

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Literacy Program

EDRD 300-001 / 501-002: Literacy and Curriculum Integration (Focus on Art, Music, Dance)
3 Credits, Fall 2015
Tuesday, 7:20-10:00 pm Thompson Hall 1017

PROFESSOR(S):

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

EDRD 300: 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: 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.

C. Expanded Course Description

Not Applicable

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Explain reading and writing as cognitive, socio-cultural, psychological and linguistic processes.
2. Explore and describe how teachers in their specialty area can enhance the literacy of children and adolescents.
3. Examine the causes of literacy problems in elementary and secondary schools.

4. Use state and national objectives/standards in their planning and teaching.
5. Plan and teach lessons that incorporate the literacy process (reading, writing and language arts) into their content area.
6. Plan and teach lessons that motivate children and adolescents to read and write.
7. Use literacy strategies that meet the literacy needs of diverse students.
8. Survey children's and adolescent's literature, media and other resources that connect reading, writing and other language arts to their teaching specialty.

PROFESSIONAL STANDARDS (Virginia Standards of Learning (SOLs)):

Not Applicable.

NATURE OF COURSE DELIVERY:

This course primarily uses a face-to-face seminar format (though occasional online activities may be required).

REQUIRED TEXTS:

Vacca, R. T., Vacca, J. L., & Mraz, M. (2014). *Content area reading: Literacy and learning across the curriculum* (11th ed.). Boston, MA: Pearson.

Additional readings will be made available on Blackboard and through GMU Library databases.

RECOMMENDED RESOURCES:

Cornett, C. E. (2015). *Creating meaning through literature and the arts: Arts integration for classroom teachers* (5th ed.). Boston, MA: Pearson.

Overby, L. Y., Post, B. C., & Newman, D. (2005). *Interdisciplinary learning through dance: 101 Movements*. Champaign, IL: Human Kinetics.

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

COURSE ASSIGNMENTS AND EXAMINATIONS:

A. Assignment Descriptions

1. Participation (20 points)

Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session and/or module to download readings and other pertinent course documents. We may also hold discussions via Blackboard.

The completion of all readings assigned for the course is assumed as is attendance. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned and to fully participate in class.* Failure to do so may result in a lower participation grade. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

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. While you may take notes on a laptop/tablet during class, please be sure to limit your use of electronic devices during discussions and presentations. Your classmates deserve your full attention.

Class participation will be evaluated using the following rubric.

Criteria for Evaluation	12 points	8 points	4 points	0 points
Class Attendance	missed no more than 1 class session	missed 2 class sessions	missed 3 class sessions	missed more than 3 class sessions

Criteria for Assessment	3 points	2 points	1 points	0 points
Tardiness	arrived late or left class early no more than 1 time	arrived late or left class early 2-3 times	arrived late or left class early 4-5 times	arrived late or left class early more than 5 times

Criteria for Assessment	5 points	3 points	0 points
Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. AND Actively participated in <i>all</i> small group activities and class discussions.	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. AND/OR Actively participated in <i>most</i> small group activities and class discussions.	Rarely asked questions or made observations that indicated familiarity with the topic. OR Did not actively participate in <i>most</i> small group activities and class discussions.

2. 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 course schedule) 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 if possible, or as a hard copy) this media as well as the written reflection for three of the five designated class sessions. Be creative!

3. Literacy Resource Project (EDRD 300 – 15 points; EDRD 501 – 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 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. You will share at least three of these resources with the class. A template and sample entry will be available on Blackboard.

Completion Procedures

- A. 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.
- B. 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.
- C. 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. 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.
- D. Include 5-10 trade books (picture books or chapter books) and 5-10 digital resources for a **total of 15** literacy resources.
- E. 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.

*****In addition to the above assignment/requirements, students enrolled in EDRD 501 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.

Evaluation

This assignment will be evaluated based on (a) the appropriateness of the sources to the content literacy/arts 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.

4. Strategy Demonstration (EDRD 300 only – 15 points)

With a partner, you will research and demonstrate a reading strategy appropriate for use in content area classes (see the course schedule for options). Together you will prepare any necessary materials for modeling the strategy with the week's assigned reading (or other text(s) you choose). This demonstration should last 15 to 20 minutes and include your classmates as active participants.

You and your partner will also create a written summary of the activity to be posted on Blackboard for class use. This summary should indicate the purpose of the reading strategy and be summarized in such a way that other members of the class are able to implement it in their teaching. A template will be provided on Blackboard. Your grade will be based on the completeness of the summary of your strategy, the clarity of your explanations during the demonstration, and overall presentation. An evaluation rubric will be provided.

5. Mini-Unit (EDRD 300 – 20 points)/Unit (EDRD 501 – 30 points) & Lesson Share
Students enrolled in EDRD 300 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 dance, 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. Support your plans with appropriate scholarly resources (textbooks, class notes, research articles, etc.) and cite them appropriately. Be prepared to teach one of the lessons with the class, focusing on the integrated literacy strategies or present your mini-unit to the class. Some visual presentation (PowerPoint, Prezi, etc.) will be required as well as a handout for the instructor and class.

