EDRD 300: Literacy and Curriculum Integration for Special Teachers

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Spring 2006  
Wednesday 4:30-7:10 pm  
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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 (13%) due as assigned), related journal entries and class participation assessment (12). 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 5/3/06).

- 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, 3rd & 7th or higher, 6th & 10th or higher.)
  - 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

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<thead>
<tr>
<th>Date</th>
<th>Subject/Class observed</th>
<th>Notes/Ancedotal Records</th>
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Add more rows to reflect the number of visits that were made.

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/he teaching? Be certain to write the questions asked and the interviewee’s responses to each question. Also write a summary reflection of the interview. (objectives 2,3). PLEASE ask interview questions that are “literacy” based.

(1) How long have you been teaching ____________?  
(2) Do you incorporate any literacy activities in your teaching ________?  
(3) How long has this teacher been following the VA state mandate that every teacher incorporate literacy into his/her teaching?
(4) How have you incorporated reading and/or writing in _____?
(5) -----Other specific questions you want to ask.

a. 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 criterion #3 below). **If you cannot teach a lesson you must design one** that you would have delivered if you had the opportunity.

b. General observations at a variety of grade levels.

. Option : **If you are teaching or student teaching and it’s approved** by your advisor, (PK-12 education majors have student teaching placements at both the elementary and middle/secondary levels) you may complete this assignment with these variations:

a. Keep a time log of hours related to the course were spent and your observations **Write a final summary/reflection of your experiences.**

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 and your content field ) 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%) Due 4/12/06**

Mini-unit, done with a partner or individually, in which 5 connected lessons are designed that link literacy strategies with their specialty area (Health, Music, Physical Education Dance, Art, etc.)

Lessons will need to include adaptations for diverse learners and must include any quizzes, exams, handouts, rubrics, etc. addressed in the lesson plans. (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. **Literacy Resource Project (10%) Due 2/15/06**

Students will need to read and review 10 Trade books (children’s and/or adolescent’s books) and 5 technological resources (computer programs or web sites) that a teacher 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). The personal database must be turned in to be graded by the course professor. University students will share information with their peers as well.
V. Peer Teaching of a Lesson (15%) Selected Due dates.
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 13-20, 2006

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 5 2006

** 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:
A 94 to 100  A- 90 to 93  B+ 87 to 89
B 84 to 86  B- 80 to 83  C+ 77 to 79
C 74 to 76  C- 70 to 73  D 66 to 69
F 63 to 65

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>1/25/06</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</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>2nd</td>
<td>Class discussion includes texts, schema, and scaffolding information, comprehension.</td>
<td>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? Do a 3-2-1 Response)</td>
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<tr>
<td>2/21/06</td>
<td>For Homework: Read Vacca &amp; Vacca Chapter 3 a) p.-68-86 or b) 86-103 or c) Chapter p.154-174 or d) p.174-193</td>
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<td>3rd</td>
<td>Class discussion includes : types of texts, use of strategies Think Alouds, QAR’s &amp; Tradebooks, etc.</td>
<td>Topics: Chapter Reading Matters Turn in your 3-2-1 Response</td>
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<td>2/8/06</td>
<td>Chapter 4—or 6 of Vacca &amp; Vacca (a) p. 104-124 or (b) p.124-151; c) 196—214 or d) read an article on Motivation/motivating students (must be related to school, subjects). Do a P M I response</td>
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| 4th   | Class discussion includes how today’s schools are culturally & linguistically different & use of strategies, and learning with electronic texts. Also discussion on motivation. | Chapter 4 Culturally & Linguistically Diverse Learners & Chapter 6 Learning with Electronic texts. (Vacca & Vacca) 

**Turn in your 3-2-1 Response and your Literacy Project #4 (Tradebooks & Technology)** 

Read Chapter 7 (Vacca & Vacca) a) 226-243 or b) p.243-260 AND **Everyone must find an article** of your own about the topic of Child Abuse (related to school issues not religious or parental abuse)

