EDRD 300: Literacy and Curriculum Integration for Special Teachers

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Fall 2004  
Tues & Thurs 1:30-2:45pm  
Classroom Robinson B105  
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. The role of school specialist teachers in children’s/adolescent’s literacy development.
B. Literacy in the elementary school: children’s growth and development.
C. Literacy in the middle and high school: adolescents’ growth and development.
D. Strategies for vocabulary development, comprehension and study skills across the curriculum.
E. Integrating literacy and learning—developing lesson plans and curriculum units in cooperation with classroom teachers.
F. Literacy growth in multicultural & multi-ability classrooms: adaptations specialist teachers can use to meet the needs of diverse learners.
G. Materials for literacy program in Art, Health, Music, Physical Education, etc..
H. Theories of language & literacy development.

Course Requirements:

I. (25%) Course Readings/Journal Entries:
(15%) Course Readings (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. Responses due as assigned.

Response Entries:
Your response should contain your reactions to the chapter(s) and what implications will have/has for your teaching. Answer these LEARNING LOG-QUES.

• What implication does this have for your teaching? Be specific and cite examples.
• How could the teaching strategy be used in your classroom? Be specific & cite examples.
• 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
“T” 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. (20%) Field Experience.
In the field experience students will have two options. (Due 12/7/04).

- 20 hours that **includes both** an Elementary and Middle/High School
- Field Experience Placement
  a. Keep a time log of how hours related to the course were spent. It must be **signed by the 2 teachers observed & turned in the due date**
  b. Interview a classroom teacher in your content field/setting and inquire about the ways he/she has integrated literacy into his/her curriculum. (interview questions should deal with how this particular teacher is incorporating literacy (reading/writing) into his/her teaching. How long has this teacher been following the VA state mandate that every teacher incorporate literacy into his/her teaching? Be certain to write the questions asked and the interviewee’s responses to each question. Also write a summary of the interview.(Objectives 2, 3). PLEASE ask Interview questions tat are “literacy” based.
  c. With the assistance of school-based teachers, plan and teach at least one 15 minute lesson in each setting that integrates a literacy strategy (reading, writing or oral communication) with their own evaluation of lessons, see criteria under #3, below). **If you cannot teach a lesson you must design** design one that you would have delivered if you had the opportunity.
  d. General observations at a variety of grade levels.

- Option : **If you are teaching or student teaching and it’s approved** by the your Advisor (PK-12 education majors have student teaching placements at both the elementary and middle/secondary levels) you may complete this.
  a. Keep a time log of hours related to the course were spent
  b. Interview a classroom teacher in each setting about ways to integrate the student’s specialty with the literacy curriculum (questions should relate to literacy & your content field) and write a summary. (Objectives 2, 3)
c. If you are student 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.

d. Describe other observations in a variety of grade levels.

III. (15%) Mini-Unit: Due 11/18/04
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 and must include literacy activities. Lessons will follow a standard lesson plan format used in their specialty area. (Objectives 4,5,6,7)

*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. (10%) Literacy Resource Project: Due 9/28/04
Students will read and review 10 Trade books (children’s and/or adolescence’s literature) & 5 Technological Programs that could used. When integrating reading/writing activities with their specialty curriculum. This resource project is intended to help the university student have a ready source of materials to utilize in the classroom. Therefore each student will create a personal database that includes a description and evaluation of the materials. We will share this information in the class. Objective 8).

V. (10%) Peer teaching of a lesson: Due selected dates

VI. (10%) Take Home Final Examination

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 October 10-12th, which does affect our class. WE will not meet on 10/12/04 because that Tuesday is when Monday classes will meet to make up the lost Monday class.

Please Note: PLEASE trun off you r cell phone during the class seessions.
** Any late project will have points removed per date of tardiness unless you have written or email permission from me. **Final day to turn in all projects/assignments is 12/9/04**

