

George Mason University
College of Education and Human Development
Literacy Program

EDRD 300-001/501-001 – Literacy and Curriculum Integration (Focus on the Arts)
3 Credits, Spring 2017
Monday, 7:20-10:00 pm, West 1001– Fairfax Campus

FACULTY

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PREREQUISITES/COREQUISITES

None

COURSE DESCRIPTION

EDRD 300: Introduces K-12 content area reading, writing, and language arts. Emphasizes integration of reading and other language arts across curriculum. Notes: Intended as an introduction to educational issues and is not applicable in Mason's graduate-level teacher education programs. School-based field experience required.

EDRD 501: Introduces PK-12 content area reading, writing, and language arts. Emphasizes integration of reading and other language arts across curriculum; instructional planning; needs of diverse learners. Field experience in public schools required.

COURSE OVERVIEW

Not applicable

COURSE DELIVERY METHOD

This course will be delivered primarily using a face-to-face seminar format (although occasional online activities may be required).

LEARNER OUTCOMES OR OBJECTIVES

This course is designed to enable students to do the following:

1. Explain reading and writing as cognitive, socio-cultural, psychological and linguistic processes.
2. Explore and describe how teachers in their specialty area can enhance the literacy of children and adolescents.

3. Examine the causes of literacy problems in elementary and secondary schools.
4. Use state and national objectives/standards in their planning and teaching.
5. Plan and teach lessons that incorporate the literacy process (reading, writing and language arts) into their content area.
6. Plan and teach lessons that motivate children and adolescents to read and write.
7. Use literacy strategies that meet the literacy needs of diverse students.
8. Survey children's and adolescent's literature, media and other resources that connect reading, writing and other language arts to their teaching specialty.

PROFESSIONAL STANDARDS (Virginia Standards of Learning (SOLs))

Not Applicable

REQUIRED TEXTS

Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: International Reading Association.

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2015). *50 instructional routines to develop content literacy* (3rd ed.). Boston, MA: Pearson.

RECOMMENDED RESOURCES

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

Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.

Cornet, C. E. (2015). *Creating meaning through literature and the arts: Arts integration for classroom teachers* (5th ed.). Boston, MA: Pearson.

Fisher, D. & Frey, N. (2007). *Improving adolescent literacy: Strategies at work*. Upper Saddle River, New Jersey.

Goldberg, M. (2012). *Arts integration: Teaching subject matter through the arts in multicultural settings* (4th ed.). Boston, MA: Pearson.

McDonald, N. L., & Fisher, D. (2006). *Teaching literacy through the arts*. New York, NY: Guilford.

RECOMMENDED JOURNALS

(available through GMU's library system- <http://library.gmu.edu>)

The Reading Teacher
 Journal of Adult and Adolescent Literacy
 Language Arts
 Middle School Journal

ADDITIONAL READINGS

Students will have opportunities to search for, read, and critique articles from scholarly journals that blend specific art, music, dance and theater content with literacy instructional techniques.

COURSE PERFORMANCE EVALUATION

None

COURSE ASSIGNMENTS AND EXAMINATIONS

A. Assignment Descriptions (See Blackboard for specific guidelines and evaluation rubrics for all assignments)

1. Professional Behavior (15 points)

Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation (These may be found at: <https://cehd.gmu.edu/teacher/professional-disposition>).

Teaching is a demanding career that requires you to conduct yourself in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. It involves initiating tasks and following through in a timely manner. Establishing habits supportive of these dispositions is an important part of your preparation as an educator and as such will be emphasized throughout this course. The criteria for assessment of your professional behavior include your *class attendance*, *punctuality*, and *participation*.

Weekly attendance, consistent participation, classroom strategy applications, and regular completion of assigned readings will earn you the full 15 points. I will permit one excused absence; however, for each additional session that you are absent, three points will be deducted from your professional behavior points. Two tardies/early departures equal one absence. Attendance will be taken beginning the first class session. Class reading comprehension strategy activities are meant to assist and guide you in understanding the literacy needs of K-12 students. As you read and participate in class activities, keep notes and document your reactions in your reading log to use as points for discussion during class.

Your professional behavior will be evaluated using the following rating scale:

(13-15) Proficient

Regularly asks questions or makes observations that indicate reflections and analysis appropriate to the topic

Participates actively in small group activities and class discussions

Describes specific strategies that align with content literacy topics

Attends all classes in entirety

(9-12) Developing

Occasionally asks questions or makes observations that indicate reflections and

analysis appropriate to the topic
Participates in small group activities and class discussions
Attends most classes; leaves early or arrives late on two or three occasions

(1-8) Emerging

Rarely asks questions or makes comments that indicate familiarity with the topic
Does not actively participate in small groups and class discussions
Misses classes or has excessive tardies/leaves early on more than three occasions

2. Media Dialogic and Reflection (5 points each/ 15 points)

You will produce **three** sensory media representations to document your progress and understanding of literacy needs for K-12 students. You will provide an aural, kinesthetic, or visual media selection that best illustrates your understanding of K-12 literacy. You will then write a 1-2 page reflection on the chosen media explaining how it demonstrates your growing understanding of literacy and the course content.