Be prepared to share this with the class next week Do a Learning Log |
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<td><strong>5th</strong></td>
<td>2/22/06</td>
<td>Class discussions includes bring students &amp; texts together and Child Abuse issues</td>
<td>Topics: Chap 7 V &amp; V and Child Abuse</td>
<td>Read Chapter 8 in Vacca &amp; Vacca and Appendices A &amp; B</td>
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<td>Turn in your Learning Log Response</td>
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<td>Do a 3-2-1 response.</td>
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<td><strong>6th</strong></td>
<td>3/1/06</td>
<td>Class Presentations of Chapter 8 Vocabulary development &amp; strategies</td>
<td>Topics: Understanding Vocabulary in the content areas. (V &amp; V Chapter 8 &amp; Appendices A &amp; B)</td>
<td>Chapter 9 &amp; 10</td>
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<td>Turn in your 3-2-1 Response</td>
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<td>Vacca &amp; Vacca. Read either (a) p.294-306 or (b) p306-314; or c)p 318-331 or d) 331-349</td>
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<td>Do a Learning Log</td>
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<td><strong>7th</strong></td>
<td>3/8/06</td>
<td>Class Presentations on Activating Prior Knowledge &amp; Guiding Readers Strategies</td>
<td>Topics: Prior Knowledge &amp; Guided reading strategies (Vacca &amp; Vacca Chapter 9 &amp; 10)</td>
<td>Read Chapter 11 of V &amp; V</td>
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<td>Turn in Learning Log Response.</td>
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<td>Do a (Learning Log)</td>
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<tr>
<td><strong>8th</strong></td>
<td>3/16/06</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td>SPRING BREAK</td>
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<td><strong>9th</strong></td>
<td>3/232/06</td>
<td>Class presentations of writing strategies to do in Content area classrooms</td>
<td>Topic: Writing to Learn Vacca &amp; Vacca Chapters 11</td>
<td>Read Chapter 12 V &amp; V Vacca (a) p 390-409 (b) p 409-427 and EVERY -ONE read Chapter 1 of Cornett</td>
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<td>Turn in your Learning Log</td>
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<td>Do a Learning Log of the Chapter reading.</td>
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<td><strong>10th</strong></td>
<td>3/29/06</td>
<td>Class presentations of Study Skills in any content field classrooms</td>
<td>Topic: Study Skills Vacca &amp; Vacca Chapters 12</td>
<td>Read Chapter 2 V &amp; V (a) p 68-83(b) p 83-102 and EVERY -ONE read an article on the use of rubrics or assessment. Do a P M I of the readings.</td>
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<td>Date</td>
<td>Activity</td>
<td>Read/Study Material</td>
<td>Assignment</td>
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<td>11th 4/5/06</td>
<td>Class discussions centers on Assessment &amp; rubrics &amp; assessment</td>
<td>Topic Assessment Vacca &amp; Vacca Chapter 2</td>
<td>Everyone must read Chapter 2 of Cornett and a) Chapter 9 or b) Chapter 10 of Cornett</td>
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<td>Turn in PMI Response</td>
<td>Do a Learning Log</td>
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<td>12th 4/12/06</td>
<td>LIBRARY TIME</td>
<td>Work on you own</td>
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<td>13th 4/19/06</td>
<td>Discuss Dance &amp; Movement integrated into the curriculum</td>
<td>Chapters 9 &amp; 10 of Cornett</td>
<td>Read Chapters 11 &amp; 12 of Cornett &amp; read an article on: Questioning Strategies or use of questions in a content field</td>
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<td>Turn in your Learning Log</td>
<td>Do a Learning Log</td>
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<td>14th 4/26/06</td>
<td>Class discussion centers on the role of music in the curriculum &amp; the Questioning Articles</td>
<td>Topics: Integration of music throughout the curriculum &amp; music strategies. (Chapter 11 &amp; 12)</td>
<td>Read an article on Multiple Intelligences &amp; read Appendices C,D,E &amp; F of Cornett.</td>
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<td>Turn in your Learning Log</td>
<td>Be prepared to share it with the class</td>
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<td>Do a 3-2-1 Response</td>
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<td>15th 5/3/06</td>
<td>Class discussion centers on Multiple Intelligences &amp; the Appendices in Cornett</td>
<td>Topic: Multiple Intelligences</td>
<td>Work on remaining Projects</td>
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<td>Turn in your 3-2-1 Response</td>
<td>Bring scissors, tape or paste and coloring implements to the Last Class</td>
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<td>16th 5/10/06</td>
<td>Class deals with book making &amp; left over topics.</td>
<td>Turn in all your projects</td>
<td>THE END!</td>
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<td>YES we HAVE class on this date!</td>
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