



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

**EDRD 300-003/501-001 (3 cr.)**  
Literacy and Curriculum Integration  
Focus on Art, Music and Dance  
Fall 2013  
Tuesdays 7:20– 10:00 PM TH L028

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## Course Overview

### EDRD 300

**Catalog Description:** Introduces K-12 content area reading, writing, and language arts. This course emphasizes the 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

**Catalog Description:** Introduces PK-12 content area reading, writing, and language arts. This course emphasizes the 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. 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.

### **Nature of Course Delivery**

We will meet face-to-face each designated date on the course schedule. Some online discussion via Blackboard may also be required at the instructor's discretion.

### **Required Textbooks**

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. & Frey, N. (2007). *Improving Adolescent Literacy, Strategies at Work*. Upper Saddle River, New Jersey.

### **Recommended Textbooks**

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

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

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.

### **Additional Readings**

Undergraduates and graduates will have opportunities to search for, read, and critique articles from scholarly journals that blend specific arts content with literacy instructional techniques.

### **General Requirements**

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 please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals.

### **Readings and participation**

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, 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; you will keep a reading log that includes both notes on and reactions to each reading. Class participation is a required component of 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 will influence your grade.

### **Assignments**

All assignments should be turned in on the due date indicated in the schedule below via paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: BOYNTON\_Miniunit.docx). All assignments must be typed, in 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the

overall points for each writing assignment, so please proofread carefully and use formal, academic English writing format. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. The standard late work penalty is a 15% deduction for each day the assignment is late.

**PLEASE NOTE THAT I PREFER ELECTRONIC SUBMISSIONS. Electronic submissions MUST be saved with your last name in the filename. Ex: Boynton\_MDR2.doc**  
**Combine your work into one file.**

For printed work **please do not use page protectors**. Make sure all pages are **stapled or otherwise bound** together.

#### Course Website

Our course website (still under development at <http://www.mymasonportal.gmu.edu/>) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

#### Core Values

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

### Course Requirements (EDRD 300)

Assignments	Due Date	Points
<i>Class Participation &amp; Strategy Discussions</i>	On-going plus sign-up	20
<i>Media Dialogic and Reflection (MDR)</i>	On-going	15
<i>Literacy Resource Project</i>	October 22, 2013	15
<i>Group Graphic Organizer</i>	December 3, 2013	10
<i>Final Paper</i>	December 16, 2013	20
<i>Field Experience/Interview</i>	December 10, 2013	20
<b>Total</b>		100

### Course Requirements (EDRD 501)

Assignments	Due Date	Points
<i>Class Participation &amp; Strategy Discussions</i>	On-going plus sign-up	20
<i>Media Dialogic and Reflection (MDR)</i>	On-going	15
<i>Literacy Resource Project</i>	October 22, 2013	20
<i>Final Paper</i>	December 16, 2013	25
<i>Field Experience/Interview</i>	December 10, 2013	20
<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. You will submit these to me on random occasions, 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 **strategy 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. 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.

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

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 two occasions

**Media Dialogic and Reflection (MDR) (15 points/5 points each)**

You will produce a minimum of three sensory media representations (due dates & topics identified in the schedule in the syllabus) to document your progress and understanding of literacy needs for K-12 students. For three of the five 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), a movement/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 three of the five designated class sessions. Be creative.

## **Literacy Resource Project (15 points Undergraduate; 20 Graduate)**

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 dance, music, or art. **Search for stories, biographies, and nonfiction accounts of works, but do not include technique books, encyclopedias, dictionaries, methods/strategy books, or activity books. Those are important resources, but do not fit this project.** 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 template and sample entry is available on Blackboard. 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:

**Overall Project Introduction** - In a brief paragraph, explain the age/grade range that you have chosen for your project.

**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. Include the interest level and specific reading level of each source. This must be in your own words.

**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. Use your

texts and other appropriate scholarly sources to support your teaching strategies. These must be your original strategies/ideas and in your own words.

**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 clearly marked 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. Use scholarly resources to support your assertions.

