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

EDRD 300-001/501-001 (3 cr.)
Literacy and Curriculum Integration
Focus on Art, Music and Dance
Spring 2013
Mondays 7:20– 10:00 PM   Enterprise Hall 274

Instructor: Mary Jane Boynton
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Office hours: Before or after class and by appointment
Phone: 571.330.6288 (Cell)

Course Overview

EDRD 300
Catalog Description: Introduces K-12 content area reading, writing, and language arts. This course emphasizes the 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
Catalog Description: Introduces PK-12 content area reading, writing, and language arts. This course emphasizes the integration of reading and other language arts across curriculum; instructional planning; needs of diverse learners. Field experience in public schools required.

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 and language arts) 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 and other language arts to their teaching specialty.

Nature of Course Delivery
We will meet face-to-face each designated date on the course schedule. Some online discussion via Blackboard may also be required at the instructor's discretion.

Required Textbooks
Vacca, R. & Vacca, J. (2011). *Content area reading (10th ed.).* Boston, MA: Pearson. (ISBN 13-978-0-13-703511-3)

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

Recommended Textbooks
Cornett, C. (2011). *Creating meaning through literature and the arts* (*4th ed.*). Boston, MA: Pearson. (ISBN 978-0-13-704832-8)
Young, L., Post, B. & Newman,D. (2005). *Interdisciplinary learning through dance: 101 Moventures.* Human Kinetics Publishers.
American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Additional Readings
Undergraduates and graduates will have opportunities to search for, read, and critique articles from scholarly journals that blend specific arts content with literacy instructional techniques.

General Requirements

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 please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals.

Readings and participation
The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, 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; you will keep a reading log that includes both notes on and reactions to each reading. Class participation is a required component of 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 OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: BOYNTON_Miniunit.docx). All assignments must be typed, in 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 points for each writing assignment, so please proofread carefully and use formal, academic English writing format. Late papers and projects will not be accepted without penalty,

excepting extraordinary circumstances. The standard late work penalty is a 15% deduction for each day the assignment is late.

PLEASE NOTE THAT I PREFER ELECTRONIC SUBMISSIONS. Electronic submissions MUST be saved with your last name in the filename. Ex: Boynton_MDR2.doc Combine your work into one file.

For printed work **please do not use page protectors**. Make sure all pages are **stapled or otherwise bound** together.

Course Website

Our course website (still under development at http://www.mymasonportal.gmu.edu/) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

Core Values

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

Course Requirements (EDRD 300)

Assignments	Points
Class Participation & Strategy Discussions	24
Media Dialogic and Reflection (MDR)	15
Literacy Resource Project	15
Group Graphic Organizer	10
Mini Unit and Lesson Share	20
Field Experience/Interview	16
Total	100

Course Requirements (EDRD 501)

Assignments	Points
Class Participation & Strategy Discussions	24
Media Dialogic and Reflection (MDR)	15
Literacy Resource Project	20
Unit and Lesson Share	25
Field Experience/Interview	16
Total	100

Class Participation (25 points)

Weekly attendance, consistent participation, classroom strategy applications, and regular completion of assigned readings will earn you the full 25 points for class participation. **For each session that you are absent, three points will be deducted from your class participation points up to a total of 15 points. Two tardies/early departures equal one absence.** 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. You will submit these to me on random occasions, in order to provide you with feedback. While you may take notes on a laptop/tablet during class, please note that due to the highly participatory nature of the class that typing during discussions and presentations is prohibited. Your classmates deserve your full attention.

You will participate in a **strategy discussion group** with peers. For each date noted on the syllabus, you will determine article readings and discussion points that you will distribute to group members in a brief handout **(plus a copy for me).** You will work with the same group members throughout the semester. Each group member will take a turn facilitating the discussion. Be prepared to share content strategies from Fisher, Brozo, Ivey, & Frey (2010) that align with the assigned readings & your content area instruction needs. For example, when we discuss vocabulary, you may be prepared to describe use of 4-Square/Freyer Model Vocabulary Cards to classmates.

Note the syllabus dates for content area integration; be prepared to describe useful activities and prior experiences.

