EDRD 300: Literacy and Curriculum Integration for Special Teachers

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Wednesday 4:30-7:10 pm
Classroom Robinson B 111
Fax: 703-993-2082

Description:
A researched based introduction to K-12 content area literacy (reading, writing, and language arts) for specialist teachers, such as Music, Physical education, Art and Dance. It meets the new state and national guidelines and standards. The course will enable the specialist teacher to understand the literacy needs of their students.

Objectives and Materials:

1. Students will explain reading and writing- as cognitive, social-cultural, psychological and linguistic processes.
2. Students will explore describe how teachers in their specialty area can enhance the literacy of children and adolescents.
3. Students will examine the causes of literacy problem 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 lesions 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.

Materials Required:


Reading of articles to the teacher’s specialty.

Sample Topic:

A. Theories of language and literacy development.
B. The role of school specialist teachers in children’s/adolescent’s literacy development.
C. Literacy in the elementary school: children’s growth and development.
D. Literacy in the middle and high school: adolescents’ growth and development.
E. Strategies for vocabulary development, comprehension and study skills across the curriculum.
F. Integrating literacy and learning—developing lesson plans and curriculum units in cooperation with classroom teachers.
G. Literacy growth in multicultural & multi-ability classrooms: adaptations specialist teachers can use to meet the needs of diverse learners.
H. Materials for literacy programs and other topics such as child abuse, multiple intelligences, etc

Course Requirements:

I. Course Readings/Journal Entries (25%): Due as assigned
J. Course Readings (15%) due as assigned), related journal entries and class participation assessment (10%). The instructor will assign journal responses that require students to use content area literacy strategies taught in the course.

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

LEARNING LOG-QUESTIONS.

- What implication does this have for your teaching?
- How could the teaching strategy be used in your classroom?
- What changes or modifications would you recommend to 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 assignment.
“M” refers to what information you consider to be a MINUS in the assignment
“I” refers to what information you find INTERESTING in the assignment

Class Participation will be evaluated using the following rating scale:
(9-10) Excellent
Regularly attends class and asks questions or makes observations that indicates reflections and analysis appropriate to the topic. Participates actively in small group activities and class discussions.

(7-8) Competent
Regularly attends class and occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates in small group activities and class discussions.

(5-6) Minimal
Misses more than 3 classes and rarely asks questions or makes comments that indicate familiarity with the topic. Does not actively participate in small groups and class discussions.

II. Field Experience (25).
In the field experience students will have two options. (Due April 28, 2004).

• Option A: 20 hours that includes both an Elementary and Middle/High School Field Experience Placement with at least a 4 grade difference (i.e. 5th grade and .9th grade or higher.
  a. Keep a time log of how hours related to the course were spent and write your general observations. It must be turned in on the due date.
  b. Interview a classroom teacher in each setting about ways to integrate the student’s specialty with the literacy curriculum (questions will developed in class) and write a summary. (Objectives 2, 3).
  c. The “Interview questions “ will be developed in class.

• Option B: If approved by the student’s advisor, the course may be taken during the student teaching experience (PK-12 education majors have student teaching placements at both the elementary and middle/secondary levels). * If you do substitute teaching please speak with the course professor.
  a. Keep a time log of hours related to the course were spent and your observations
  b. Interview a classroom teacher in each setting about ways to integrate the student’s specialty with the literacy curriculum (questions will developed in class) and write a summary. (Objectives 2, 3)
  c. If you are a student teaching/or do substitute teaching turn in a teaching log which contains your lesson plans, evaluation of your lessons and underline or use a highlighter to identify the literacy strategies utilized.

III. Mini-Unit (15%) Mini-unit, done with a partner or individually, 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 their specialty area. (Objectives 4,5,6,7) Due date April 14, 2004.

*Lesson plans will be evaluated based on (1) adherence to the lesson plan format; (2) consistency with instructional methods taught in the course (inclusion of reading/writing activities; (3) appropriate rationale provided; (4) specification of objectives, related to state and national standards; (5) appropriate match between assessment of learning and learning objectives.

