Formulate your research design by including the following information:
  - description of subject(s)
  - description of all materials and how they would be utilized
  - description of any instruments you would use, such as checklists, surveys, naturalistic assessments, written protocols, etc. and how they would be used
  - thorough discussion of the procedures you would use to collect data and what would be required of your subject(s)
  - how you would evaluate and interpret data

Be sure to thoroughly describe exactly what the subject(s) would do over the course of the study. For instance, if you design a quasi-experiment you will need to specify how the activities of the “treatment/intervention” group differ from the “control” group. Be very clear here.

4. Discuss the implications of your potential findings. Speculate on what it would mean if your data pointed in one direction versus another. Focus your discussion on implications relative to the advancement of knowledge about literacy and literacy practices.
5. Include a complete list of references in correct APA format.
6. Append all appropriate materials.

The research proposal should be written according to the following sections:

- **Research Question and Rationale**
- **Review of Literature**
- **Research Design**
- **Potential Implications**

The paper should be at least 15 to 20 double-spaced pages in length excluding references and appendices. You are also required to give a short presentation of your work to the class.

## **Problematizing Practice Paper**

The purpose of this assignment is to provide you the opportunity to problematize conventional thinking about instructional practices in adolescent literacy practices. What are the so-called “givens” in adolescent literacy? What strategies and practices have become instructional folkways. Even where evidence might exist for certain practices, can they still be challenged with counter-evidence and scholarly opinion? These are the central questions guiding the production of this paper.

1. Identify such a strategy or practice widely advocated in adolescent literacy. Do not be afraid to take on the “experts.”
2. Describe it and provide its justification from research and/or scholarly opinion.
3. Explore and describe challenges to the strategy or practice from alternative evidence using research and scholarly opinion.
4. Conclude by deciding based on contravening evidence whether the strategy or practice should be modified or capitulated.

The paper should be at least 15 to 20 double-spaced pages in length excluding references. You are also required to give a short presentation of your work to the class.

## **Adolescent Literacy Policy Paper**

The purpose of this assignment is to provide you the opportunity to advocate a set of policies related to an issue in adolescent literacy based on evidence. What areas of adolescent literacy are receiving too little attention or being neglected by policy makers? This is the central question to guide the production of this paper.

1. Identify an issue in adolescent literacy. This is an objective description of a problem or concern.
2. Offer a perspective on the issue. A perspective requires taking a position on the problem or concern (e.g., advocacy for literacy supports for adolescent males or for immigrant youth)
3. Provide research support and scholarly opinion in evidence to support the perspective.
4. Lay out a set of policy recommendations tied to the evidence that could be followed by relevant players in the field (e.g., local, state, national politicians; local, state, national education officers)

The paper should be at least 15 to 20 double-spaced pages in length excluding references. You are also required to give a short presentation of your work to the class.

## Critique of Theory Paper

In Gary Thomas's 1997 article in the *Harvard Educational Review* he makes a provocative argument against the use of theory in educational inquiry. This perspective seems nearly heretical to most education scholars as well as doctoral students of education. And yet, each theory must be given a full and continuous critique to ensure its viability. Karl Marx is purported to have said, "Practice without theory is blind, theory without practice is sterile." But how do we know if a theory is "sterile"? That is the central question to guide the production of this paper.

1. Identify a popular theory framing adolescent literacy scholarship today.
2. Describe the theory and the perspective of its advocates.
3. Review the theory through a practical lens and critique its value. Are practices of adolescent literacy directly relatable to the theory? To what extent has the theory been "field tested" in the real world? How has it fared? In spite of the reputation and conviction of the owner(s) of a theory, do not be afraid to take on the "experts".
4. Propose a research agenda that could (further) test the viability of the theory as a guide to practice. Also, think about how the theory might be modified to create a closer match to practice and, consequently, be more influential.

The paper should be at least 15 to 20 double-spaced pages in length excluding references. You are also required to give a short presentation of your work to the class.