The reflections **MUST BE SUBMITTED VIA EMAIL BY MIDNIGHT ON THE DUE DATE**. Please record your full name_reflection # as the subject for the email.

3. Literacy Resource File (20 points)

You will read and review trade books (fiction and nonfiction) and digital resources (such as websites and computer software programs) that children or adolescents could use to connect reading/writing with your discipline. You will create a literacy resource file that includes a description of these materials, a rationale for their inclusion, and suggestions for using each to engage students in literacy learning. You will also share at least three of these resources with the class.

4. Strategy Demonstration (EDRD. 300 only- 15 points)

With a partner, you will research and demonstrate a reading strategy appropriate for use in content area classes. Together you will prepare any necessary materials for modeling the strategy. You will also create a written summary of the strategy to be posted on Blackboard for class use. This demonstration should last 15-20 minutes and include your classmates as active participants.

5. Journal Response (EDRD. 501 only – 10 points)

You will locate a current journal article addressing literacy instruction in your discipline. You will summarize the article, provide a personal response, and reflect on connections to your future classroom instruction.

6. Integrated Mini-Unit/Unit (EDRD. 300 – 25 points/ EDRD. 501 – 30 points)

You will develop an instructional unit with interrelated lesson plans designed to link literacy strategies, trade books, and/or websites to the curriculum of your discipline. Each lesson must include clear examples of students engaging in tasks supportive of literacy development (i.e., reading, writing, listening, speaking). Lessons should include adaptations for diverse learners as well as formative and summative assessments. You will share your unit with your classmates during a 10-15 minute presentation. During

this presentation, you will share the main themes of your unit and highlight the literacy integration. You will also teach a portion of one of your lessons to the class.

NOTE: Students enrolled in EDRD. 300 will develop a mini-unit with 3 interrelated lesson plans. Students in EDRD 501 will develop a full unit which should span 1-2 weeks (a minimum of 5 lesson plans). For this assignment, 1 lesson plan= 1 45-60 minute class period).

7. Field Experience Reflection (10 points)

This course requires a total of 15 hours of field experience. You will observe a content area teacher within your discipline from a local school site and will focus on the methods the teacher uses to integrate literacy into the curriculum. You will also interview the teacher you observe. Your field experience reflection will include your semi-structured interview protocol, your transcription, a written summary, and an analysis of these activities.

B. Assignment Weighting

EDRD 300

Assignment	Due Date (s)	Points
Professional Behavior	On-going	15
Media Dialogic and Reflections	Feb. 6 Mar. 6 Apr. 17	15
Literacy Resource File	Mar. 20	20
Strategy Demonstration	As Assigned	15
Integrated Mini-Unit	Apr. 24	25
Field Experience Reflection	May 8	10
		100

EDRD 501

Assignment	Due Date (s)	Points
Professional Behavior	On-going	15
Media Dialogic and Reflections	Feb. 6 Mar. 6 Apr. 17	15
Literacy Resource File	Mar. 20	20
Journal Response	Feb. 27	10
Integrated Unit	Apr. 24	30
Field Experience Reflection	May 8	10
		100

NOTE:

*****The course instructor reserves the right to add, or to omit any assignments as deemed appropriate or necessary during the course of the semester.*****

C. Grading Policies/Scale

EDRD 300

A+	= 100%
A	= 93 – 99%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C+	= 77 – 79%
C	= 73 – 76%
C-	= 70 – 72%
D	= 65 – 69%
F	= below 65%

EDRD 501

A+	= 100%
A	= 93 – 99%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C	= 70 – 79%
F	= below 70%

D. Additional Expectations

Class Attendance and Participation

Class attendance is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss a class, please contact me **PRIOR** to the class sessions via phone or email. Attendance will influence your grade as noted above. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents. At times, you may also be required to participate in online activities.

The completion of all readings assigned is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to fully participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

Laptops/tablets may be used for taking notes or for in-class instructional activities as necessary. However, engaging in activities not related to the course (e.g., gaming, email, texting, etc.) or typing during discussions or presentations is prohibited and will affect your participation grade.

Please see me with questions and/or concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I look forward to collaborating with each of you as you work towards your goals.

Class Attendance

If, due to an emergency, you will not be in class, please contact me prior to class time. You

are expected to email assignments to me regardless of your 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 emailed to me on the date indicated in the schedule below (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: Ewaida_Miniunit.doc).

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 and use formal, academic English. Be sure to use APA format when providing citations for relevant research. Late papers and projects will not be accepted without penalty, except in extraordinary circumstances. **The standard late work penalty is a 15% deduction (of the total points) for each day the assignment is late.**

PLEASE NOTE THAT I PREFER ELECTRONIC SUBMISSIONS. Electronic submissions MUST be saved with your last name in the filename.