Class participation will be evaluated using the following rating scale:

(20-25) 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
Describes specific strategies from Fisher et al. (2010) that align with content literacy topics.
Attends all classes in entirety

(9-19) Competent
Occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic
Participates in small group activities and class discussions
Attends most classes; leaves early or arrives late on one to two occasions

(1-8) Minimal
Rarely asks questions or makes comments that indicate familiarity with the topic
Does not actively participate in small groups and class discussions
Misses classes or has excessive tardies/leaves early on more than two occasions

Media Dialogic and Reflection (MDR) (15 points/5 points each)

You will produce a minimum of three sensory media representations (due dates & topics identified in the schedule in the syllabus) to document your progress and understanding of literacy needs for K-12 students. For three of the five sessions listed, you will provide an aural, kinesthetic, or visual media selection such as (but not limited to) a clip of original/open source music (such as an mp3 or other accessible electronic file), a movement/dance video clip, a self-created drawing, or a selected image that best illustrates your understanding of K-12 literacy. You will then write a one-page reflection of the chosen media and what it represents to you. You may choose to highlight an insight, an issue, a challenge, a bit of data, or a perspective. You will submit (electronically or via paper) this media as well as the written reflection for three of the five designated class sessions. Be creative.

Literacy Resource Project (15 points Undergraduate; 20 Graduate)

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 dance, music, or art. **Search for stories, biographies, and nonfiction accounts of works, but <u>do not include technique books, encyclopedias, dictionaries, methods/strategy books, or activity books.</u> Those are important resources, but do not fit this project.** 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 template and sample entry is available on Blackboard. A detailed description follows.

Assignment
This purpose of this assignment is to read and review sources that teachers could use to help children or adolescents connect literacy with your specific art discipline.

Completion Procedures
1. 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.

2. Conduct a search of appropriate trade books (include various genres of fiction and non-fiction) that could be used as resources for teachers to connect literacy with the arts. *Sources must be current and relatable to your target students.* 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. Preview all books for content, themes, and clear subject integration.

3. Conduct a search of digital resources such as 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 dance themes. Each included resource MUST contain text for students to read and comprehend.

4. Undergraduate candidates will include 5-10 trade books (picture books or chapter books) and 5-10 digital resources for a **total of 15** literacy resources.

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

Overall Project Introduction - In a brief paragraph, explain the age/grade range that you have chosen for your project.

Citations, Annotations & Rationales – Provide a full bibliographic citation for each source using APA format. In a paragraph, describe/summarize each source and why you selected it for your collection. Include the interest level and <u>specific reading level</u> of each source. This must be in your own words.

Strategies for Teaching with the Sources – For each source, propose some approaches and strategies you would use or recommend to teachers for engaging children or adolescents in literacy learning. Be sure to include ideas for meeting the needs of diverse learners. Use your texts and other appropriate scholarly sources to support your teaching strategies. These must be your original strategies/ideas and in your own words.

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

In addition to the above assignment/requirements, graduate students will also include a clearly marked set of 10 **picture storybooks** with a variety of illustration techniques. You will analyze the illustrations and discuss how the art supports/enhances the storyline through use of technique, perspective/point of view, color, composition, etc., thus describing how art and literacy are integrated in each text. You will also include a description of how you can use these books to enhance visual literacy lessons in your classroom. Use scholarly resources to support your assertions.

Mini-unit and Share (20 points Undergraduate, 25 points Graduate)

Undergraduate students will develop three interrelated lesson plans (NOTE: 1 plan= 1 class period) that are designed to link literacy strategies, trade books, and websites within the dance, art, or music curriculum. **Each lesson must contain a writing component- either teacher-written for students to read/respond or student-written to demonstrate comprehension**. Lessons will include adaptations for diverse learners as well as formative & summative assessments. Support your plans with appropriate scholarly resources (textbooks, class notes, research articles, etc.) Be prepared to teach one of the lessons with the class, focusing on the integrated literacy strategies. Mini-units will be assessed on the following:

- Specification of objectives related to state and/or national standards
- Initial assessment to determine students' knowledge before instruction
- Adherence to the same lesson plan format throughout the mini-unit with objectives, key vocabulary, materials, step-by-step instructions, and assessment included in each plan
- Consistency with instructional methods taught in the course (inclusion of specific reading/writing activities)
- Appropriate strategies provided for all students with differentiation for diverse learners
- Appropriate match between student abilities & activities
- Appropriate match between assessment of learning and learning objectives
- All supporting materials are included (handouts, Powerpoints, texts, weblinks, etc.)
- Clear presentation of one lesson to the class, emphasizing literacy strategies included in lesson.
- **Graduate students will complete the assignment with a full instructional unit spanning 1-2 weeks, rather than 3 class periods as described above. All other steps remain the same. Use the Vacca & Vacca text as well as scholarly resources in your planning and be sure to cite them appropriately.**