** 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:**

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<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A</td>
<td>94</td>
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<td>A-</td>
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<td>93</td>
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<td>B</td>
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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>F</td>
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<td>B+</td>
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<td>C+</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>1st</td>
<td>8/31/04 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, &amp; 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.2-26 Do a 3-2-1 Response</td>
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<td>2nd</td>
<td>9/2/04 Class discussion includes texts, schema, and scaffolding information, and text comprehension</td>
<td>Topics: V &amp; V Chapter 1 Reading Matters Turn in your 3-2-1 Response</td>
<td>For Homework: Read Vacca &amp; Vacca Chapter 4 a) p.104-125 or b) p 124-151 Do a 3-2-1 Response</td>
</tr>
<tr>
<td>3rd</td>
<td>9/7 /04 Class discussion includes cultural &amp; linguistic differences in today’s schools, vocabulary &amp; comprehension, etc. strategies</td>
<td>Chapter 4 (V &amp; V) ; Culturally &amp; linguistically diverse learner &amp; the role of discussion Turn in your 3-2-1 Response</td>
<td>For Homework: Read Chapter 7(Vacca &amp; Vacca) a= p.226-242. Or b= 243-260 Do a P M I Response</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Discussion</td>
<td>Homework</td>
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<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; 9/903</td>
<td>Class discussion includes DTRA, DLTA, Discussion Webs, KWL, GRP, &amp; Intra Act</td>
<td>Topics: Talking to Learn</td>
<td>Homework :read Vacca &amp; Vacca Chapter 11 a) p.350-373 or b) 370-390</td>
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<td>6&lt;sup&gt;th&lt;/sup&gt; 9/11/03</td>
<td>Class discussion of scaffolding, Think Alouds, AR’s, Reciprocal Teaching &amp; Vocabulary Strategies</td>
<td>Topics: Vacca &amp; Vacca: Chapter 6 Struggling Readers Turn in your 3-2-1 Response</td>
<td>Homework: Chapter 6; Vacca &amp; Vacca. Read p190-210</td>
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<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; 9/16/03</td>
<td>Class discussion includes aspects of Motivation strategies (Story Impressions, Guided Imagery, PreP Analogies, Previewing Guides, Anticipation Guides, &amp; Expectation Outlines</td>
<td>Topics: Pre-reading Strategies (Vacca &amp; Vacca) Chapter 6 Turn in Learning Log Response.</td>
<td>Homework- Read Chapter 8 Vacca and Vacca (a)p246-262 or (b) 262-282</td>
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<td>8&lt;sup&gt;th&lt;/sup&gt; 9/18/03</td>
<td>Class discussion center on writing (strategies that work: learning logs, admit &amp; it slips, response logs double entry logs)</td>
<td>Topics: Writing to Learn (Vacca &amp; Vacca) Chapter 8 Turn in your 3-2-1 Response</td>
<td>Homework: Read Chapter 5 Vacca /Vacca a).159-174 orb). 174-186</td>
</tr>
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<td>9&lt;sup&gt;th&lt;/sup&gt; 9/23/03</td>
<td>Class discussion includes word</td>
<td>Topics: Vocabulary &amp; Concepts Vacca &amp; Vacca (Chapter 5) &amp; Appendices C &amp; D Turn in your 3-2-1 Respon</td>
<td>Homework: Prepare for you sharing of you Literacy Project</td>
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<td>10&lt;sup&gt;th&lt;/sup&gt; 10/25/03</td>
<td>Class discussion includes graphic representations, note-taking strategies, SQ3R, GRASP.</td>
<td>Study Strategies Vacca &amp; Vacca Chapter 9 Turn in Learning Log &amp; Literacy Project</td>
<td>Homework: read Chap 9 ofV &amp; V a0 p. 286-301 or b) 301-318. Do a 3-2-1 response</td>
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<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt; 9/30/03</td>
<td>Class discussion centers on study strategies</td>
<td>Topic: Chapter 9 of V &amp; V Study Strategies Turn in your 3-2-1</td>
<td>Homework” Prepare for you sharing of you Literacy Project</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Homework/Assignment</td>
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| 12<sup>th</sup> 10/2/03 | Sharing the Literacy Project                | Homework: Read Chapter 3 of V & V  
A) p70-93 or b) p. 92 -115  
Plan to share some informal assessments in your content field  
Do a 3-2-1 Response |
| 13<sup>th</sup> 10/7/03 | Class discussion of modes of assessments   | Chapter 3 of V & V  
No Homework  
Turn in your Learning Log |
