

George Mason University
College of Education and Human Development
Literacy Program

EDRD 501.DL1: Literacy and Curriculum Integration
 3 Credits, Spring 2021
 Asynchronous, Online

Faculty

Name: Jennifer I. Hathaway, Ph.D.

Online Office Hours: Tuesdays 7:30-8:30 p.m., Thursdays 4:30-5:30 p.m., or by appointment

Office Location: 1604 Thompson Hall, Fairfax Campus

Office Phone: 703-993-5789 (office); 703-831-7992 (Google Voice)

Email Address: jhathaw2@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Provides an overview of literacy development in PK-12 students. Builds understanding of disciplinary instructional strategies to support students' development of reading, writing, listening, speaking, viewing, and visually representing in the fine arts. Emphasizes integration of reading and other language arts across the curriculum. Note: School-based field experience required.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 25.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- 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 course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Explain the role of literacy in learning in the fine arts.
2. Survey children’s and adolescent literature, media and other resources that connect reading, writing and other language arts to their teaching discipline.

3. Identify evidence-based strategies that can be used to enhance the disciplinary literacy of PK-12 students.
4. Plan discipline-specific lessons that incorporate the literacy processes of reading, writing, listening, speaking, viewing, or visually representing.

Professional Standards

Not Applicable

Required Texts

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

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

Recommended Resources

Buehl, D. (2017). *Classroom strategies for interactive learning* (4th ed.). Stenhouse.

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

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

James, A., & Manson, M. (2015). *Physical education: A literacy-based approach*. Sagamore Publishing.

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. Online Activities (60 points)

Most weeks you will have online modules that involve an array of activities, mostly including recording your thoughts, reactions, connections, and questions related to assigned readings and content. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Monday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Sunday (see the class schedule for specific dates). Work submitted more than one week after the due date will not be accepted. Once each module is opened, it will remain open so that you may go back and review content from previous weeks. There are 12 online modules (each is worth 5 points).

While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply to all online activities. For each online module, you should thoughtfully and thoroughly complete all activities in the module. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module.

When there are discussion board posts where you are to engage in online conversation with your peers, you should complete your initial discussion board post by 11:59 p.m. on Thursday and then respond briefly but thoughtfully to at least two peers' posts by 11:59 p.m. on Sunday. Your initial written discussion board posts or journal entries should be approximately 200 to 250 words in length and should

capture your thinking around the prompts posted with insights gained through readings/materials in the module. Video entries should be 3 to 5 minutes in length. Your writing/speaking needs to be clear, concise, well-organized, and professional in tone. Responses to peers' posts should be specific, thoughtful, and respectful and vary from 50 to 150 words (or 1 to 3 minutes). They should also include connections to weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice.

Consider using a TAG feedback format to help structure your responses to your peers. Below are suggestions for how to structure your feedback.

<u>T</u>ell your peer something you like about their response and why you like it.	<u>A</u>sk your peer a thoughtful question about their work.	<u>G</u>ive your peer a suggestion to strengthen their response or idea.
<ul style="list-style-type: none"> • I like how you...because... • I think your example is...because... • The strongest point is...because... • I could connect with...because... • It had an impact on me when...because... 	<ul style="list-style-type: none"> • Did you consider...? • What did you mean by...? • How do/will you...? • Why is/do...? • Why did you...? • Should you...? • When does...? 	<ul style="list-style-type: none"> • One suggestion is...because... • You might consider...because... • I was wondering if...because... • If you...it might... • Another option might be...because...

For each module, your engagement with the online activities will be scored using the following rubric:

Criteria for Evaluation	Meets Expectations	Partially Meets Expectations	Below Expectations
Timeliness & Completeness	Online activities are complete <u>AND</u> submitted on time. (1 point)		Online activities are incomplete <u>OR</u> submitted late. (0 points)
Quality of Responses	Most online responses reflect thoughtful contemplation of ideas and demonstrate a clear understanding of course content. (3 points)	Some online responses demonstrate a basic understanding of the course content, though inaccuracies may exist. (2 points)	Most online responses demonstrate little or no understanding of course content <u>OR</u> no responses are submitted. (0 points)
Collaboration with Peers	When required, responses to peers are relevant, connected to course content, and stimulate further thinking and discussion. (1 point)	When required, responses to peers are vague, with few connections to course content (0.5 points)	No responses provided to peers. (0 points)

2. Journal Response (40 points)

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

3. Disciplinary Literacy Resource File (40 points)

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.

