

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

EDRD 300-001/501-001: Literacy and Curriculum Integration (Focus on the Arts)
3 Credits, Spring 2016
Monday, 7:20-10:00 pm, Robinson Hall A243

PROFESSOR(S):

Name: Jennifer I. Hathaway, Ph.D.
Office hours: by appointment
Office location: 1604 Thompson Hall, Fairfax Campus
Office phone: 703-993-5789
Email address: jhathaw2@gmu.edu

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:

Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: International Reading Association.

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2015). *50 instructional routines to develop content literacy* (3rd ed.). Boston, MA: Pearson.

RECOMMENDED RESOURCES:

Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.

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

Goldberg, M. (2012). *Arts integration: Teaching subject matter through the arts in multicultural settings* (4th ed.). Boston, MA: Pearson.

McDonald, N. L., & Fisher, D. (2006). *Teaching literacy through the arts*. New York, NY: Guilford.

COURSE ASSIGNMENTS AND EXAMINATIONS:**A. Assignment Descriptions**

(See Blackboard for specific guidelines and evaluation rubrics for all assignments.)

1. Professional Behavior (12 points) – ongoing

Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found at: <https://cehd.gmu.edu/teacher/professional-disposition>.) Teaching is a demanding career that requires you to conduct yourself in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. It involves initiating tasks and following through in a timely manner. Establishing habits supportive of these dispositions is an important part of your preparation as an educator and as such will be emphasized throughout this course. The criteria for assessment of your professional behavior include your class attendance, punctuality, and participation as noted in the rubric below.

Criteria for Evaluation	Proficient Professional Behavior	Developing Professional Behavior	Emerging Professional Behavior	Unacceptable Professional Behavior
	6 points	4 points	2 points	0 points
Class Attendance	Missed no more than 1 class session. AND Arrived late or left class early no more than 2 times.	Missed 2 class sessions. OR Arrived late or left class early 3-4 times.	Missed 3 class sessions. OR Arrived late or left class early 5-6 times.	Missed more than 3 class sessions. OR Arrived late or left class early more than 6 times.
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. 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 Rarely actively participated in small group activities and class discussions.	Never asked questions or made observations that indicated familiarity with the topic. OR Never actively participated in small group activities and class discussions.

2. Reading Guides & Discussion (8 points) – ongoing

Over the course of the semester, you are responsible for completing 8 of 10 reading guides for the assigned readings in the course. You will use these guides to discuss the weekly readings. Guides will be collected or evaluated each day in class. Together, each guide and your participation in the discussion are worth 1 point. *If you are absent from the discussion, you may submit your reading guide via email by the end of class time to receive half credit. Any guides submitted beyond the 8 required will count as extra credit for the course.*

3. Media Dialogic and Reflection (10 points (5 points each)) – February 8, April 18

You will produce two sensory media representations to document your progress and understanding of literacy needs for K-12 students. You will provide an aural, kinesthetic, or visual media selection that best illustrates your understanding of K-12 literacy. You will then write a one-page reflection on the chosen media explaining how it demonstrates your growing understanding of literacy and the course content.

4. Literacy Resource File (20 points) – March 14

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 your discipline. You will create a literacy resource file that includes a description of these materials, a rationale for their inclusion, and suggestions for using each to engage students in literacy learning. You will also share several of these resources with the class.

5. Strategy Demonstration (EDRD 300 only – 15 points) – as assigned

With a partner, you will research and demonstrate a reading strategy appropriate for use in content area classes. Together you will prepare any necessary materials for modeling the strategy. You will also create a written summary of the strategy to be posted on Blackboard for class use. This demonstration should last 15 to 20 minutes and include your classmates as active participants.

6. Journal Response (EDRD 501 only – 15 points) – February 22

You will locate a current journal article addressing literacy instruction in your discipline. Then, you will summarize the article, provide a personal response, and reflect on connections to your future classroom instruction.

7. Integrated Mini-Unit (EDRD 300 – 20 points)/Unit (EDRD 501 – 25 points) – April 25

You will develop an instructional unit with interrelated lesson plans designed to link literacy strategies, trade books, and/or websites to the curriculum for your discipline. Each lesson must include clear examples of students engaging in tasks supportive of literacy development (i.e., reading, writing). Lessons should also include adaptations for diverse learners as well as formative and summative assessments. You will share your unit with your classmates during a 10 to 15 minute presentation. During this presentation, you will share the main themes of your unit and highlight the literacy integration. You will also teach a portion of one of your lessons to the class.

***Students enrolled in EDRD 300 will develop a mini-unit with 3 interrelated lesson plans. Students enrolled in EDRD 501 will develop a full unit which should span 1-2 weeks (a minimum of 5 lesson plans). (NOTE: 1 plan = 1 class period)

8. Field Experience Reflection (10 points) – May 9

This course requires a total of 15 hours of field experience. You will observe a content area teacher within your discipline from a local 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. Your field experience reflection will include a written description and analysis of these activities.

B. Assignment Weighting

EDRD 300	
Assignment	Points
Participation	12
Reading Guides & Discussion	8
Media Dialogic and Reflections	10
Literacy Resource File	20
Strategy Demonstration	20
Integrated Mini-Unit	20
Field Experience Reflection	10
Total	100

EDRD 501	
Assignment	Points
Participation	12
Reading Guides & Discussion	8
Media Dialogic and Reflections	10
Literacy Resource File	20
Journal Response	15
Integrated Unit	25
Field Experience Reflection	10
Total	100

C. Grading Policies/Scale

EDRD 300	
A+	= 100
A	= 93 – 99%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C+	= 77 – 79%
C	= 73 – 76%
C-	= 70 – 72%
D	= 65 – 69%
F	= below 65%

EDRD 501	
A+	= 100
A	= 93 – 99%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C	= 70 – 79%
F	= below 70%

D. Other Expectations

Class Attendance & Participation

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.