**Final Paper (20/25 points)**

Students will write a final paper on a literacy topic of personal interest and find at least 4 scholarly sources related to the topic (you may use ONE article from class but must find the others independently). Write a 5-6 pages (double-spaced) reflection that describes the topic thoroughly (cited research) and explain its relevance to the class and individual. Your paper should (a) introduce the topic and why it is important to teachers, (b) explain the topic, (c) recommend ways that topic can be addressed in the Fine Arts (drama, music, theatre), (d) a personal reflection on your understanding of the topic and how it connects to other forms of literacy instruction (i.e., if discussing writing, how is it relevant to reading comprehension). Include your opinion about its value to student success. Include a bibliography of sources consulted and/or cited in appropriate APA format. Possible topics include:

- Vocabulary assessment or instruction
- Writing in the content area
- Reading comprehension in the content areas
- Reading motivation
- Reading engagement
- English language learners and content area literacy.

### **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.

### **Field Experience Observation (10 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 your 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 (10 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 transcript of the interview.
- 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%  
 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%

**EDRD 300 CRN 10700**  
**EDRD 501 CRN 10701**

## 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
8/27	Program orientation and introductions  Overview of syllabus and course  What is literacy?  What is content integration?  Why embed literacy in the Arts?  GMU Policies on Field Experiences - Review the Field Experience log	<a href="#">Sign up for strategy presentations</a>	None  In class activities: <i>Strategy #1: KWL</i>
9/3	Oral language development  Questioning & conversation  Discuss in more details <b><u>Strategy Discussions</u></b>	<a href="#">Submit Field Experience application</a>  MDR Examples: Share these with the class	Snow (1983) Berlin, Blank, & Rose (1980) VanKleeck, Vander Woude, & Hammett (2006)  <i>Strategy #2: Think Pair Share</i> <i>Strategy #3 Jigsaw Discussion</i>
9/17	Vocabulary  New Literacy's  Discuss <b><u>Literacy Resource Project</u></b>	MDR #1  Strategy Discussions #1	Vacca & Vacca Chapters 1, 2 Biemiller (2003)  <i>Strategy #4: Word Knowledge Chart</i> <i>Strategy #5 Semantic Gradient</i>
9/24	Creating Meaning Through the Arts - Arts integration building blocks	GUEST SPEAKER  <a href="#">Sign up for Graphic Organizer Presentations</a>	Cornett Chapters 1-3
10/1	Trade Books  Conducting an Interactive Read Aloud Assessing Students & Texts	Bring a children's book of your choice related to your content area  MDR #2  Strategy Discussions #2	Vacca & Vacca Chapter 11 Parsons, 2011 Zucker, Ward, & Justice 2009  <i>Strategy #6: Read Around and Quick Book Look/Pass</i> <i>Strategy #7: Book Boxes</i>
10/8	Activating Prior Knowledge & Interest  Motivation	MDR #3  Strategy Discussion #3	Vacca & Vacca Chapter 6 Parsons & Ward (2011)  <i>Strategy #8: Anticipation Guides</i>

10/15	Culturally Responsive instruction		Vacca & Vacca Chapter 3 Cornett Chapter 4
10/22	<b>Literacy Resource Presentations</b> Discuss the <i>final paper</i> , and the <i>field observation expectations</i>	<b>DUE:</b> <b><u>Literacy Resource Project</u></b>	
10/29 & 11/5	Students and Text/Designing a Unit Designing an integrated lesson	Bring a previously graded (and taught) lesson plan to use in this class as well as the next class session.  *In groups students will work together to make the necessary modifications to integrate literacy components into their lessons/unit	Vacca & Vacca Chapter 5 Appropriate chapters in Cornett (Chapters 5-12)