**Ex: Ewaida_LiteracyResourceProject.doc
Combine your work into one file.**

Course Website

Our course website (www.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

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email or phone call, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available before class, as well as during class breaks. I am also happy to meet with you on campus at a more convenient time by appointment.

PROFESSIONAL DISPOSITIONS

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

CLASS SCHEDULE

(Buehl = *Developing Readers in the Academic Disciplines*; IR = *50 Instructional Routines*; Bb = found on Blackboard)

Date	Topics	Readings	Assignments
Jan. 23	<ul style="list-style-type: none">• Introductions• Course Overview	Buehl – Chapter 1	None

	<ul style="list-style-type: none"> • GMU Policies on Field Experience • What is Literacy? • Disciplinary Literacy 		
Jan. 30	<ul style="list-style-type: none"> • Learning with Trade Books/Metacognition • Text Structure 	<p>Buehl – Chapter 2</p> <p>Vacca et al. – “Learning with Trade Books” (Bb)</p> <p>IR – Chapter 6</p>	Bring an example of a text from your discipline
Feb. 6	<ul style="list-style-type: none"> • Activating and Building Academic Knowledge 	<p>Buehl – Chapters 3 & 4</p> <p>IR – Chapter 3</p>	<p>MDR #1</p> <p>Bring a copy of the learning standards for your discipline (electronic or print)</p>
Feb. 13	<ul style="list-style-type: none"> • Developing Vocabulary and Concepts 	<p>Zygouris-Coe – “Vocabulary Learning and Instruction in the Disciplines” (Bb)</p> <p>IR – Chapters 32, 48, 45</p>	<p>Assigned Strategy Demonstrations (EDRD 300)</p> <ul style="list-style-type: none"> ○ Text Impressions ○ Vocabulary Cards
<i>February 15th—Last day to submit your online field experience registration</i>			
Feb. 20	<ul style="list-style-type: none"> • Reading Comprehension • Questioning 	<p>Buehl – Chapter 5</p> <p>IR – Chapters 5, 23, 29, 39</p>	<p>Assigned Strategy Demonstrations (EDRD 300)</p> <ul style="list-style-type: none"> ○ Semantic Feature Analysis ○ Word Walls
Feb. 27	<ul style="list-style-type: none"> • Writing Across the Curriculum 	<p>Writing: Big Ideas (Online module from the Annenberg Foundation – Bb)</p> <p>Knipper & Duggan – “Writing to Learn Across the Curriculum”- Bb</p> <p>IR – Chapters 50 & 2</p>	<p>Journal Response (EDRD 501)</p> <p>Assigned Strategy Demonstrations (EDRD 300)</p> <ul style="list-style-type: none"> ○ ReQuest ○ Questioning the Author (QtA)
Mar. 6	<ul style="list-style-type: none"> • Library Orientation – Research and APA style 	None	MDR #2

	<ul style="list-style-type: none"> Individual Conferences 		Scheduled appointments to discuss Literacy Resource File and Integrated Mini-Unit/ Unit
Mar. 13	SPRING BREAK – NO CLASS		
Mar.20	<ul style="list-style-type: none"> Literacy Resource Presentations Routines for Reading Aloud 	Cornett- “Center Stage: Arts-Based Read- Alouds” (Bb) IR- Chapters 8, 26, 27, 33	Literacy Resource File
Mar. 27	ONLINE CLASS	Readings will be posted online prior to class session	Respond to online discussion prompts
Apr. 3	<ul style="list-style-type: none"> Meeting Diverse Needs/ Differentiation Culturally Responsive Instruction 	Lenski – “Differentiating Instruction for Adolescent Literacy Learning” (Bb) IR – Chapter 15	Assigned Strategy Demonstrations (EDRD 300) <ul style="list-style-type: none"> Read-Write-Pair-Share TBD
Apr. 10	<ul style="list-style-type: none"> Guest Presenter Multiliteracies Planning Instruction for Content Literacy-Lesson Planning 	Zenkov & Harmon – “Picturing a Writing Process” (Bb) Kane – “Multiliteracies: Visual, Media, and Digital” (Bb) Ming – “10 Content-Area Literacy Strategies” (Bb) Fisher & Frey – “Gradual Release of Responsibility Framework” (Bb) IR – Chapters 1, 17, 20, 42	None
Apr. 17	<ul style="list-style-type: none"> Instructional Practices for Working Complex Texts Individual Conferences/ Work Session 	Buehl – Chapter 6 IR – Chapters 35, 41	MDR #3
Apr. 24	<ul style="list-style-type: none"> Mini-Unit/ Unit Presentations 	None	Integrated Mini-Unit/ Unit

May 1	<ul style="list-style-type: none"> • Mini-Unit/ Unit Presentations • Course Evaluations 	None	None
May 8	<ul style="list-style-type: none"> • Exam Period—Mini-Unit/ Unit Presentations • Personal Growth and Reflections 	None	Field Experience Reflection Completion of KWL from first class

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

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://coursesupport.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/>.