



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

**EDRD 300/501**

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**Course Overview**

***EDRD 300*** Literacy and Curriculum Integration

Catalog Description

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*** Literacy and Curriculum Integration PK-12

Catalog Description

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.

***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. (Undergraduate) Students will plan and teach lessons that incorporate the literacy process (reading, writing and language arts) into their content area.
6. (Graduate) Students will plan and teach a unit that incorporates the literacy process (reading, writing and language arts) into their content area.
7. Students will plan and teach lessons that motivate children and adolescents to read and write.
8. Students will use literacy strategies that meet the literacy needs of diverse students.
9. 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 (for all students)***

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

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

### ***Additional Required Textbook for Graduate Students (EDRD 501)***

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

### ***Recommended Textbooks***

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 Movements*. Human Kinetics Publishers.

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

## **General Requirements**

### COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### ***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. 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, including tardies and early departures, 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) or by email attachment (by 7:00 P.M. on the day the assignment is due). **\* PLEASE NOTE THAT I PREFER ELECTRONIC SUBMISSIONS.\***

Should you be absent from class, your work is still due before class begins. 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. All projects must be typed, double spaced, in 12-point Times New Roman font, with one-inch margins. Please do not use page protectors. Make sure all pages are stapled together.

### ***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 before and 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.

### Course Requirements (EDRD 300)

Assignments	Points
<i>Class Participation &amp; Jigsaw Discussions</i>	25
<i>Media Dialogic and Reflection (MDR)</i>	15
<i>Literacy Resource Project</i>	15
<i>Group Graphic Organizer</i>	10
<i>Mini Unit and Lesson Share</i>	20
<i>Field Experience/Interview</i>	15
<b>Total</b>	100

### Course Requirements (EDRD 501)

Assignments	Points
<i>Class Participation &amp; Jigsaw Discussions</i>	25
<i>Media Dialogic and Reflection (MDR)</i>	15
<i>Literacy Resource Project</i>	15
<i>Unit and Lesson Share</i>	30
<i>Field Experience/Interview</i>	15
<b>Total</b>	100

#### ***Class Participation (25 points)***

Weekly attendance, consistent participation, classroom strategy applications, and regular completion of assigned readings will earn you the full 25 points for class participation. **For each session that you are absent, three points will be deducted from your class participation points up to a total of 15 points. Two tardies/early departures equal one absence.** 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. While you may take notes on a laptop/tablet during class, please note that due to the highly participatory nature of the class that typing during discussions and presentations is prohibited. Your classmates deserve your full attention.

You will participate in a **jigsaw discussion group** with peers. For each date noted on the syllabus, you will determine article readings and discussion points that you will distribute to group members in a brief handout (plus a copy for me). You will work with the same group members throughout the semester. Each group member will take a turn facilitating the discussion.

Note the syllabus dates for content area integration; be prepared to describe useful activities and prior experiences.

\*\*Be prepared to share content strategies from Fisher, Brozo, Ivey, & Frey (2010) that align with the assigned readings & your content area instruction needs. For example, when we discuss vocabulary, you may be prepared to describe use of 4-Square/Freyer Model Vocabulary Cards to classmates.

Class participation will be evaluated using the following rating scale:

**(20-25) 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

Describes specific strategies from Fisher et al. (2010) that align with content literacy topics.

Attends all classes in entirety

**(9-19) Competent**

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 one to two occasions

**(1-8) Minimal**

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

***Media Dialogic and Reflection (MDR) (15 points)***

You will produce a minimum of four sensory media representations for each of four designated 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 sessions listed, you will provide an aural, kinesthetic, or visual media selection such as (but not limited to) a clip of original/open source music (such as an mp3 or other accessible electronic file), an action/dance video clip, a self-created drawing, or a selected image that best illustrates your understanding of K-12 literacy. You will then write a one-page reflection of the chosen media 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 (electronically or via paper) this media 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 your specific art discipline.

### ***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 for your content area.
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. *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 dance themes. Each included resource **MUST** contain text for students to read and comprehend.
4. Undergraduate candidates will include 5-10 trade books (picture books or chapter 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. In a paragraph, describe/summarize each source and why you selected it for your collection.

***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.

**In addition to the above assignment/requirements, graduate students will also include** a set of 10 picture storybooks with a variety of illustration techniques. You will analyze the illustrations and discuss how the art supports/enhances the storyline through use of technique, perspective/point of view, color, composition, etc., thus describing how art and literacy are integrated in each text. You will also include a description of how you can use these books to enhance visual literacy lessons in your classroom.