11/12	Vocabulary, Conceptual, & Comprehension Development  Questioning for comprehension	MDR #4  Strategy Discussion #4	Vacca & Vacca Chapter 7, 8  <i>Strategy #9: QAR</i> <i>Strategy #10: QtA</i> <i>Strategy #11: List-Group-Label</i> <i>Strategy #12: Concept of Definition Maps</i>
11/19	Text Structures  Graphic Novels  Group Graphic Organizer Planning	MDR #5  Strategy Discussion #5	Vacca & Vacca Ch 10  <i>Strategy #13: Text Maps</i> <i>Strategy #14: Plot Maps, Character Maps</i>
11/26	Writing  <b>Small group meetings:</b> Work on Group Graphic Organizers	MDR #6  Strategy Discussion #6	Vacca & Vacca Ch 9  Find a peer-reviewed article that describes a technique to integrate writing into your content area  <i>Strategy #15: Quickwrite</i> <i>Strategy 16: RAFT</i>
12/3	Previewing and Predicting  Summarizing  Visualizing  Inferencing	<b>DUE:</b> <b><u>Group Graphic Organizer Presentations</u></b>  MDR #7 (Last Opportunity to submit MDR)  Strategy Discussion #7	Find a peer-reviewed article that describes a technique to integrate reading comprehension strategies into your content area  Strategy #17: 3-2-1 Strategy #18: Last Word Strategy #19: Sequential Organizer
12/10	Field Experience Observation and Interview Reflection/Presentations Sharing of Experiences Final Paper Topic/Reflection	<b>DUE:</b> <b><u>Field Experience Observation and Interview</u></b>  <b>DUE:</b> <b><u>Final Paper due via email by 12/16/12</u></b> Students will present their final paper topic during class	<i>Completing KWL from first class</i>

## **Literacy Resource Project template**

All components must be included for full credit. Writing style must be formal, academic English, with correct grammar and spelling.

### **A. BOOKS (1 pt each)**

1. Include book citation in APA format

Author last name, first name. (YEAR). *Book title in italics*. Publisher's city, state: Publishing Company Name.

2. Annotation: This is a summary (+/- paragraph) where you, **in your own words**, describe the book's theme, plot, characters. Give an approximate age range of students who would enjoy the book (interest level). Give the specific reading level, not the publisher's suggested range as discussed in class. Be sure to point out the need to read aloud if the book is too difficult for your target students.

3. Rationale: Briefly describe why you selected this book for your notebook/content classes.

4. Strategies: Include a 3-5 bulleted original ideas/purposes/strategies for using the book in your content classes or recommending to other teachers for use. **\*\*Include ideas/strategies for reaching diverse learners.**

5. Optional: Include a small picture of the book cover. You can copy/paste from website

### **B: DIGITAL RESOURCES (1 pt each)**

1. Citation: Include full URL

2. Annotation: Summarize the main points of the site- page types, ease of use, purposes, etc. Give an approximate age range of students who would enjoy the site (interest level). Also comment on the amount of reading required & your estimation of text difficulty (e.g., best for middle school, upper elem., etc)

3. Rationale: Briefly describe why you selected this site for content classes.

4. Strategies: Include a few bulleted ideas/purposes/strategies for using the site in your content classes or recommending to other teachers for use. **\*\*Include ideas/strategies for reaching diverse learners. \*\*ALSO**, if the site does not contain much readable text, including activities where students write to respond can be used. There must be some readable text on each site- captions, labels, headlines can count (use extremely sparingly). Best to have chunks of readable text to help students understand the purpose of pages and links (use for majority of digital sources).

### **C. Graduates only: Picture Books (.5 pt each)**

1. Citation, annotation, rationale as described above

2. Illustration analysis: how does the book blend specific artistic technique with words to tell the story?

## Self/Peer Evaluation Rubric for Designing an Integrated Lesson/Unit Group Activity

Integrated Lesson/Unit

Element	Present in all areas	Not present in all areas
Student reading and writing included in each lesson		
Age/grade level described & standards provided (written, not numbers)		
Formative & summative assessments provided (specific questions, rubrics, checklists, etc)		
Differentiation is present to accommodate for varying student skill levels/abilities		
Lessons have a clear beginning, middle, and end with gradual release of responsibility (I do, we do, you do). Plans are clearly connected with a stable end goal (meeting objective)		
Plans are easily understandable, with logical flow, correct grammar, & high level of detail (pretend I'm a substitute teacher with no previous experience in your content area)		

**GMU Policies and Resources for students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

**Professional Dispositions** Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment** The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]