<p>| 14&lt;sup&gt;th&lt;/sup&gt; 10/9/03 | Class discussion con’t on assessment       | FALL BREAK &amp; Tues classes are cancelled; instead Monday classes meet today |
| 15&lt;sup&gt;th&lt;/sup&gt; 10/14/03 | NO CLASS                                   | To be continued!                                                                   |</p>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Action</th>
<th>Notes</th>
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| 16th 10/16/03 | Class sharing of their Literacy Project | Each student will share items from their project | Everyone read chapter 1 of the Cornett Text.  
Do a 3-2-1 Response.  
ALSO read chapter 2 (a) p38-53 or (b) p.58-74 Cornett.  
Do a Learning Log. |
| 17th 10/21/03 | Class discussion of Chapters 1 & 2 Introduction to The Arts & Integrating The Arts (Principles & Strategies) | Topics: Chapters 1 & 2  
The Why & What of integrating the Arts into the Curriculum, Educ’al Theories & Integrating the Arts thru the Curriculum.  
3-2-1 & Learning Log Responses due | Read Chapter 3: Cornett (a) p77-100; (b) 100-123.  
Do a 3-2-1 Response. |
| 18th 10/23/03 | Class discussion: Reasons for using Literature, literary Elements & ideas of its incorporation into content fields. | Chapter 3  
Topic: Integrating Literature throughout the Curriculum  
3-2-1 Response due | Read Chapter 11 & Appendix C of the Cornett Text.  
Do a Learning Log (be specific). |
| 19th 10/28/03 | Class discussion: centers around integrating music into the curriculum; music genre, styles & composers | Topic: Integrating Music throughout the Curriculum  
Turn in your learning Log. | Read Chapter 12 of the Cornett Text.  
Do a 3-2-1 Response. |
| 20th 10/30/03 | Class discussion: music seed strategies | Topic: Music Seed Strategies & arts seeds ideas  
Turn in your 3-2-1 Response. | Read Chapter 13 and Appendices A & B of the Cornett text.  
Do a P-M-I Response. |
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<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Reminders/Instructions</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>21st</td>
<td>11/4/03</td>
<td>Class Discussion includes use of literature in the curriculum-seed ideas</td>
<td>Topic: Integrating the Arts with the Arts &amp; Appendices Turn in your P-M-I</td>
<td>Read Chapter 4 of Cornett</td>
<td>Do a 3-2-1 Response</td>
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<td>22nd</td>
<td>11/6/03</td>
<td>Class Discussion Literature seed strategies</td>
<td>Topic: Integrating Literature in the Curriculum</td>
<td>Read Chapter 14 of Cornett &amp; Appendix D Do a Learning Log Be prepared to discuss you interviewing a school personnel</td>
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<td>23rd</td>
<td>11/11/03</td>
<td>Class discussion Assessment and assessment tools</td>
<td>Topic examples of assessment AND how is the class assignment of interviewing progressing. Turn in your Learning Log</td>
<td>Read Chapter 9 &amp; Appendix E of the Cornett Text</td>
<td>Do an Admit Slip</td>
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<tr>
<td>24th</td>
<td>11/13/03</td>
<td>Library Time to work on your unit plans</td>
<td>REMINDER: Your unit plans must include Literacy activities and you must use assessments in your plans</td>
<td>Read Chapter 10 of the Cornett text</td>
<td>Do a P-M-I response Reminder your unit plans are due next class</td>
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<tr>
<td>25th</td>
<td>11/18/03</td>
<td>Class Discussion: Dance ideas</td>
<td>Topic: Dance Seed Strategies Turn in your P-M-I-Response Unit Plans are due today</td>
<td>Read Chapter 6 of the Cornett Text</td>
<td>Do an Admit Slip</td>
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<td>26th</td>
<td>11/20/03</td>
<td>Discussion of art integration</td>
<td>Topic: Art Seed Strategies</td>
<td>No Homework</td>
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<td>Date</td>
<td>Event 1</td>
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<td>27&lt;sup&gt;th&lt;/sup&gt; 11/25/03</td>
<td>Turn in your Admit slip</td>
<td>Sharing of observation activities</td>
<td>Work on your final project</td>
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<td>28&lt;sup&gt;th&lt;/sup&gt; 11/27/03</td>
<td>No Class</td>
<td>Thanksgiving Break</td>
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<td>29&lt;sup&gt;th&lt;/sup&gt; 12/2/03</td>
<td>Sharing of Unit Plan ideas</td>
<td>Distribution of the Take home final</td>
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<td>30&lt;sup&gt;th&lt;/sup&gt; 12/4/03</td>
<td>Discussion to be announced</td>
<td>Turn in your final exam</td>
<td>Brng Scissors &amp; glue to the last class</td>
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<td>12/9/03</td>
<td>Last class</td>
<td>Book making activity</td>
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