

George Mason University
College of Education and Human Development
Literacy Program

EDRD 300-001/501-001: Literacy and Curriculum Integration (Focus on the Arts)
 3 Credits, Fall 2018
 Monday, 7:20-10:00 pm, Robinson Hall B368

Faculty

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

Prerequisites/Corequisites

None

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.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture format.

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

Not Applicable

Required Texts

Buehl, D. (2017). *Developing readers in the academic disciplines* (2nd ed.). Portland, ME: Stenhouse.

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

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

Recommended Resources

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

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

1. Professional Behavior (15 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
Class Attendance	Missed no more than 1 class session. (6 points)	Missed 2 class sessions. (4 points)	Missed 3 class sessions. (2 points)	Missed 4 or more class sessions. (0 points)
Tardiness	Arrived late or left class early no more than 2 times. (3 points)	Arrived late or left class early 3 or 4 times. (2 points)	Arrived late or left class early 5 or 6 times. (1 point)	Arrived late or left class early more than 6 times. (0 points)
Class Participation	Actively participated in <i>all</i> small group activities and class discussions. AND Never engaged in distracting behaviors. (6 points)	Actively participated in <i>most</i> small group activities and class discussions. OR <i>Sometimes</i> engaged in distracting behaviors. (4 points)	<i>Rarely</i> participated in small group activities and class discussions. OR <i>Frequently</i> engaged in distracting behaviors. (2 points)	<i>Never</i> participated in small group activities and class discussions. AND <i>Frequently</i> engaged in distracting behaviors. (0 points)

2. Reading Guides (5 points) – ongoing

Over the course of the semester, you are responsible for completing the assigned reading guides. You will use these guides in class to discuss the weekly readings. Guides will be collected or evaluated each day in class, so each guide is due by the start of class. Each guide is worth 0.5 points. *If you are absent from class, you must submit your reading guide to Dr. Hathaway via email by class time on the assigned date in order to receive credit for it.*

3. Media Dialogic and Reflection (10 points) – September 24

You will produce a sensory media representation using an aural, kinesthetic, or visual media selection to demonstrate your understanding of literacy/disciplinary literacy and how it impacts K-12 students. 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. Strategy Demonstration (EDRD 300 only – 20 points) – October 9, 15, & 29 (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 10 to 20 minutes and include your classmates as active participants.

5. Journal Response (EDRD 501 only – 15 points) – October 9

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 instruction.

6. Disciplinary Literacy Resource File (20 points) – October 22

You will read and review print texts (e.g., fiction/nonfiction trade books, magazine articles) as well as media/multimedia texts (e.g., audio, video, images) and digital resources (e.g., websites, apps, software) that children or adolescents could use to connect reading/writing with your discipline. You will create a disciplinary literacy resource file that includes a description of these materials, a rationale for their inclusion, and suggestions for using each to engage students in disciplinary literacy learning. You will share several of these resources with the class.

7. Integrated Mini-Unit (EDRD 300 – 20 points) – December 3**

Integrated Unit & Presentation (EDRD 501 – 25 points) – December 3**

You will develop an instructional mini-unit/unit with interrelated lesson plans designed to link literacy strategies, trade books (or other texts), and/or digital resources to the curriculum for your discipline. Each lesson must include clear examples of students engaging in tasks supportive of their disciplinary literacy along with explanations of how your chosen strategies/activities are appropriate. Lessons should also include adaptations for diverse learners as well as formative and/or summative assessments. Students enrolled in EDRD 501 will also share your unit with your classmates during a 10 to 20 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 your peers.

***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 consisting of 5 interrelated lesson plans. (NOTE: 1 lesson plan = 1 class period)*

8. Field Experience Reflection (10 points) – December 17

This course requires a total of 15 hours of field experience. You will observe a 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.

Other Requirements

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.

If you choose to use a laptop or tablet during class, 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 turned in (via paper copy OR on Blackboard as noted in the course schedule) by either class time (if needed for class) or by 11:59 p.m. 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: JOHN_DOE_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 have received a response from me within 48 hours, please email me again.

If you would like to talk with me, I will be available 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.