Group Graphic Organizer (10 points) Undergraduates Only*

You will provide the class with a demonstration of a specific reading comprehension strategy synthesized from class readings. For this assignment, a group of two/three students will focus on one specific type of graphic organizer not presented in class, and **focus on one type of reading comprehension skill** (monitoring meaning/metacognition, predicting, prior knowledge, summarizing, questioning, text structure, mental imagery), and demonstrate the implementation of the use of the graphic organizer in a classroom context (one blank, one completed sample). Each group will create an original graphic organizer for this project; do not use a published/online resource. Demonstration can take any form the group selects. A brief (1-2 paragraph) written description of the graphic organizer's purpose & selected reading comprehension strategy will accompany the presentation. The instructor will post the descriptions and graphic organizers on Blackboard for class use.

Field Experience Observation (8 points)

This course requires a total of 15 hours of field experience. You will observe an art, music or dance specialist teacher from a public school site and will focus on the methods the teacher uses to integrate literacy into the curriculum. You will present your findings to the class and submit the following

- Signed log of hours indication successful completion of the time requirement
- Three-to-four page summary (typed and double-spaced) of your observations and an analysis of how this relates to the course topic. Note the oral language as well as the examples of written language detected during observations & describe how they contribute to students' overall literacy development. You may choose to keep this in a journal format where you record findings after each observation (about a half-page per hour observed) or as an overall summary of the experience.

Field Experience Interview (8 points)

You will interview the same teacher you observed during your field placement following these procedures
- Students will design interview questions will focus on ways in which the specialist teacher integrates dance, art, or music with other curriculum areas. *(See Blackboard for example questions.)*
- Students will submit a narrative analysis (one to three pages, typed and double-spaced) of how this relates to the course topic. It must contain an introduction that names the teacher and provides basic background information for the reader. It must also contain a summary/conclusion that reiterates the main findings and your reflections. Please note that this is a paper, not a list of questions and responses.

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%		

EDRD 300 CRN 10700
EDRD 501 CRN 10701

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 & *In-class Activities*
1/28	Program orientation and introductions Overview of syllabus and course What is literacy? What is content integration? GMU Policies on Field Experiences	None	None In class activities: *Strategy #1: KWL* *Strategy #2: Think Pair Share* *Strategy#3 Jigsaw Discussion*
2/4	Oral language development Questioning & conversation	Submit Field Experience application MDR #1 Jigsaw #1	Jigsaw discussion: Snow (1983) Berlin,Blank, & Rose (1980) VanKleeck, Vander Woude, & Hammett (2006)
2/11	Vocabulary New Literacy's Discuss Literacy Resource Project	MDR #2 Jigsaw #2	Vacca & Vacca Chapters 1, 2 Biemiller (2003) *Strategy #4: Word Knowledge Chart Strategy* *Strategy #5 Semantic Gradient*
2/18	Trade Books Conducting an Interactive Read Aloud Assessing Students & Texts	Bring a children's book of your choice related to your content area Jigsaw #3	Vacca & Vacca Chapter 11 Parsons, 2011 Zucker, Ward, & Justice 2009 *Strategy#6: Read Around and Quick Book Look/Pass* *Strategy #7: Book Boxes*
2/25	Activating Prior Knowledge & Interest Motivation Culturally Responsive instruction	MDR #3 Jigsaw #4	Vacca & Vacca Chapter 4, 6 Parsons & Ward (2011) Ch 8- Multicultural Trade Books *Strategy# 8: Anticipation Guides*
3/4	Students and Text/Designing a Unit Designing an integrated lesson	Bring a previously graded (and taught) lesson plan	Vacca & Vacca Chapter 3

3/11	No class due to SPRING BREAK		
3/18	No class tonight due to professor attending a conference. Online/Blackboard Discussions/Activity Requirements		
3/25	**Literacy Resource Presentations** Discuss mini-unit project	**Literacy Resource Project** Bring 3/4 plan with literacy integration component	Vacca & Vacca Chapter 5
4/1	Vocabulary, Conceptual, & Comprehension Development Questioning for comprehension	MDR #4	Vacca & Vacca Chapter 7, 8 *Strategy #9: QAR* *Strategy #10: QtA* *Strategy #11: List-Group-Label* *Strategy#12: Concept of Definition Maps*
4/8	Text Structures Graphic Novels Group Graphic Organizer Planning		Vacca & Vacca Ch 10 *Strategy #13: Text Maps* *Strategy #14: Plot Maps, Character Maps*
4/15	**Student lesson presentations**	Mini-unit Project due	
4/22	Writing Small group meetings; Work on Group Graphic Organizers	Group Graphic Organizer Presentations	Vacca & Vacca Ch 9 Find a peer-reviewed article that describes a technique to integrate writing into your content area *Strategy #15: Quickwrite* *Strategy 16: RAFT*
4/29	Previewing and Predicting Summarizing Visualizing Inferencing	MDR #5 (LAST opportunity to submit MDR) Group Graphic Organizer Presentations	Find a peer-reviewed article that describes a technique to integrate reading comprehension strategies into your content area *Strategy #17: 3-2-1* *Strategy #18: Last Word* *Strategy #19: Sequential Organizer*
5/7	Field Experience Observation and Interview Reflection/Presentations Sharing of Experiences Reflection	Field Experience Observation and Interview	*Completing KWL from first class*

