



George Mason University
College of Education and Human
Development
Literacy Program Area

EDRD 300/501

Literacy and Curriculum Integration

Focus on Art, Music and Physical Education

Fall 2009

Tuesdays 4:30– 7:10 PM Science & Technology II Room 242

Instructor: Allison Ward
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Office hours: By appointment

Course Overview

Course Descriptions

EDRD 300 - Literacy and Curriculum Integration

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. DRD 501 - Literacy and Curriculum Integration, PK-12

EDRD 501 - Literacy and Curriculum Integration, PK-12

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. I

Objectives

1. Students will explain reading and writing as cognitive, socio-cultural, psychological and linguistic processes.
2. Students will explore and describe how teachers in their specialty area 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 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's literature, media and other resources that connect reading, writing and other language arts to their teaching specialty.

Required Textbooks

Vacca, R. & Vacca, J. (2011). *Content area reading (10th ed.)*. Boston, MA: Pearson. (ISBN 13-978-0-13-703511-3)

Cornett, C. (2011). *Creating meaning through literature and the arts (4th ed.)*. Boston, MA: Pearson. (ISBN 978-0-13-704832-8)

Recommended Textbooks

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy*. Boston, MA: Pearson.

Peterson, E. M. (2006). *Inspired by listening: Teaching your curriculum while actively listening to music*. Hampton Falls NH: Yeoman Press.

Mantione, R. & Smead, S. (2002). *Weaving through words using the arts to teach reading comprehension strategies*. DE: International Reading Association.

Young, L., Post, B. & Newman, D. (2005). *Interdisciplinary learning through dance: 101 Moventures*. Human Kinetics Publishers.

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

General Requirements

Readings and Participation

The completion of all readings assigned for the course is assumed. Because much of the class will be structured around discussion and small group activities pertaining to reading comprehension strategies, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. I suggest that you keep a reading log that includes both notes on and reactions to each reading. Class participation will influence your grade.

Class Attendance

If, due to an emergency, you will not be in class, please contact me prior to class time. **It's best to do so via my cell phone (803.412.4700).** 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.

Assignments

All assignments should be turned in on the due date indicated in the schedule below via paper copy (in class) and by email attachment (by 4:30 P.M. on the day the assignment is due) should you be absent from class. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is calculated into the overall point value for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but come to me within a reasonable timeframe. I will be available after class, by appointment, and by email. I look forward to collaborating with you as you work toward your goals.

Course Website

Our course website can be accessed at <http://gmu.blackboard.com>. The site will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, selected PowerPoint slides that I present in class, assignment descriptions and rubrics, and a bibliography of course readings and web resources.

CEHD Statements of Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy 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 <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

Course Requirements

Assignments	Points
<i>Class Participation</i>	15
<i>Visual Dialogic and Reflection (VDR)</i>	15
<i>Literacy Resource Project</i>	20
<i>Group Graphic Organizer</i>	15
<i>Mini Unit and Lesson Share</i>	20
<i>Field Experience/Interview</i>	15
Total	100

Class Participation (15 points)

Weekly attendance, consistent participation, classroom strategy applications, and regular completion of assigned readings will earn you the full 15 points for class participation. For each session that you are absent, five points will be deducted from your class participation points up to a total of 15 points. Attendance will be taken beginning on 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. I may also ask that you submit these to me on occasion, in order to provide you with feedback.

Class participation will be evaluated using the following rating scale:

(12-15) Excellent

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

Participates actively in small group activities and class discussions

(7-11) Competent

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

Participates in small group activities and class discussions

(1-6) Minimal

Rarely asks questions or makes comments that indicate familiarity with the topic

Does not actively participate in small groups and class discussions

Visual Dialogic and Reflection (VDR) (15 points)

You will produce a minimum of five visual representations for each of five class sessions (identified in the schedule in the syllabus) to document your progress and understanding of literacy needs for K-12 students. For each of the five sessions listed, you will create a drawing, select a photograph, or take an original photograph that best illustrates your understanding of K-12 literacy and write a one-page reflection of the image and what it represents to you. You may choose to highlight an insight, an issue, a challenge, a bit of data, or a perspective. You will submit this image on 8.5" X 11" paper as well as the written reflection for each of the five designated class sessions.

Literacy Resource Project (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 physical education, music, or art. You will create a literacy resource notebook that includes a description and evaluation of these materials and will share at least three of these resources with the class. The resource project notebook will be turned in to the instructor. A detailed description follows.

