

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

EDRD 300-001 / 501-002: Literacy and Curriculum Integration  
3 Credits, Fall 2016

Monday, 7:20-10:00 pm- Thompson Hall LO28 (Lower Level)

**FACULTY:**

Name: Dianne S. Kinkead, Ed.D.

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**PREREQUISITES/COREQUISITES**

None

**UNIVERSITY CATALOG COURSE DESCRIPTIONS**

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.

**COURSE OVERVIEW**

Not Applicable

**COURSE DELIVERY METHOD:**

This is a blended course that uses a face-to-face seminar format combined with online instruction and activities.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to do the following:

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.

**REQUIRED TEXTS:**

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy* (2nd ed.). Boston, MA: Pearson.

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

**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 PERFORMANCE EVALUATION:**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## ASSIGNMENTS AND EXAMINATIONS:

### 1. Participation (12 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 and assignments 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 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 attendance and participation will be evaluated using the following rubric.

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

### 2. Media Dialogic and Reflection (MDR) (10 points total -5 points each) – Oct. 3 and Nov. 7

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. 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.

### **3. Literacy Resource File (20 points) – Oct. 17**

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. 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. You will create a literacy resource file that includes 5-10 trade books (picture books or chapter books) and 5-10 digital resources (for a **total of 15** literacy resources). Note the grade level and content area of focus. Write a description of these materials, a rationale for their inclusion, and suggestions for using each to engage students in literacy learning. Provide a full bibliographic citation for each source using APA format. You will share several of these resources with the class.

### **4. Strategy Demonstration (EDRD 300 only – 18 points) – as assigned**

You will research and demonstrate a reading strategy appropriate for use in content area classes. You will prepare any necessary materials for modeling the strategy. You will create a written summary, which indicates the purpose of the reading strategy, and summarize it in such a way that other members of the class are able to implement it in their teaching. Your summary of the strategy should be posted on Blackboard for class use. This demonstration should last 10 to 15 minutes and include your classmates as active participants.

### **5. Journal Response (EDRD 501 only – 15 points) – Oct. 31**

You will locate a current (2011-2016) journal article addressing literacy instruction in your discipline. You will summarize the article in your own words, provide a personal response, and reflect on connections to your current or future classroom instruction. Provide a full bibliographic citation for the article using APA format. Submit a copy of the article and your written response.

### **6. Integrated Mini-Unit (EDRD 300 – 20 points) (EDRD 501 – 23 points) – as assigned - Nov. 28 and Dec. 5**

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, viewing). Lessons should 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)

### **7. Field Experience Reflection (20 points) - Dec. 5**

This course requires a total of 15 hours of field experience. You will observe a content area teacher, preferably within your discipline, from a public school site and focus on the methods the teacher uses to integrate literacy into the curriculum. Things to note may include oral language, examples of written language, resources (print and digital), differentiation, student engagement, and literacy strategies. In addition to the 15 hours of observation, you will interview the teacher you observe. You will submit a log noting the grade and content area with the dates/hours observed, which is signed by the teacher, to indicate successful completion of the time requirement. Your field experience reflection (3-4 pages typed and double-spaced) will include a written description and analysis of these activities.

### **8. Performance-Based Assessment – Dec. 5**

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 and at the end of the syllabus.

## **OTHER REQUIREMENTS:**

### **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 (6<sup>th</sup> ed.) when providing citations for relevant research. When submitting electronic files, please name the files using GMU, your last name and assignment titles (ex: GMU – SMITH- MDR.docx).

### **Communication**

If you have questions and concerns about assignments, expectations, or class activities, please come to me within a reasonable timeframe. I will be available for 15 minutes following class or at class breaks, by appointment, and by e-mail. Email is my preferred form of communication. Be

sure to type GMU in the subject line along with the topic you are addressing. (ex. GMU-SMITH – Class 4 Article). Note that the course schedule 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.

**COURSE PERFORMANCE EVALUATION WEIGHTING:**

**EDRD 300**

<b>Assignment</b>	<b>Points</b>
Participation	12
Media Dialogic and Reflection (MDR)	10
Literacy Resource Project	20
Strategy Demonstration	18
Mini-Unit and Lesson Share	20
Field Experience Observation and Interview	20
<b>Total</b>	<b>100</b>

**EDRD 501**

<b>Assignment</b>	<b>Points</b>
Participation	12
Media Dialogic and Reflection (MDR)	10
Literacy Resource Project	20
Journal	15
Mini-Unit and Lesson Share	23
Field Experience Observation and Interview	20
<b>Total</b>	<b>100</b>