Literacy Resource Project template
All components must be included for full credit. Writing style must be formal, academic English, with correct grammar and spelling.

A. BOOKS (1 pt each)
1. Include book citation in APA format
   Author last name, first name. (YEAR). *Book title in italics.* Publisher's city,
      state: Publishing Company Name**.**

2. Annotation: This is a summary (+/- paragraph) where you, **in your own words**, describe the book's theme, plot, characters. Give an approximate age range of students who would enjoy the book (interest level). Give the specific reading level, not the publisher's suggested range as discussed in class. Be sure to point out the need to read aloud if the book is too difficult for your target students.

3. Rationale: Briefly describe why you selected this book for your notebook/content classes.

4. Strategies: Include a 3-5 bulleted original ideas/purposes/strategies for using the book in your content classes or recommending to other teachers for use. **Include ideas/strategies for reaching diverse learners.

5. Optional: Include a small picture of the book cover. You can copy/paste from website

B: DIGITAL RESOURCES (1 pt each)
1. Citation: Include full URL
2. Annotation: Summarize the main points of the site- page types, ease of use, purposes, etc. Give an approximate age range of students who would enjoy the site (interest level). Also comment on the amount of reading required & your estimation of text difficulty (e.g., best for middle school, upper elem., etc)
3. Rationale: Briefly describe why you selected this site for content classes.
4. Strategies: Include a few bulleted ideas/purposes/strategies for using the site in your content classes or recommending to other teachers for use. **Include ideas/strategies for reaching diverse learners. **ALSO, if the site does not contain much readable text, including activities where students write to respond can be used. There must be some readable text on each site- captions, labels, headlines can count (use extremely sparingly). Best to have chunks of readable text to help students understand the purpose of pages and links (use for majority of digital sources).

C. Graduates only: Picture Books (.5 pt each)
1. Citation, annotation, rationale as described above
2. Illustration analysis: how does the book blend specific artistic technique with words to tell the story?

Rubric for Mini-Unit Project & presentation

Presentation
5-10 minutes; explain the main themes of your unit- the standards/grade level & 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 & assessments used.

Mini-Unit

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)		

GMU Policies and Resources for students

a.   Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b.   Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

c.   Students are responsible for the content of university communications sent to their George Mason University 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.

d.   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/].

e.   Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f.   Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g.   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/].

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/

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

George Mason University Policies and Services

Dispositions
Students are expected to exhibit professional behavior and dispositions. See
http://www.gse.gmu.edu for a listing of these dispositions.

Academic Integrity
Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason
University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

GMU Email Accounts
Students are responsible for the content of university communications sent to their George Mason
University email account and are required to activate their account and check it regularly. All
communication from the university, college, school, division, and program will be sent to students solely
through their Mason email account. Students must follow the university policy for Responsible Use of
Computing. See http://universitypolicy.gmu.edu/1301ge.html].

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Office of Disability Services
Students with disabilities who seek accommodations in a course must be registered with the
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writing at the beginning of the semester. http://ods.gmu.edu

Counseling and Psychological Services (CAPS): 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
experiences and academic performance. (703) 993-2380; http://caps.gmu.edu

Other useful campus resources:
WRITING CENTER 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/].

UNIVERSITY LIBRARIES "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html

Other university policies:
Students must follow the university policy stating that all sound emitting devices shall be turned
off during class unless otherwise authorized by the instructor.

The University Catalog, http://catalog.gmu.edu, is the central resource for university
policies affecting student, faculty, and staff conduct in university academic affairs. Other
policies are available at http://universitypolicy.gmu.edu/. All members of the university
community are responsible for knowing and following established policies.

For additional information, please visit http://gse.gmu.edu/