*****Students enrolled in EDRD 501** 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.

Evaluation

This assignment will be assessed on the following:

- Specification of objectives related to state and/or national standards.
- Initial assessment to determine students' knowledge before instruction.
- Adherence to the same lesson plan format throughout the mini-unit with objectives, key 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 student abilities & activities.
- Appropriate match between assessment of learning and learning objectives.
- All supporting materials are included (handouts, PowerPoints, texts, web links, etc.).
- Clear presentation of one lesson to the class, emphasizing literacy strategies included in lesson.

6. Field Experience Observation and Interview (15 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 also interview the teacher you observe. You will submit the following:

Observation (8 points)

- Submit your signed log of hours indicating successful completion of the time requirement.
- Create a 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 and 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.

Interview (7 points)

- Design interview questions focusing on ways in which the specialist teacher integrates dance, art, or music with other curriculum areas. *(See Blackboard for example questions.)*
- 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.

B. Assignment Weighting

EDRD 300

Assignment	Points
Participation	20
Media Dialogic and Reflection (MDR)	15
Literacy Resource Project	15
Strategy Demonstration	15
Mini-Unit and Lesson Share	20
Field Experience Observation and Interview	15
Total	100

EDRD 501

Assignment	Points
Participation	20
Media Dialogic and Reflection (MDR)	15
Literacy Resource Project	20
Unit and Lesson Share	30
Field Experience Observation and Interview	15
Total	100

C. Grading Policies/Scale

(For students enrolled in EDRD 501, any grade below a C is recorded as an F)

- A+ = 100%
- A = 94 – 99%
- A- = 90 – 93%
- B+ = 88 – 89%
- B = 84 – 87%
- B- = 80 – 83%

C+ = 78 – 79%
C = 74 – 77%
C- = 70 – 73%
D = 66 – 69%
F = below 65%

D. Other Expectations

Class Attendance

Class attendance is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines

All assignments should be submitted on Blackboard by class time on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for **each** day the assignment is late.

Assignments should be word processed using 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 score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH_LessonPlan1.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course scheduled may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

E. Performance-Based Assessment

The Mini-Unit/Unit and Lesson Share assignment described above serves a performance-based assessment for this course. The rubric for this assessment can be found at the end of the syllabus.

BLACKBOARD REQUIREMENTS

Every student registered for any Literacy Program course with a required performance-based assessment is required to submit this assessment, Mini-Unit, to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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/the-mason-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 <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments</u>
Class 1: Sept. 1	Course Overview What is literacy?	– none
Class 2: Sept. 8	New Literacies	– Chapters 1 & 2
Class 3: Sept. 15	Learning with Trade Books	– Chapter 11 – Shedd, M. K., & Duke, N. K. (2008). The power of planning: Developing effective read-alouds. <i>Young Children</i> , 63(6), 22-27. (Bb) – DUE: MDR#1
Class 4: Sept. 22	Planning Instruction for Content Literacy	– Chapter 5
Class 5: Sept. 29	Assessing Students and Texts Culturally Responsive Teaching	– Chapters 3 & 4 – DUE: MDR #2
Class 6: Oct. 6	Activating Prior Knowledge & Interest	– Chapter 6
Tuesday, Oct. 13	NO CLASS (Monday classes meet on this date.)	
Class 7: Oct. 20	Literacy Resource Presentations	– DUE: Literacy Resource Project

<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments</u>
Class 8: Oct. 27	Guiding Reading Comprehension	<ul style="list-style-type: none"> - Chapter 7 - DUE: MDR #3 - DUE: Assigned Strategy Demonstrations <ul style="list-style-type: none"> o Anticipation Guides o Sketch to Stretch
Class 9: Nov. 3	Using Questioning to Promote Discussion	<ul style="list-style-type: none"> - Cornett, C. (2010). Using questioning to promote discussion (pp. 181-219). In <i>Comprehension First: Inquiry into Big Ideas using Important Questions</i>. Scottsdale, AZ: Holcomb Hathaway (Bb) - DUE: Assigned Strategy Demonstrations <ul style="list-style-type: none"> o Save the Last Word for Me o 3-2-1
Class 10: Nov. 10	Developing Vocabulary and Concepts	<ul style="list-style-type: none"> - Chapter 8 - DUE: MDR #4 - DUE: Assigned Strategy Demonstrations <ul style="list-style-type: none"> o List-Group-Label o Ten Important Words Plus
Class 11: Nov. 17	Writing Across the Curriculum Studying Text	<ul style="list-style-type: none"> - Chapters 9 & 10 - DUE: MDR #5 - DUE: Assigned Strategy Demonstrations <ul style="list-style-type: none"> o RAFT o Admit & Exit Slips
Class 12: Nov. 24	Professional Work Session	
Class 13: Dec. 1	Lesson Shares	<ul style="list-style-type: none"> - DUE: Mini-Unit/Unit
Class 14: Dec. 8	Lesson Shares Reflection on Learning	<ul style="list-style-type: none"> - DUE: Field Experience Observation & Interview

ASSESSMENT RUBRIC(S):

Rubric for Mini-Unit Project & Presentation

Presentation (5-10 minutes)

Explain the main themes of your unit along with the standards/grade level and how the selected texts/activities will support your instruction. Explicitly highlight the literacy integrated into your unit. You may choose to focus on 1 of your 3 lessons. Explain the differentiation and assessments used.

Mini-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).		