IV. Literacy Resource Project (15%)

Students will read and review 10 Trade books & 5 Technological Programs that children or adolescents could use that connect reading/writing with their specialty 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 (Objective 8). Due February 9, 2004. The personal database must be turned in to be graded by the course professor.

V. Peer Teaching of a Lesson (15%) Due dates: 2/25/04; 3/3/04; and 3/17/04

Students will present a lesson utilizing strategies in their content field. First students will select one of three topics, join the other student selecting the same topic, the read the chapter and demonstrate to the class (their peers) how the strategies could work in their classroom. small groups

VI. Take Home Final Examination (10%) Date:TBA

Essay exam related to course topics and readings. (Objectives 1, 2,3). 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).

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

- GMU Break is March 7 – 14, 2004

Please Note:

** Any late project will have points removed per date of tardiness unless you have written or email permission from the course professor. Final day to turn in all projects/assignments is May 1, 2003.

** If you need to contact me about the course requirements or would like to have a conference regarding the course or the requirements, please call me at my office or send an email message or we could converse via the Internet. PLEASE, do not wait until the day of the assignment is due for clarification of the assignment.
### Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 to 100</td>
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<tr>
<td>A-</td>
<td>90 to 93</td>
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<td>B+</td>
<td>87 to 89</td>
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<tr>
<td>B</td>
<td>84 to 86</td>
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<tr>
<td>B-</td>
<td>80 to 83</td>
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<tr>
<td>C+</td>
<td>77 to 79</td>
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<td>C</td>
<td>74 to 76</td>
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<td>C-</td>
<td>70 to 73</td>
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<tr>
<td>D</td>
<td>66 to 69</td>
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<td>F</td>
<td>63 to 65</td>
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### Class Topics