Grading

EDRD 300

Assignment	Points
Professional Behavior	15
Reading Guides	5
Media Dialogic and Reflection	10
Literacy Resource File	20
Strategy Demonstration	20
Integrated Mini-Unit	20
Field Experience Reflection	10
Total	100

EDRD 501

Assignment	Points
Professional Behavior	15
Reading Guides	5
Media Dialogic and Reflection	10
Literacy Resource File	20
Journal Response	15
Integrated Unit & Presentation	25
Field Experience Reflection	10
Total	100

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%

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Proposed Class Schedule

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

(Buehl = *Developing Readers in the Academic Disciplines*; IR = *50 Instructional Routines to Develop Content Literacy*; Bb = found on Blackboard)

Date	Topic	Reading	Assignments Due
Class 1: Aug. 27	Course Overview How Literacy Develops	– none	– none
Sept. 3	Labor Day – NO CLASS		
Class 2: Sept. 10	Disciplinary Literacy	– Buehl – Chapter 1	– RG 1 – V.I.P. (see info on Bb)
<i>September 15 – last day to submit your online field experience registration</i>			

Date	Topic	Reading	Assignments Due
Class 3: Sept. 17	Teaching with Complex Texts	<ul style="list-style-type: none"> - Buehl – Chapter 2 - Moxley – “Learning with Texts in the Arts” (Bb) - IR – Chapter 6* 	<ul style="list-style-type: none"> - RG 2 – Conversation Roundtable* (see form on Bb) - Bring an example of a text from your discipline.
Class 4: Sept. 24	Activating & Building Academic Knowledge	<ul style="list-style-type: none"> - Buehl – Chapters 3 & 4 - IR – Chapter 3* 	<ul style="list-style-type: none"> - RG 3 – Anticipation Guides* (see form on Bb) - Media Dialogic & Reflection
Class 5: Oct. 1	Developing Vocabulary & Concepts	<ul style="list-style-type: none"> - Zygoris-Coe – “Vocabulary Learning and Instruction in the Disciplines” (Bb) - IR – Chapters 32, 48, 45* 	<ul style="list-style-type: none"> - RG 4 – Vocabulary Self-Awareness* (see form on Bb)
Class 6: Tuesday, Oct. 9 (*note change in day)	Questioning for Comprehension	<ul style="list-style-type: none"> - Buehl – Chapter 5 - IR – Chapters 2*, 23, 29, 39 	<ul style="list-style-type: none"> - RG 5 – Annotation* - Assigned Strategy Demonstrations (EDRD 300) <ul style="list-style-type: none"> o Text Impressions o Vocabulary Cards/ Frayer Model o Word Grids/Semantic Feature Analysis - Journal Response (EDRD 501)
Class 7: Oct. 15	Supporting Discussion and Academic Language Development	<ul style="list-style-type: none"> - Wolsey & Lapp – “Saying It Well” (Bb) - IR – Chapter 5, 7, 10, 16, 21 	<ul style="list-style-type: none"> - RG 6 – Save the Last Word for Me (see info on Bb) - Assigned Strategy Demonstrations (EDRD 300) <ul style="list-style-type: none"> o ReQuest o Questioning the Author (QtA)
Class 8: Oct. 22	Disciplinary Literacy Resource Presentations Writing Across the Curriculum	<ul style="list-style-type: none"> - 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 – Chapter 50 	<ul style="list-style-type: none"> - Disciplinary Literacy Resource File
Class 9: Oct. 29	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 17*, 20, 42 	<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

Date	Topic	Reading	Assignments Due
Class 10: Nov. 5	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 – Chapters 9, 15 	<ul style="list-style-type: none"> – RG 8 – Sketch-to-Stretch (see info on Bb)
Class 11: Nov. 12	Instructional Practices for Working Complex Texts	<ul style="list-style-type: none"> – Buehl – Chapter 6 – IR – Chapters 35*, 41 	<ul style="list-style-type: none"> – RG 9 – Split-Page Notetaking*
Class 12: Nov. 19	Multiliteracies	<ul style="list-style-type: none"> – Castek – “Instruction with Multimodal, Multiple Texts” (Bb) – Sang – “Expanded Territories of ‘Literacy’: New Literacies and Multiliteracies” (Bb) – IR – Chapter 1 	<ul style="list-style-type: none"> – RG 10 – your choice
Class 13: Nov. 26	Professional Work Session	<ul style="list-style-type: none"> – none 	<ul style="list-style-type: none"> – none
Class 14: Dec. 3	Unit Presentations	<ul style="list-style-type: none"> – none 	<ul style="list-style-type: none"> – Integrated Mini-Unit (EDRD 300) – Integrated Unit & Presentation (EDRD 501)
Dec. 17	Exam – Unit Presentations (if needed)	<ul style="list-style-type: none"> – none 	<ul style="list-style-type: none"> – Field Experience Reflection

Core Values Commitment

The College of Education and 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .