George Mason University
College of Education and Human Development
Literacy Program Area

EDRD 300/501
Literacy and Curriculum Integration for Specialist Teachers
Focus on Art, Music and Physical Education
Spring 2010
Monday/7:20 P.M. – 10:00 P.M./Art and Design Building/Room 2026

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Office hours: By appointment

Course Overview

Course Description
A research based introduction to K-12 content area literacy (reading, writing, speaking, listening, and viewing) for specialist teachers. The course meets the new state and national guidelines and standards and will enable the specialist teacher to understand the literacy needs of K-12 students.

Objectives
1. Students will explain reading and writing as cognitive, socio-cultural, psychological and linguistic processes.
2. Students will explore and describe how teachers in their specialty area can enhance the literacy of children and adolescents.
3. Students will examine the causes of literacy problems in elementary and secondary schools.
4. Students will use state and national literacy objectives/standards in their planning and teaching.
5. Students will plan and teach lessons that incorporate the literacy process (reading, writing, speaking, listening, and viewing) into their content area.
6. Students will plan and teach lessons that motivate children and adolescents to read and write.
7. Students will use literacy strategies that meet the literacy needs of diverse students.
8. Students will survey children's and adolescent's literature, media and other resources that connect reading, writing, speaking, listening and viewing to their teaching specialty.

Required Textbooks
Vacca, R. & Vacca, J. (2008). *Content area reading (9th edition).* New York: Allyn and Bacon. (ISBN 13-978-0-205-53215-5)

Cornett, Claudia. (2006). *Creating meaning through literature and the arts* (3rd *edition*). Upper Saddle River N.J.: Prentice Hall. (ISBN 0-13-171878-9)

Recommended Textbooks
Peterson, E. M. (2006). *Inspired by listening: Teaching your curriculum while actively listening to music.* Hampton Falls NH: Yeoman Press.

Mantione, R. & Smead, S. (2002). *Weaving through words using the arts to teach reading comprehension strategies.* DE: International Reading Association.

Young, L., Post, B. & Newman,D. (2005). *Interdisciplinary learning through dance: 101 Moventures.* Human Kinetics Publishers.

American Psychological Association (2001*). Publication Manual of the American Psychological Association (5th ed.*). Washington, DC: Author.

General Requirements

Readings and Participation
The completion of all readings assigned for the course is assumed. Because much of the class will be structured around discussion and small group activities pertaining to reading comprehension strategies, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. I suggest that you keep a reading log that includes both notes on and reactions to each reading. Class participation will influence your grade.

Class Attendance
If, due to an emergency, you will not be in class, please contact me prior to class time. You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments
All assignments should be turned in on the due date indicated in the schedule below via paper copy (in class) and by email attachment (by 7:20 P.M. on the day the assignment is due) should you be absent from class. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is calculated into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General
Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but come to me within a reasonable timeframe. I will be available before class, by appointment, and by email. I look forward to collaborating with you as you work toward your goals.

Course Website
Our course website can be accessed at http://gmu.blackboard.com. The site will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, any PowerPoint slides that I present in class, assignment descriptions and rubrics, and a bibliography of course readings and web resources.

CEHD Statements of Expectations

The College of Education and Human Development (CEHD) expects that all students to exhibit professional behavior and dispositions and to abide by the following:

Academic Integrity
GMU is an Honor Code university. Please see http://www.gmu.edu/catalog/apolicies/#Anchor12 for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Use of Computing and GMU Email Accounts
Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html . Click on responsible Use of Computing Policy at the bottom of the screen. Students must activate their GMU email accounts to receive important University
information, including messages related to this class.

Office of Disability Services
If you are a student with a disability and you need academic accommodations, please inform me, in writing, at the beginning of the semester. Additionally, students must contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

Other Useful Campus Resources
WRITING CENTER: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
UNIVERSITY LIBRARIES "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html
COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; http://caps.gmu.edu

University Policies
The University Catalog, http://catalog.gmu.edu , is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

Course Requirements

Assignments	Points
Class Participation	15
Visual Dialogic and Reflection (VDR)	25
Literacy Resource Project	15
Group Graphic Organizer	15
Mini Unit and Lesson Share	15
Field Experience/Interview	15
Total	100

Class Participation (15 points)

Weekly attendance, consistent participation, classroom strategy applications, and regular completion of assigned readings will earn you the full 15 points for class participation. For each session that you are absent, five points will be deducted from your class participation points up to a total of 15 points. Attendance will be taken beginning on the first class session. 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 in your reading log to use as points for discussion during class. I may also ask that you submit these to me on occasion, in order to provide you with feedback.

Class participation will be evaluated using the following rating scale:
(12-15) Excellent
Regularly asks questions or makes observations that indicate reflections and analysis appropriate to the topic
Participates actively in small group activities and class discussions
(7-11) Competent
Occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic
Participates in small group activities and class discussions
(1-6)   Minimal
Rarely asks questions or makes comments that indicate familiarity with the topic
Does not actively participate in small groups and class discussions

Visual Dialogic and Reflection (VDR) (25 points)

You will produce a minimum of five visual representations (one for each of five class sessions identified in the schedule in the syllabus) to document your progress and understanding of literacy needs for K-12 students. For each of the five sessions listed, you will create a drawing (could include a self portrait or concept map), select a photograph, or take an original photograph that best illustrates your understanding of K-12 literacy and write a one-page reflection. Reflections should include a description of what the image represents to you and an effort to analyze the assumption(s) you hold regarding literacy teaching and learning. This may include/highlight an insight, an issue, a challenge, a bit of data, or a perspective. You will submit this image on 8.5" X 11" paper as well as the written reflection for each of the five designated class sessions.

Evaluation Each VDR is worth 5 points: 1 point for the image; 1 point for the description; 3 points for the analysis.

Literacy Resource Project (15 points)

You will read and review trade books (fiction and nonfiction), websites, and computer software programs that children or adolescents could use that connect reading/writing with physical education, music, or art. You will create a literacy resource notebook that includes a description and evaluation of these materials and will share at least three of these resources with the class. The resource project notebook will be turned in to the instructor. A detailed description follows.

Assignment

This purpose of this assignment is to read and review sources that teachers could use with children or adolescents that connect literacy with the arts and/or physical education.

Completion Procedures

1. Identify a grade level range (e.g. K-3, 4-8, 9-12)

2. Conduct a search of appropriate trade books (fiction and non-fiction) that could be used as resources for teachers to connect literacy with the arts and/or physical education. *Sources should not be older than 15 years*. For example, you may locate a young adult novel that has a music or art theme, or you might find a picture book to use as a model for children to create their own text and illustrations.

3. Conduct a search of websites or computer software programs that could be used as resources for teachers to connect literacy with the arts and/or physical education. For example, you may find a website that provides sample lessons of how art and music can be integrated into the teaching of social studies; or you might locate a site with a list of children's books with art, music, or health themes.

4. Include 10 trade books and 5 websites and/or software programs

5. Compile a resource notebook by devoting a page for each source to include the following components/subheadings:

Citations, Annotations & Rationales – Provide a full bibliographic citation for each source using APA format. Briefly describe each source and why you selected it for your notebook.

Strategies for Teaching with the Sources – for each source, propose some approaches and strategies you would use or recommend to teachers for engaging young children or adolescents in literacy learning. Be sure to include ideas for meeting the needs of diverse learners.

Evaluation

This assignment will be evaluated based on (a) the appropriateness of the sources to the content literacy/arts, physical education focus; (b) the succinctness of the annotations; (c) the relevance of the teaching suggestions; and (d) overall clarity and editing. An evaluation rubric will be provided.

Group Graphic Organizer (15 points)

You will provide the class with a demonstration of a specific reading comprehension strategy synthesized from class readings. For this assignment, a group of four/five students will focus on one specific type of graphic organizer not presented in class, and focus on one type of reading comprehension skill (summarizing, questioning, text structure, visualizing, writing, vocabulary) and demonstrate the implementation of the use of the graphic organizer in a classroom context. Demonstration can take any form the group selects.

Evaluation
The project will be evaluated based on understanding of the strategy presented (5 points), effective use of a graphic organizer (5 points), and effectiveness of presentation (5 points).

Mini-unit and Share (15 points)
You will develop three interrelated lesson plans that are designed to link literacy strategies, trade books and websites within the physical education, art or music curriculum. Lessons will include adaptations for diverse learners as well as an assessment piece. Be prepared to share one of the lessons with the class.

Evaluation
Mini-units will evaluated on the specification of objectives related to state and national standards and adherence to the lesson plan format (3 points); consistency with instructional methods taught in the course (strategies, activities, and assessments suggested) (9 points); and clarity and succinctness presentation of lesson emphasizing literacy strategies (3 points).

Field Experience Observation and Interview (15 points)
This course requires a total of 15 hours of field experience. You will observe and interview an art, music or physical education specialist teacher from a public school site and will focus on the methods the teacher uses to integrate literacy into the curriculum.

You will submit the following for the *Observation* component:
- Signed log of hours indication successful completion of the time requirement
- Two-three page summary (typed and double-spaced) of what you observed and an analysis of how this relates to the course topic.

 You will submit the following for the *Interview* component:
- Students will design interview questions will focus on ways in which the specialist teacher integrates physical education, art, or music with other curriculum areas. *(See Blackboard for example questions.)*
- Students will submit a transcript of the interview and an analysis (one page, typed and double-spaced) of how this relates to the course topic.

Grading Scale:
A+ = 99%-100%	A = 94%-98%	A- = 90%-93%
B+ = 88%-89%	B = 80-87%	C+ = 77%-79%
C = 74%-76%	C- = 70%-73%	D = 66%-69%
F = Below 65%		

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EDRD 300/501Tentative Class Schedule

This schedule may be changed at the discretion of the instructor or as needs of the students or the CEHD Literacy Emphasis Program dictate.

Date	Topic	Assignment Due	Reading
Jan. 25	• Program orientation and introductions • Overview of syllabus and course • GMU Policies on Field Experiences • What is literacy? • What is content integration? • What is background knowledge/ schema? (Vacca & Vacca Chapter 6) • Comprehension Strategies #1, #2, #3	• None	• None
Feb. 1	• Vocabulary • Comprehension Strategies #4, #5, #6	• VDR #1	• Vacca & Vacca Chapters 1, 2, and 5
Feb. 8	• Summarizing • Trade Books • Comprehension Strategies #7, #8, #9	• VDR #2	• Cornett Chapter 1 • Vacca & Vacca Chapter 11
Feb. 15	• Writing • Comprehension Strategies #10, #11, # 12	• None	• Vacca & Vacca Chapter 8 • Cornett Chapter 2
Feb. 22	• More Writing • Comprehension Strategies #13, #14, #15	• Literacy Resource Project	• None
Mar. 1	• Guest Presenter • Students and Text/Designing a Unit	• None	• Vacca & Vacca Chapter 7 & 10 • Cornett planning pages in Appendix
Mar. 15	• Integrating Literary Arts • Questioning • Comprehension Strategies #16, #17, #18	• VDR#3	• Cornett Chapter 4

Date	Topic	Assignment Due	Reading
Mar. 22	• Integrating Visual Art • Previewing and Predicting • Comprehension Strategies #19, 20, 21	• VDR #4	• Cornett Chapters 6 &7
Mar. 29	• Integrating Music • Text Structures • Comprehension Strategies #22, 23, 24	• None	• Cornett Chapters 12 & 13
Apr. 5	• Dance and Movement • Visualizing • Comprehension Strategies #25, 26, 27	• Mini-unit Project	• Cornett Chapters 10 & 11
Apr. 12	• Assessing Students and Texts • Group Graphic Organizer Planning	• None	• Vacca & Vacca Chapter 4 • Cornett appendix assessment tools
Apr. 19	• Culturally and Linguistically Diverse Learners • Integrating Drama • Inferencing • Comprehension Strategies 28, 29, 30	• VDR #5	• Vacca & Vacca Chapter 3 • Cornett Chapter 8
Apr. 26	• Learning with Electronic Texts and the Internet/Visual Literacy	• Group Graphic Organizer	• Vacca and Vacca Chapter 12
May 3	• Study Strategies and Guides	• None	• Vacca and Vacca Chapter 9
May 10	• Field Experience Observation and Interview Reflection/Presentations	• Field Experience Observation and Interview	• None