George Mason University
College of Education and Human Development
Literacy Program

EDRD 300-001/501-001: Literacy and Curriculum Integration, PK - 12
3 Credits, Fall 2019
Monday, 7:20-10:00 pm, Thompson Hall 2022

FACULTY
Name: Marriam Ewaida, Ph.D.
Office Hours: By appointment
Office Location: Program Office – Thompson Hall 1500 (Fairfax Campus)
Office Phone: 703-459-0142 (cell)
Email Address: mewaida@gmu.edu

PREREQUISITE/COREQUISITE
None

UNIVERSITY COURSE CATOLOGUE 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 primarily a lecture format with some asynchronous online class sessions.

Face-to-Face meetings: Mondays, 7:20-10:00 p.m., Fairfax Campus, Thompson Hall 2022
In-person attendance is required on **August 26; September 9, 16, & 23; October 15; November 4,11, & 25; and December 16.**

Asynchronous meetings: Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Asynchronous weeks will start on Tuesday (immediately following the prior week's class) and end on Monday on the date indicated in the course schedule. Please note that each online module is planned to take approximately 3 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. All online tasks and assignments are due by 11:59 p.m. on the date in the schedule. Asynchronous individual and small group meeting times and/or discussion online will be required on the following dates: **September 30; October 7, 21, & 28; November 18; and December 2.**

Technical Requirements
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard.

- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Online course sessions and modules will be hosted on Blackboard. A variety of Blackboard media will be used for asynchronous class meetings.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

Expectations
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- You are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor can be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit http://www.albion.com/netiquette/corerules.html

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.

Students will have opportunities to search for, read, and critique articles from scholarly journals that blend specific art, music, dance, theater, and health content with literacy instructional techniques.

RECOMMENDED RESOURCES

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.

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.

Fisher, D. & Frey, N. (2007). *Improving adolescent literacy: Strategies at work*. Upper Saddle River, New Jersey.

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

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

Recommended Journals (available through GMU's library system- http://library.gmu.edu)
The Reading Teacher
Journal of Adult and Adolescent Literacy
Language Arts
Middle School Journal

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).

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

1. **Reading Guides & Discussion (10 points) – September 9, 16, & 23; October 15; November 4 & 11**
Over the course of the semester, you are responsible for completing 5 of the 6 assigned reading guides for the course readings. 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. Together, each guide is worth 1 point, while your participation in the related discussion is worth an additional 1 point (for a total of 2 points for each assigned guide/discussion). *If you are absent from class, you must submit your reading guide to Dr. Ewaida via email by class time on the assigned date in order to receive credit for the reading guide only (not the discussion). Any guides submitted beyond the 5 required will count as extra credit for the course.*

2. **Online Investigations (15 points) – *September 30; October 7, 21, & 28; November 18***
Throughout the semester you will have several online assignments that involve an array of activities, mostly including recording your thoughts, reactions, opinions, connections, and questions related to assigned readings and videos. These activities are designed to encourage you to think deeply about the materials you read, reflect on and raise questions about the text, and apply your new understanding. All instructions for these assignments will be posted to Blackboard. For each asynchronous class session, all online tasks and assignments must be completed by 11:59 p.m. on the date in the course schedule. There are a total of 5 online assignments (as noted in the course schedule). Each is worth 3 points.

3. Media Dialogic and Reflection (10 points) – *September 16*
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 15 & November 11 (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.

5. Journal Response (EDRD 501 only – 15 points) – *October 15*
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 (15 points) – *October 28*
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.

7. Integrated Mini-Unit** (EDRD 300 – 20 points) – *December 2*
   Integrated Unit** & Presentation (EDRD 501 – 25 points) – *December 2 (Presentations on December 16)*
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 formative and/or summative assessments. Students enrolled in EDRD 501 will also 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 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 16*
This course requires a total of 15 hours of field experience. You must complete the online field experience registration **_by September 15_** to request a placement (see https://cehd.gmu.edu/epo/field-experience for details). Then, 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. 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.

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. Engaging in activities not related to the course (e.g., gaming, email, texting, etc.) or typing during discussions and presentations is prohibited and will affect your participation grade.

Please see me with questions and/or 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 look forward to collaborating with each of you as you work towards your goals.

Assignment Guidelines
All assignments should be turned in (via email 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).

