George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  ___X__ NEW  ____ MODIFY  ____ DELETE

Local Unit:  CEHD  Graduate Council Approval Date:

Course Abbreviation:  EDRD  Course Number:  558

Full Course Title:  Literacy in the Content Areas PreK-12

Abbreviated Course Title (24 characters max.):

Credit hours:  Program of Record:

Repeatale for Credit?  ___ D=Yes, not within same term  Up to hours  ___ T=Yes, within the same term  Up to  hours  ___ N=Cannot be repeated for credit

Activity Code (please indicate):  ___ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)  ___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  ___ Seminar (SEM)

Catalog Credit Format :  :  Course Level:  GF(500-600)  ____ GA(700+)  ____

Maximum Enrollment:  20  For NEW courses, first term to be offered:

Prerequisites or corequisites:

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses.:  

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:

Submitted by:  ________________________________ email:  ________________________________

Department/Program:  ________________________________ Date:  ________________________________

College Committee:  ________________________________ Date:  ________________________________

Graduate Council Representative:  ________________________________ Date:  ________________________________
**GEORGE MASON UNIVERSITY**  
Course Coordination Form

**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
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Graduate Council approval: ________________________________ Date: __________

Graduate Council representative: __________________________ Date: __________

Provost Office representative: ____________________________ Date: __________
Qualified full time GMU faculty:
Contact Information: E. Sturtevant, Robinson A451C, esturtev@gmu.edu, 703-993-2052

Dates/times: Course to be taught in Culpeper County.

Course Description:
A research based introduction to PreK-12 content area literacy (reading, writing, and language arts) meeting state and national guidelines and standards. The course will enable teachers to understand the literacy needs of their students in content areas and provide appropriate instruction.

Pre-requisites:
None.

STUDENT OUTCOMES:
1. Students will explain reading and writing – as cognitive, social-cultural, psychological and linguistic processes.
2. Students will explore and describe how teachers in content areas can enhance the literacy of children and adolescents.
3. Students will examine the causes of literacy problems in elementary and secondary schools.
4. Students will use state and national literacy objectives/standards in their planning and teaching.
5. Students will plan and teach lessons that incorporate the literacy process (reading, writing, and other language arts) into their content area.
6. Students will plan and teach lessons that motivate children and adolescents to read and write.
7. Students will use literacy strategies that meet the literacy needs of diverse students.
8. Students will survey children’s and adolescent literature, media, and other resources that connect reading, writing and other language arts to their teaching specialty.

Relationship to standards:
This syllabus is consistent with the standards of the International Reading Association

Texts Required:

Mode of Course Delivery:
This course will include lecture, discussion, small group work, and field observations.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA
A. Responses to Course Readings (20%). Due each class, typed to turn in
Required Readings are assigned each class. Each class you will be assigned a different type of response entry. These are described below.

Response Entries:
Your response should contain your reactions to the chapter(s) and what implications this reading will have for your teaching. You will be utilizing one of these three formats:

**Learning Log:**
- What implications does this have for your teaching?
- How could the teaching strategy be used in your classroom?
- What changes or modifications would you recommend for using this strategy?
- What questions does it raise?

**3-2-1 Response:**
- Write three things you learned.
- Write two things that surprised you.
- Write one question that you have.

**P-M-I**
- “P” refers to what information you found to be a PLUS in the reading.
- “M” refers to what information you consider to be a MINUS in reading
- “I” refers to what information you find INTERESTING in the reading

III. Mini-Unit (25%). (Major course assessment, see rubric attached).
Mini-unit in which 5 connected lessons are designed that link literacy strategies with their specialty area. Lessons will need to include adaptations for diverse learners. Lessons will follow a standard lesson plan format used in students’ content areas.

IV. Literacy Resource Project (25%) (Major course assessment, see rubric attached)
Students will read and review 10 Trade books and 5 websites or computer software programs that children or adolescents could use that connect reading/writing with their content areas. They will create a personal database that includes a description and evaluation of these materials and will share at least 5 of these resources with the class. The personal database must be turned in to be graded by the course instructor.