Assignment

This purpose of this assignment is to read and review sources that teachers could use to help children or adolescents connect literacy with the arts and/or physical education.

Completion Procedures

1. Identify a grade level range (e.g. K-1, 2-3, 4-5, 6-8, 9-12). Familiarize yourself with relevant standards.
2. Conduct a search of appropriate trade books (include various genres of fiction and non-fiction) that could be used as resources for teachers to connect literacy with the arts and/or physical education. *Sources must be current and relatable to your target students.* For example, you may locate a young adult novel that has a music or art theme, or you might find a picture book to use as a model for children to create their own text and illustrations. Preview all books for content, themes, and clear subject integration.
3. Conduct a search of digital resources such as websites or computer software programs that could be used as resources for teachers to connect literacy with the arts and/or physical education. For example, you may find a website that provides sample lessons of how art and music can be integrated into the teaching of social studies; or you might locate a site with a list of children's books with art, music, or health themes.
4. Include 5-10 trade books and 5-10 digital resources for a total of 15 literacy resources.
5. Compile a resource notebook by devoting a page for each source that includes the following components/subheadings:

Citations, Annotations & Rationales – Provide a full bibliographic citation for each source using APA format. Briefly describe each source and why you selected it for your notebook.

Strategies for Teaching with the Sources – For each source, propose some approaches and strategies you would use or recommend to teachers for engaging children or adolescents in literacy learning. Be sure to include ideas for meeting the needs of diverse learners.

Evaluation - This assignment will be evaluated based on (a) the appropriateness of the sources to the content literacy/arts, physical education focus; (b) the completeness of the annotations; (c) the relevance of the teaching suggestions; and (d) overall clarity and editing. An evaluation rubric will be provided.

Group Graphic Organizer (15 points)

You will provide the class with a demonstration of a specific reading comprehension strategy synthesized from class readings. For this assignment, a group of four/five

students will focus on one specific type of graphic organizer not presented in class, and focus on one type of reading comprehension skill (monitoring meaning/metacognition, predicting, prior knowledge, summarizing, questioning, text structure, mental imagery), and demonstrate the implementation of the use of the graphic organizer in a classroom context. Demonstration can take any form the group selects.

Mini-unit and Share (20 points)

You will develop three interrelated lesson plans that are designed to link literacy strategies, trade books and websites within the physical education, art or music curriculum. Each lesson must contain a writing component- either teacher-written for students to read/respond or student-written to demonstrate comprehension. Lessons will include adaptations for diverse learners as well as an assessment piece. Be prepared to share one of the lessons with the class. Mini-units will be assessed on the following:

- Specification of objectives related to state and national standards
- Adherence to the lesson plan format
- Consistency with instructional methods taught in the course (inclusion of specific reading/writing activities)
- Appropriate strategies provided
- Appropriate match between assessment of learning and learning objectives
- Clear and succinct presentation of one lesson to the class, emphasizing literacy strategies included in lesson

Field Experience Observation and Interview (15 points)

This course requires a total of 15 hours of field experience. You will observe and interview an art, music or physical education specialist teacher from a public school site and will focus on the methods the teacher uses to integrate literacy into the curriculum. You will present your findings to the class.

You will submit the following for the *Observation* component:

- Signed log of hours indication successful completion of the time requirement
- Three-to-four page summary (typed and double-spaced) of what you observed and an analysis of how this relates to the course topic.

You will submit the following for the *Interview* component:

- Students will design interview questions will focus on ways in which the specialist teacher integrates physical education, art, or music with other curriculum areas. (*See Blackboard for example questions.*)
- Students will submit a transcript of the interview and an analysis (one to three pages, typed and double-spaced) of how this relates to the course topic.

Grading Scale:

A+ = 99%-100%
B+ = 88%-89%
C = 74%-76%
F = Below 65%

A = 94%-98%
B = 80-87%
C- = 70%-73%

A- = 90%-93%
C+ = 77%-79%
D = 66%-69%

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EDRD 300/501 Tentative Class Schedule

This schedule may be changed at the discretion of the instructor or as needs of the students or the CEHD Literacy Emphasis Program dictate.