**GRADING POLICIES**

*(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%

**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/>.

## GMU POLICIES AND RESOURCES FOR STUDENTS

### *Policies*

\*Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

\*Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

\*Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

\*Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

\*Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>)

\*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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

**CLASS SCHEDULE:**

*Note: Faculty reserves the right to alter the schedule as necessary, with notifications to students.*

*Chapters are from Vacca et.al. text      Bb =Blackboard*

<u>Date</u>	<u>Topic</u>	<u>Readings &amp; Assignments</u>
Class 1: Aug. 29	Course Overview What is literacy?	- None
Sept. 5	Labor Day	
Class 2: Sept. 19	Culturally Responsive Teaching in Diverse Classrooms	- Chapters 1 & 3 - “Strategies for Teaching Diverse Learners” (Bb) - “SIOP: Making Content Comprehensible for ELLs” (Bb) - “Meeting the Needs of Diverse Learners” <a href="http://www.teachingchannel.org">www.teachingchannel.org</a>
Class 3: Sept. 19 <u>Online</u>	Learning With New Literacies	- Chapter 2 - Log on to a hoax website (p.42) and compare with “A Framework for Critically Evaluating Websites” Figure 2.1 (p.41) - “Multiliteracies: Visual, Media, and Digital” (Bb)
Class 4: Sept. 26 <u>Online</u>	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)

Class 5: Oct. 3 <b>Online</b>	Assessing Students and Texts	<ul style="list-style-type: none"> <li>- Chapter 4</li> <li>- Differentiating Instruction for Adolescent Literacy Learning (Bb)</li> <li>- “Expository Text Structure” <a href="http://www.redesignu.org">www.redesignu.org</a></li> <li>- “Show Your Cards” <a href="http://www.teachingchannel.org">www.teachingchannel.org</a></li> <li>- <b>DUE: MDR #1</b></li> </ul>
Class 6: Oct. 11	Activating Prior Knowledge & Interest	<ul style="list-style-type: none"> <li>- Chapter 6</li> <li>- “Assessing Prior Knowledge” <a href="http://www.redesignu.org">www.redesignu.org</a></li> <li>- <b>DUE: Assigned Strategy Demonstrations (300)</b> <ul style="list-style-type: none"> <li>o Anticipation Guide</li> <li>o ReQuest</li> <li>o Fishbowl Discussion</li> </ul> </li> </ul>
Class 7: Oct. 17	Literacy Resource File Presentations	<ul style="list-style-type: none"> <li>- <b>DUE: Literacy Resource File</b></li> </ul>
Class 8: Oct. 24	Guiding Reading Comprehension	<ul style="list-style-type: none"> <li>- Chapter 7</li> <li>- <b>DUE: Assigned Strategy Demonstrations (300)</b> <ul style="list-style-type: none"> <li>o Question-Answer Relationship (QAR)</li> <li>o Think-Alouds</li> <li>o Jigsaw</li> </ul> </li> </ul>
Class 9: Oct. 31	Developing Vocabulary and Concepts	<ul style="list-style-type: none"> <li>- Chapter 8</li> <li>- <b>DUE: Journal Response (501)</b></li> <li>- <b>Assigned Strategy Demonstrations (300)</b> <ul style="list-style-type: none"> <li>o Semantic Feature Analysis</li> </ul> </li> </ul>
Class 10: Nov. 7	Writing Across the Curriculum	<ul style="list-style-type: none"> <li>- Chapter 9</li> <li>- <b>DUE: MDR #2</b></li> <li>- <b>DUE: Assigned Strategy Demonstrations (300)</b> <ul style="list-style-type: none"> <li>o Split-Page Notetaking</li> <li>o RAFT</li> </ul> </li> </ul>
Class 11: Nov. 14 <b>Online</b>	Studying Text Planning for Instruction	<ul style="list-style-type: none"> <li>- Chapters 5 &amp; 10</li> <li>- “Gradual Release of Responsibility Instructional Framework” (Bb)</li> <li>- “I Do, We Do, You Do” <a href="http://www.teachingchannel.org">www.teachingchannel.org</a></li> <li>- "Text Complexity Worksheet &amp; Rubric"(Bb)</li> </ul>
Class 12: Nov. 21	Professional Work Session	

Class 13: Nov. 28	Lesson Shares	- <b>DUE: Mini-Unit</b>
Class 14: Dec. 5	Lesson Shares Reflection on Learning	- <b>DUE: Mini-Unit</b> - <b>DUE: Field Experience Observation &amp; Interview</b>

**ASSESSMENT RUBRIC(S):**

**Rubric for Mini-Unit Project & Presentation**

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 Rubric

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).		