**CARL** = Content Area Reading and Learning

<table>
<thead>
<tr>
<th>DATE</th>
<th>Class Overview</th>
<th>Class Readings/Class Topics</th>
<th>Homework</th>
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<tbody>
<tr>
<td>1/22/03</td>
<td>Overview of Course Discussion of The Reading Process &amp; an overview of the syllabus</td>
<td>None. Prior knowledge about literacy will be discussed. *A strategy that covers Pre-Reading, During Reading, and Post Reading. (K=What do you know about reading in general &amp; reading in your content field? W=What do you want to learn in this course?</td>
<td>Everyone read Chapter 1 Vacca &amp; Vacca p.2-30 and ½ of Chapter 4 Vacca &amp; Vacca (a) p. 118-130 or (b) p. 130-155. Do a 3-2-1 Response</td>
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<td>1/29/03</td>
<td>Class discussion includes texts, schema, and scaffolding information, and the classroom, planning &amp; thematic units.</td>
<td>Topics: Chapter 1 Teaching &amp; Learning with Texts Bringing Students and Texts Together. Turn in your 3-2-1 Response</td>
<td>For Homework: Read Vacca &amp; Vacca Chapter 2 p.34-68 or Chapter 7 p.214-243. Do a Learning Log</td>
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<td>2/5/03</td>
<td>Class discussion includes use of trade books electronic texts, discussion of the use of these materials in the classroom and Discussion Webs, KWL, GRP, DRTA, Discussion Web &amp; Intra Act</td>
<td>Topic: Chapter 2 Learning with Electronic Texts and Trade Books. Chapter 7 Talking to Learn (Vacca &amp; Vacca). Turn in your Learning Log Response.</td>
<td>Chapter 11 – Vacca &amp; Vacca either (a)p.350-373 OR (b) p.370-390. Also everyone read Chapter __ of the ______ text. Do 3-2-1 Response.</td>
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<tr>
<td>2/12/03</td>
<td>Class discussion includes use of Think Alouds, QAR’s &amp; Reciprocal Teaching &amp; Vocabulary</td>
<td>Chapter 11 (Vacca &amp; Vacca) Struggling Readers Turn in your 3-2-1</td>
<td>Read Chapter 6 (Vacca &amp; Vacca) p.190-210 &amp; Chapter 2 of ______. Do a Learning Log Next</td>
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<tr>
<td>Strategies, etc.</td>
<td>Response</td>
<td>week Project #4 is due</td>
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<tr>
<td>Date</td>
<td>Discussion Topic</td>
<td>Reading Material</td>
<td>Assignment</td>
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<td>2/18/03</td>
<td>Class discussions include motivation strategies (Story Impressions, Guided Imagery, Pre P, Analogies, Anticipation Guides, Previewing, Request, &amp; Expectation Outlines; and integrating the arts throughout the curriculum.)</td>
<td>Topics: Prereading Strategies (Chapter 6, Vacca &amp; Vacca) and the why, what, &amp; how of integrating the arts into the curriculum, Chap 2 (Cornet). Turn in your Learning Log Response Turn in Project #4.</td>
<td>Everyone read Chapter 3 of Cornet. Do a 3-2-1 response.</td>
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<tr>
<td>2/26/03</td>
<td>Class discussions of integrating literature in the classroom and begin to share #4 Project with class</td>
<td>Topics: The why, what and how of integrating literature into the curriculum. Turn in your 3-2-1 Response.</td>
<td>Chapter 8; Vacca &amp; Vacca. Read either (a)p.246-262 or (b) p262-282 Do a Learning Log.</td>
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<tr>
<td>3/5/03</td>
<td>Class discussion includes aspects of the writing proves and various strategies to incorporate writing into all areas of the school curriculum. (unsent letters, biopoems, admit &amp; exit slips, response logs, learning logs, double entry logs and the writing process.</td>
<td>Topics: Writing to Learn (Vacca &amp; Vacca) Chapter 8 Turn in Learning Log Response.</td>
<td>Read Chapter 5 Vacca and Vacca (a)p159-174 or (b) p174-186 &amp; Appendices C &amp; D Do a (3-2-1Response)</td>
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<td>3/12/03</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td>SPRING BREAK</td>
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<td>3/19/03</td>
<td>Class discussion includes word concepts, word knowledge (brainstorming list-group label, word maps, word sorts &amp; other ideas) vocabulary, SFA, concept circles, word analogies, etc.</td>
<td>Topics: Vocabulary &amp; Concepts Vacca &amp; Vacca (Chapter 5) &amp; Appendices C &amp; D Turn in 3-2-1 Response</td>
<td>Read Chapter 9 of Vacca &amp; Vacca Chapter 9(a) p286-301 (b) Chapter 9 p301-318 Do Learning Log</td>
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<tr>
<td>Date</td>
<td>Class discussion</td>
<td>Study Strategies</td>
<td>Read Chapter 3 Vacca &amp; Vacca (a) p 70-93 or (b) p 93-115</td>
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<td>3/26/03</td>
<td>Class discussion includes graphic representations, note-taking strategies, SQ3R, GRASP.</td>
<td>Vacca &amp; Vacca Chapters 9</td>
<td>Do a learning log of the Chapter reading.</td>
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<td>4/2/03</td>
<td>Class discussions centers on informal &amp; formal modes of student assessment.</td>
<td>Topic Assessment Vacca &amp; Vacca Chapter 3</td>
<td>Read Chapter 9 &amp; 10 of Cornet. Do 3-2-1 Response.(Project #3) Mini unit due next week!</td>
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<tr>
<td>4/9/03</td>
<td>Class discussions centers on the role of dance &amp; movement in curriculum.</td>
<td>Topic: Integration of dance &amp; movement throughout the curriculum. Project 3 due!</td>
<td>Read Chapters 11 &amp; 12 of Cornet. Do a 3-2-1 Response. (Due 4/23/03)</td>
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<tr>
<td>4/16/03</td>
<td>Library/Work time</td>
<td>Work on your own.</td>
<td>Reminder: Project #2 is due next week (Field Experience – time log; interview &amp; summary).</td>
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<tr>
<td>4/23/03</td>
<td>Class discussion centers on the role of music in the curriculum.</td>
<td>Topics: Integration of music throughout the curriculum &amp; music strategies. (Chapter 11 &amp; 12) Field Experience project due.</td>
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<tr>
<td>4/30/03</td>
<td>Library/Work time.</td>
<td>Work on any late projects and Final Exam</td>
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<td>5/7/03</td>
<td>Class deals with book making &amp; left over topics.</td>
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