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 to download readings and other pertinent course documents. At times, you may also be required to participate in online activities.

The completion of all readings assigned for the course is assumed. 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 in order to be able to fully participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

When possible, bring a laptop or tablet to class as we'll often use them to access online materials to use during class. However, please remember that it is easy for your electronic devices to be distracting to you and others. In order to create a positive learning atmosphere, electronic devices should only be used for educational purposes.

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. Be sure to use APA format (6th ed.) when providing citations for relevant research (see resources on Blackboard). 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 Integrated Mini-Unit/Unit assignment described above serves as a performance-based assessment for this course. Detailed information regarding this assignment, including the rubric used for assessment, can be found on Blackboard.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Literacy Program course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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:(Buehl = *Developing Readers in the Academic Disciplines*; IR = *50 Instructional Routines to Develop Content Literacy*; Bb = found on Blackboard)

Date	Topic	Reading	Assignments
Class 1: Jan. 25	Course Overview Disciplinary Literacy	– Buehl – Chapter 1	– none
Class 2: Feb. 1	Teaching with Complex Texts	– Buehl – Chapter 2 – Vacca et al. – “Learning with Trade Books” (Bb) – IR – Chapter 6*	– RG1 – Conversation Roundtable* (see form on Bb) – Bring an example of a text from your discipline.
Class 3: Feb. 8	Activating & Building Academic Knowledge	– Buehl – Chapters 3 & 4 – IR – Chapter 3*	– RG 2 – Anticipation Guides* (see form on Bb) – Media Dialogic & Reflection 1 – bring a copy of the learning standards for your discipline (electronic or print)
Class 4: Feb. 15	Developing Vocabulary & Concepts	– Zygouris-Coe – “Vocabulary Learning and Instruction in the Disciplines” (Bb) – IR – Chapters 32, 48, 45*	– RG 3 – Vocabulary Self- Awareness* (see form on Bb) – Assigned Strategy Demonstrations (EDRD 300) ○ Text Impressions ○ Vocabulary Cards
<i>February 15 – last day to submit your online field experience registration</i>			
Class 5: Feb. 22	Questioning for Comprehension	– Buehl – Chapter 5 – IR – Chapters 5, 23, 29, 39	– RG 4 – V.I.P. (see info on Bb) – Assigned Strategy Demonstrations (EDRD 300) ○ Word Grids/Semantic Feature Analysis ○ Word Walls – Journal Response (EDRD 501)
Class 6: Feb. 29	Writing Across the Curriculum	– Writing: Big Ideas (online module from the Annenberg Foundation) (Bb) – Knipper & Duggan – “Writing to Learn Across the Curriculum: Tools for Comprehension in Content Area Classes” (Bb) – IR – Chapters 50, 2*	– RG 5 – Annotation* – Assigned Strategy Demonstrations (EDRD 300) ○ ReQuest ○ Questioning the Author (QtA)
March 7	SPRING BREAK - NO CLASS		

Date	Topic	Reading	Assignments
Class 7: March 14	Literacy Resource Presentations Routines for Reading Aloud	<ul style="list-style-type: none"> - Cornett – “Center Stage: Arts-Based Read-Alouds” (Bb) - IR – Chapters 8, 26, 27, 33 	<ul style="list-style-type: none"> - RG 6 – Sketch-to-Stretch (see info on Bb) - Literacy Resource File
Class 8: March 21	Planning Instruction for Content Literacy	<ul style="list-style-type: none"> - Fisher & Frey - “Gradual Release of Responsibility Instructional Framework” (Bb) - Ming – “10 Content-Area Literacy Strategies for Art, Mathematics, Music, and Physical Education” (Bb) - IR – Chapters 20, 42, 17* 	<ul style="list-style-type: none"> - RG 7 – KWL* - Assigned Strategy Demonstrations (EDRD 300) <ul style="list-style-type: none"> o Read-Write-Pair-Share o RAFT Writing
Class 9: March 28	Meeting Diverse Needs	<ul style="list-style-type: none"> - Fisher & Frey - “Check for Understanding: Continuous Formative Assessment” (Bb) - Lenski - “Differentiating Instruction for Adolescent Literacy Learning” (Bb) - IR – Chapter 15 	<ul style="list-style-type: none"> - RG 8 – Save the Last Word for Me (see info on Bb)
Class 10: April 4	Instructional Practices for Working Complex Texts	<ul style="list-style-type: none"> - Buehl – Chapter 6 - IR – Chapters 41, 35* 	<ul style="list-style-type: none"> - RG 9 – Split-Page Notetaking*
Class 11: April 11	Multiliteracies	<ul style="list-style-type: none"> - Kane – “Multiliteracies: Visual, Media, and Digital” (Bb) - IR – Chapter 1 	<ul style="list-style-type: none"> - RG 10 – your choice
Class 12: April 18	Professional Work Session	<ul style="list-style-type: none"> - none 	<ul style="list-style-type: none"> - Media Dialogic & Reflection 2
Class 13: April 25	Mini-Unit/ Unit Presentations	<ul style="list-style-type: none"> - none 	<ul style="list-style-type: none"> - Integrated Mini-Unit/Unit
Class 14: May 2	Mini-Unit/ Unit Presentations	<ul style="list-style-type: none"> - none 	<ul style="list-style-type: none"> - none
May 9	Exam Period– (7:30-10:15) Mini-Unit/ Unit Presentations	<ul style="list-style-type: none"> - none 	<ul style="list-style-type: none"> - Field Experience Reflection

ASSESSMENT RUBRIC(S):