Date	Topic	Assignment Due	Reading & In-class Activities
Aug 31	<ul style="list-style-type: none"> • Program orientation and introductions • Overview of syllabus and course • What is literacy? • What is content integration? • Chapter vocabulary 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None In class activities: <i>Strategy #1: KWL on Literacy</i> <i>Strategy #2: Think Pair Share</i> <i>Strategy #3: Word Knowledge Chart</i>
Sept. 7	<ul style="list-style-type: none"> • GMU Policies on Field Experiences • Vocabulary • New Literacies 	<ul style="list-style-type: none"> • VDR #1 	<ul style="list-style-type: none"> • Vacca & Vacca Chapters 1, 2 • Rabinowitz (2010)
Sept. 14	<ul style="list-style-type: none"> • Trade Books • Discuss Literacy Resource Project 	<ul style="list-style-type: none"> • VDR #2 	<ul style="list-style-type: none"> • Cornett Chapter 1 & 5 • Vacca & Vacca Chapter 11 <i>Strategy #4: Read Around and Quick Book Look/Pass</i> <i>Strategy #5: Book Talks</i> <i>Strategy #6: Book Boxes</i>
Sept. 21	<ul style="list-style-type: none"> • Assessing Students & Texts • Activating Prior Knowledge & Interest • Integrating Literacy & Arts/Athletics • Motivation 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Vacca & Vacca Chapter 4, 6 • Cornett Chapter 4, App D <i>Strategy #7: Anticipation Guides</i>
Sept. 28	<ul style="list-style-type: none"> • Culturally Responsive instruction • Students and Text/Designing a Unit • Discuss mini-unit project 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Vacca & Vacca Chapter 3, 5 • Cornett ch 3 & planning pages in Appendix
Oct. 5	<ul style="list-style-type: none"> • Vocabulary, Conceptual, & Comprehension Development • Questioning 	<ul style="list-style-type: none"> • Literacy Resource Project 	<ul style="list-style-type: none"> • Vacca & Vacca Chapter 7, 8 <i>Strategy #8: QAR</i> <i>Strategy #9: QtA</i> <i>Strategy #10: List-Group-Label</i> <i>Strategy #11: Concept of</i>

			<i>Definition Maps</i>
Oct. 12	<ul style="list-style-type: none"> • NO CLASS! 		

Date	Topic	Assignment Due	Reading
Oct. 19	<ul style="list-style-type: none"> • Writing • Previewing and Predicting • Summarizing 	<ul style="list-style-type: none"> • VDR #3 	<ul style="list-style-type: none"> • Vacca & Vacca Ch 9 • Behrman (2004) Writing and PE • Cornett Chapter 5 <i>Strategy #12: Quickwrite</i> <i>Strategy 13: RAFT</i> <i>Strategy #14: 3-2-1</i>
Oct. 26	<ul style="list-style-type: none"> • Integrating Visual Art • Text Structures • Graphic Novels 	<ul style="list-style-type: none"> • VDR #4 	<ul style="list-style-type: none"> • Vacca & Vacca Ch 10 • Cornett Chapters 6 & 7 <i>Strategy #15: Text Maps</i>
Nov. 2	<ul style="list-style-type: none"> • <i>Student lesson presentations</i> 	<ul style="list-style-type: none"> • Mini-unit Project 	None
Nov. 9	<ul style="list-style-type: none"> • Integrating Dance and Movement • Summarizing • Visualizing 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Cornett • Chapters 10 & 11 <i>Strategy #16: Last Word</i> <i>Strategy #17: Sequential Organizer</i>
Nov. 16	<ul style="list-style-type: none"> • Integrating Music • Group Graphic Organizer Planning 	<ul style="list-style-type: none"> • VDR #5 	<ul style="list-style-type: none"> • Cornett Ch 12, 13
Nov. 23	<ul style="list-style-type: none"> • Integrating physical education/athletics • Inferencing • Jigsaw 	<ul style="list-style-type: none"> • Group Graphic Organizer 	<i>Strategy #18: Jigsaw Discussion</i> Choose 1 of the following to read before class: Buell (2001). <i>Enhancing Content Literacy in Physical Education</i> Buchanan et al. (2002) Ballinger & Deeney (2006) Barcelona & Rockey (2010)
Nov. 30	<ul style="list-style-type: none"> • Integrating Drama 	<ul style="list-style-type: none"> • None 	Cornett Ch 8, 9

Dec. 7	<ul style="list-style-type: none"> • Field Experience Observation and Interview Reflection/Presentations 	<ul style="list-style-type: none"> • Field Experience Observation and Interview 	<ul style="list-style-type: none"> • None
Dec. 14	<ul style="list-style-type: none"> • Sharing of Experiences • Reflection 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None <p><i>Completing KWL from first class</i></p>