4. Integrated Unit (40 points)

You will develop an instructional unit with five interrelated lesson plans (NOTE: 1 lesson plan = 1 class period) 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.

5. Reflection on Practice (20 points)

This course requires approximately 5 hours of observation of school-based K-12 instruction in your discipline. If you are completing field experience hours for other courses during the semester, you may use your observation of instruction to fulfill this requirement. If you are not completing field experience hours or do not feel that you have observed enough instruction during your field experience hours to complete this assignment, you can review video instructional cases from your discipline identified by your instructor. During your observations, you will focus on the methods the teacher uses to integrate literacy into the curriculum. Your reflection on practice will include a written description and analysis of these activities.

Other Requirements

Assignment Guidelines

All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assessment analysis or word study lesson plan assignments for *each* day they are submitted 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 most assignments, so proofread carefully and use formal, academic English. When submitting electronic files, please name the files using your last name and assignment titles (ex: JOHNDOEjournalresponse.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 24-hour response time for replies during the week, and 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

Grading

Points	Grade
199 – 200	A+ (99.5% to 100%)
187 – 198.9	A (93.5% to 99.4%)
179 – 186.9	A- (89.5% to 93.4%)
169 – 178.9	B+ (84.5% to 89.4%)
159 – 168.9	B (79.5% to 84.4%)
139 – 158.9	C (69.5% to 79.5%)
138.9 or below	F (below 69.5%)

Professional Dispositions

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*; Bb = found on Blackboard)

Date	Topic	Reading	Assignments Due
Module 1 Jan. 25 – 31	Course Overview Literacy Development	– none	– Module 1 activities
Module 2 Feb. 1 – 7	Disciplinary Literacy	– Buehl – Chapter 1	– Module 2 activities
Friday, February 12 – Last Day to Drop (100% tuition refund)			
Module 3 Feb. 8 – 14	Teaching with Complex Texts	– Buehl – Chapter 2 – Moxley – “Learning with Texts in the Arts” (Bb)	– Module 3 activities
Tuesday, February 16 – Last Day to Drop (50% tuition refund)			
Module 4 Feb. 15 – 21	Activating & Building Academic Knowledge	– Buehl – Chapters 3 & 4	– Module 4 activities
Module 5 Feb. 22 – 28	Developing Vocabulary & Concepts	– Zygouris-Coe – “Vocabulary Learning and Instruction in the Disciplines” (Bb)	– Module 5 activities
Monday, March 1 – Last Day to Withdraw (no tuition refund)			
Module 6 March 1 – 7	Literacy within Your Own Discipline	– scholarly journal article you locate that addresses literacy within your discipline	– Module 6 activities – Journal Article Response
Module 7 March 8 – 14	Questioning for Comprehension	– Buehl – Chapter 5	– Module 7 activities
Module 8 March 15 – 21	Supporting Discussion and Academic Language Development	– Wolsey & Lapp – “Saying It Well” (Bb)	– Module 8 activities
Module 9 March 22 – 28	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)	– Module 9 activities
Module 10 March 29 – April 5* (note date change)	Instructional Practices for Working with Complex Texts	– Buehl – Chapter 6	– Module 10 activities

Date	Topic	Reading	Assignments Due
Module 11 April 5 – 11	Using Texts in Disciplinary Instruction	– none	– Disciplinary Literacy Resource File
Module 12 April 12 – 18	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)	– Module 12 activities
Module 13 April 19 – 25	Supporting Students’ Diverse Literacy Needs	– Fisher & Frey - “Check for Understanding: Continuous Formative Assessment” (Bb) – Lenski – “Differentiating Instruction for Adolescent Literacy Learning” (Bb)	– Module 13 activities
Module 14 April 26 – May 2	Integrated Units	– none	– Integrated Unit – Course Evaluations
Module 15 May 3 – 9	Reflecting on Practice	– none	– Reflection on Practice

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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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