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

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 before class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Important to 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
Reading Guides & Discussion	10
Online Investigations	15
Media Dialogic and Reflection	10
Strategy Demonstration	20
Disciplinary Literacy Resource File	15
Integrated Mini-Unit	20
Field Experience Reflection	10
Total	100

EDRD 501

Assignment	Points
Reading Guides & Discussion	10
Online Investigations	15
Media Dialogic and Reflection	10
Journal Response	15
Disciplinary Literacy Resource File	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. 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. .
See https://cehd.gmu.edu/students/polices-procedures/

PROPOSED CLASS SCHEDULE

(F2F = meet face-to-face; ONLINE = activities completed asynchronously online)

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. 26 F2F	Course Overview How Literacy Develops	– none	– none
Class 2: Sept. 9 F2F	Disciplinary Literacy	– Buehl – Chapter 1	– RG 1 – V.I.P. (see info on Bb)
September 15 – last day to submit your online field experience registration			
Class 3: Sept. 16 F2F	Teaching with Complex Texts	– Buehl – Chapter 2 – Moxley – "Learning with Texts in the Arts" (Bb) – IR – Chapter 6*	– RG 2 – Conversation Roundtable* (see form on Bb) – Media Dialogic & Reflection – Bring an example of a text from your discipline.
Class 4: Sept. 23 F2F	Activating & Building Academic Knowledge	– Buehl – Chapters 3 & 4 – IR – Chapter 3*	– RG 3 – Anticipation Guides* (see form on Bb) – Bring an example of a text from your discipline.
Class 5: Sept. 30 ONLINE	Developing Vocabulary & Concepts	– Zygouris-Coe – "Vocabulary Learning and Instruction in the Disciplines" (Bb) – IR – Chapters 45, 48, 49	– Complete online activities on Bb by 11:59 p.m.
Class 6: Oct. 7 ONLINE	Questioning for Comprehension	– Buehl – Chapter 5 – IR – Chapters 23, 24, 29, 39	– Complete online activities on Bb by 11:59 p.m.
Class 7: Oct. 15 F2F	Supporting Discussion and Academic Language Development	– Wolsey & Lapp – "Saying It Well" (Bb) – IR – Chapter 5, 7, 10, 16, 21	– RG 4 – Save the Last Word for Me (see info on Bb) – Journal Response (EDRD 501) – Assigned Strategy Demonstrations (EDRD 300) o Vocabulary Cards/ Frayer Model o Word Grids/Semantic Feature Analysis o Shades of Meaning/ Semantic Gradient o ReQuest
Class 8: Oct. 21 ONLINE	Writing Across the Curriculum	– Writing: Big Ideas (online module from the Annenberg Foundation) (Bb) – Knipper & Duggan – "Writing to Learn Across the	– Complete online activities on Bb by 11:59 p.m.

Date	Topic	Reading	Assignments Due
		Curriculum: Tools for Comprehension in Content Area Classes" (Bb) – IR – Chapter 50	
Class 9: Oct. 28 ONLINE	Instructional Practices for Working Complex Texts	– Buehl – Chapter 6 – IR – Chapters 1, 2, 35, 41	– Disciplinary Literacy Resource File – Complete online activities on Bb by 11:59 p.m.
Class 10: Nov. 4 F2F	Planning Instruction for Disciplinary Literacy	– 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	– RG 5 – KWL*

Class 11:
Nov. 11
F2F
	Meeting Diverse Needs	– Fisher & Frey - "Check for Understanding: Continuous Formative Assessment" (Bb)
		– Lenski - "Differentiating Instruction for Adolescent Literacy Learning" (Bb)
		– IR – Chapters 9, 15
			– RG 6 – Sketch-to-Stretch (see info on Bb)
			– Assigned Strategy Demonstrations (EDRD 300)
			  o Directed Reading-Thinking Activity (DRTA)
			  o Read-Write-Pair-Share
			  o RAFT Writing

Class 12: Nov. 18 ONLINE	Disciplinary Literacy in a Digital World	– Castek – "Instruction with Multimodal, Multiple Texts" (Bb) – Castek & Manderino – "A Planning Framework for Integrating Digital Literacies for Disciplinary Learning" – IR – Chapter 1	– Complete online activities on Bb by 11:59 p.m.
Class 13: Nov. 25	Professional Work Session (class will not meet)	– none	– optional individual instructor conferences as needed for your integrated mini-unit/unit (email to schedule)
Class 14: Dec. 2 ONLINE	Course Summary	– none	– Integrated Mini-Unit (EDRD 300)/Integrated Unit & Presentation (EDRD 501) – Personal Reflection on Bb
Exam Period: Dec. 16 F2F	Unit Presentations	– none	– Unit Presentation (EDRD 501) – 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://coursessupport.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/ .