V. Peer Teaching of a Lesson (15 %).
Students will present a lesson utilizing strategies in their content field. First students will select one of the lessons from the mini-unit and demonstrate to the class (their peers) how the strategies could work in their classroom. Students will also discuss what literacy strategies they used, why the strategies were chosen and how the strategies would be adapted in their classrooms.

VI. In-class Final Examination (15%)
Essay exam related to course topics and readings. Essays will be evaluated on a rubric that includes the following criteria: accuracy in explaining literacy theories; ability to apply knowledge gained in reading and in class to the essay question; coherence of writing; and mechanics (grammar/spelling).

Please Note:
Any late work will have points removed per date of tardiness unless you have written or email permission from the course professor.
Grading Scale:
A     94-100
A-    90-93
B+    87-89
B     80-86
C     70-79
F     69-below
The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

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

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

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
<table>
<thead>
<tr>
<th>Literacy Resource Project Evaluation Rubric</th>
<th>No Evidence 1</th>
<th>Beginning (Limited evidence) 2</th>
<th>Developing (Clear evidence) 3</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>(1) Read and review 10 trade books (fiction or non-fiction)</td>
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<td>(2) Evaluate 5 websites or software programs that children or adolescents use to connect reading and writing to a content area.</td>
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<td>(3) Create a resource notebook that includes a coherent description and evaluation of the materials.</td>
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<td>(3) Effectively share at least 5 of these resources with the class.</td>
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<td>Mini-Unit Evaluation Rubric</td>
<td>No Evidence 1</td>
<td>Beginning (Limited evidence) 2</td>
<td>Developing (Clear evidence) 3</td>
<td>Accomplished (Clear, convincing, substantial evidence) 4</td>
<td>SCORE</td>
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<td>Contains 5 lessons that are logically connected.</td>
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<td>Adherence to the lesson plan format.</td>
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<td>Consistency with instructional methods taught in the course (inclusion of appropriate literacy strategies).</td>
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<td>Appropriate rationale provided</td>
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<td>Specification of objectives, related to state and national standards.</td>
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<td>Appropriate match between assessment of learning and learning objectives</td>
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<td>Explanation of how the lessons meets the needs of diverse learners.</td>
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Chapter 2, Vacca & Vacca

Class 3: Effective use of texts, trade books and electronic media
P-M-I Response  
Reading: Chapter 3, Vacca & Vacca

Class 4: Authentic Assessment
3-2-1 Response  
Reading: Chapter 4, Vacca & Vacca

Proposed Schedule and Assignments

Class 1: Introduction—The Reading Process
3-2-1 Response Reading: Chapter 1, Vacca & Vacca

Class 2: Diversity in the classroom.
Learning Log Reading:

Chapter 2, Vacca & Vacca
Class 5: Bringing Students and Texts Together
Reading: Ch. 5, Vacca & Vacca
Literacy Resource Project due.

Class 6: Talking about Reading
Learning Log Reading: Chapter 6, Vacca & Vacca

Class 7: Writing to Learn Reading: Chapter 7, Vacca & Vacca

Class 8: Vocabulary and Concepts
P-M-I Response Reading: Chapter 8, Vacca & Vacca

Class 9: Using Prior Knowledge and Interest
Reading: Chapter 9, Vacca & Vacca
3-2-1 Response Mini-Unit due.

Class 10: Study Strategies Reading: Chapter 10, Vacca & Vacca

Class 11: Study Guides
Reading: Chapter 11, Vacca & Vacca
Learning Log

Class 12: The Reading Professional 1
3-2-1 Response Reading: Chapter 12, Vacca & Vacca

Class 13: The Reading Professional 2
P-M-I Response Field Observation due.

Class 14: The Reading Professional 3
Final Learning Log & Commentary

Class 15: Final Exam Class Wrap-up