***Group Graphic Organizer (10 points) Undergraduates only***

You will provide the class with a demonstration of a specific reading comprehension strategy synthesized from class readings. For this assignment, a group of two/three 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 (one blank, one completed sample). Each group will create an original graphic organizer for this project; do not use a published/online resource. Demonstration can take any form the group selects. A brief (1-2 paragraph) written description of the graphic organizer's purpose & selected reading comprehension strategy will accompany the presentation. The instructor will post the descriptions and graphic organizers on Blackboard for class use.

### ***Mini-unit or unit and Share (20 points Undergraduate, 30 points Graduate)***

**Undergraduate students** will develop three interrelated lesson plans (NOTE: 1 plan= 1 class period) 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 formative & summative assessments. Be prepared to teach one of the lessons with the class, focusing on the integrated literacy strategies. Mini-units will be assessed on the following:

- Specification of objectives related to state and national standards
- Initial assessment to determine students' knowledge before instruction
- Adherence to the same lesson plan format throughout the mini-unit with objectives, vocabulary, materials, step-by-step instructions, and assessment included in each plan
- Consistency with instructional methods taught in the course (inclusion of specific reading/writing activities)
- Appropriate strategies provided for all students with differentiation for diverse learners
- Appropriate match between assessment of learning and learning objectives
- All supporting materials are included (handouts, powerpoints, texts, weblinks, etc.)
- Clear presentation of one lesson to the class, emphasizing literacy strategies included in lesson.

**Graduate students will complete the assignment with a full instructional unit spanning 1-2 weeks, rather than 3 class periods as described above. All other steps remain the same. Use the Cornett text in your planning and be sure to cite it appropriately.**

### ***Field Experience Observation (8 points)***

This course requires a total of 15 hours of field experience. You will observe an art, music or dance 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 and submit the following

- Signed log of hours indication successful completion of the time requirement
- Three-to-four page summary (typed and double-spaced) of you observations and an analysis of how this relates to the course topic. Note the oral language as well as the examples of written language detected during observations & describe how they contribute to students' overall literacy development. You may choose to keep this in a journal format where you record findings after each observation (about a half-page per hour observed) or as an overall summary of the experience.

***Field Experience Interview (8 points)***

You will interview the same teacher you observed during your field placement following these procedures

- Students will design interview questions will focus on ways in which the specialist teacher integrates dance, art, or music with other curriculum areas. (*See Blackboard for example questions.*)
- Students will submit a narrative analysis (one to three pages, typed and double-spaced) of how this relates to the course topic. It must contain an introduction that names the teacher and provides basic background information for the reader. It must also contain a summary/conclusion that reiterates the main findings and your reflections. Please note that this is a paper, not a list of questions and responses.

**Grading Scale:**

A+ = 99%-100%	A = 94%-98%	A- = 90%-93%
B+ = 88%-89%	B = 80-87%	C+ = 77%-79%
C = 74%-76%	C- = 70%-73%	D = 66%-69%
F = Below 65%		

**EDRD 300 CRN 74375**

**EDRD 501 CRN 74376**

## 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 & <i>In-class Activities</i>
Jan 24	<ul style="list-style-type: none"> <li>• Program orientation and introductions</li> <li>• Overview of syllabus and course</li> <li>• What is literacy?</li> <li>• What is content integration?</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul> In class activities: <i>Strategy #1: KWL</i> <i>Strategy #2: Think Pair Share</i> <i>Strategy #3 Jigsaw Discussion</i>
Jan 31	<ul style="list-style-type: none"> <li>• GMU Policies on Field Experiences</li> <li>• Oral language development</li> <li>• Questioning &amp; conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Submit Field Experience application</li> <li>• MDR #1</li> <li>• Jigsaw #1</li> </ul>	Jigsaw discussion: Snow (1983) Berlin, Blank, & Rose (1980) vanKleeck, Vander Woude, & Hammett (2006)
Feb 7	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• New Literacies</li> </ul>	<ul style="list-style-type: none"> <li>• MDR #2</li> <li>• Jigsaw #2</li> </ul>	<ul style="list-style-type: none"> <li>• Vacca &amp; Vacca Chapters 1, 2</li> <li>• Rabinowitz (2010)</li> <li>• Biemiller (2003)</li> </ul> <i>Strategy #4: Word Knowledge Chart Strategy</i> <i>Strategy #5 Semantic Gradient</i>
Feb 14	<ul style="list-style-type: none"> <li>• Trade Books</li> <li>• Conducting an Interactive Read Aloud</li> <li>• Assessing Students &amp; Texts</li> <li>• Discuss Literacy Resource Project</li> </ul>	<ul style="list-style-type: none"> <li>• Bring a children's book of your choice related to your content area</li> <li>• Jigsaw #3</li> </ul>	<ul style="list-style-type: none"> <li>• Vacca &amp; Vacca Chapter 11</li> <li>• Ward 2011</li> <li>• Zucker, Ward, &amp; Justice 2009</li> </ul> <i>Strategy #6: Read Around and Quick Book Look/Pass</i> <i>Strategy #7: Book Talks</i> <i>Strategy #8: Book Boxes</i>
Feb 21	<ul style="list-style-type: none"> <li>• Activating Prior Knowledge &amp; Interest</li> <li>• Motivation</li> <li>• Culturally Responsive instruction</li> </ul>	<ul style="list-style-type: none"> <li>• MDR #3</li> <li>• Jigsaw #4</li> </ul>	<ul style="list-style-type: none"> <li>• Vacca &amp; Vacca Chapter 4, 6</li> <li>Parsons &amp; Ward (in press)            Ch 8- Multicultural Trade Books</li> </ul> <i>Strategy# 9: Anticipation Guides</i>

Feb 28	<ul style="list-style-type: none"> <li>• Students and Text/Designing a Unit</li> <li>• Discuss mini-unit project</li> </ul>		<ul style="list-style-type: none"> <li>• Vacca &amp; Vacca Chapter 3, 5</li> </ul>
Mar 7	<ul style="list-style-type: none"> <li>• Literacy Resource Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Resource Project</li> </ul>	

Date	Topic	Assignment Due	Reading
Mar 14	<ul style="list-style-type: none"> <li>• NO CLASS! Spring Break</li> </ul>		
Mar 21	<ul style="list-style-type: none"> <li>• Vocabulary, Conceptual, &amp; Comprehension Development</li> <li>• Questioning for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• MDR #4</li> </ul>	<ul style="list-style-type: none"> <li>• Vacca &amp; Vacca Chapter 7, 8</li> <li><i>Strategy #10: QAR</i></li> <li><i>Strategy #11: QtA</i></li> <li><i>Strategy #12: List-Group-Label</i></li> <li><i>Strategy #13: Concept of Definition Maps</i></li> </ul>
Mar 28	<ul style="list-style-type: none"> <li>• <i>Student lesson presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mini-unit Project</li> </ul>	None
Apr 4	<ul style="list-style-type: none"> <li>• Text Structures</li> <li>• Graphic Novels</li> </ul> <p>Group Graphic Organizer Planning</p>	<ul style="list-style-type: none"> <li>• MDR #5</li> </ul>	<ul style="list-style-type: none"> <li>• Vacca &amp; Vacca Ch 10</li> <li><i>Strategy #14: Text Maps</i></li> <li><i>Strategy #15: Plot Maps, Character Maps</i></li> </ul>
Apr 11	<ul style="list-style-type: none"> <li>• NO CLASS</li> <li>• Work on Group Graphic Organizers</li> </ul>		
Apr 18	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Group Graphic Organizer Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Vacca &amp; Vacca Ch 9</li> <li>• Find a peer-reviewed article that describes a technique to integrate writing into your content area</li> <li><i>Strategy #16: Quickwrite</i></li> <li><i>Strategy 17: RAFT</i></li> </ul>

Apr 25	<ul style="list-style-type: none"> <li>• Previewing and Predicting</li> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Inferencing</li> </ul>		<ul style="list-style-type: none"> <li>• Find a peer-reviewed article that describes a technique to integrate reading comprehension strategies into your content area</li> </ul> <i>Strategy #18: 3-2-1</i> <i>Strategy #19: Last Word</i> <i>Strategy #20: Sequential Organizer</i>
May 2	<ul style="list-style-type: none"> <li>• Cross-Curricular Arts Integration</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw #4</li> </ul>	<ul style="list-style-type: none"> <li>• Find a peer-reviewed article describing a technique to integrate your content into the literacy/ELA curriculum</li> </ul>
May 9	<ul style="list-style-type: none"> <li>• Field Experience Observation and Interview Reflection/Presentations</li> <li>• Sharing of Experiences</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Field Experience Observation and Interview</li> </ul>	<i>Completing KWL from first class</i>