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, Spring 2018
Mondays, 7:20 pm-10 pm, Thompson Hall 2022–Fairfax

Faculty

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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. Offered by Graduate School of Education. May not be repeated for credit.

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. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered primarily using a face-to-face seminar format (though occasional online activities may be required).

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
No textbooks are required. All reading materials will be posted on Blackboard and/or sent to students electronically.

Recommended Texts
Buehl, D. (2011). Developing readers in the academic disciplines. Newark, DE: International Reading Association.

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

Recommended Resources
American Psychological Association (2010). Publication manual of the American psychological association (6th ed.). Washington, DC: Author.

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

Cornet, 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: Guilford.

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).

- **Assignments and/or Examinations**
(See Blackboard for specific guidelines and evaluation rubrics for all assignments)

  1. **Participation (20 points).** Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard and your Mason email prior to every class session to download readings and other pertinent course documents. We may also hold discussions via Blackboard.

     The completion of all readings assigned for the course is assumed as is attendance. 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 and to fully participate in class. Failure to do so may result in a lower participation grade. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

     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. While you may take notes on a laptop/tablet during class, please

be sure to limit your use of electronic devices during discussions and presentations. Your classmates deserve your full attention.

2. 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 course schedule) 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/theater/ PE 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 if possible, or as a hard copy) this media as well as the written reflection for three of the five designated class sessions. Be creative!

3. Literacy Resource Project (EDRD 300 – 15 points; EDRD 501 – 20 points)
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/speaking/ listening with dance, theater, PE, music, or art. Search for stories, biographies, and nonfiction accounts of works, but do not include technique books, encyclopedias, dictionaries, methods/strategy books, or activity books. 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. You will share at least three of these resources with the class. **A template and sample entry will be available on Blackboard**.

Completion Procedures
A. 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.

B. 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.

C. 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. 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 dance, theater, PE, music, or art themes. Each included resource MUST contain text for students to read and comprehend.

D. Include 5-10 trade books (picture books or chapter books) and 5-10 digital resources for a total of 15 literacy resources.

E. 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 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 specific reading level 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 assigned readings and other appropriate scholarly sources to support your teaching strategies. These must be your original strategies/ideas and in your own words.

***In addition to the above assignment/requirements, students enrolled in EDRD 501 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.

Evaluation
This assignment will be evaluated based on (a) the appropriateness of the sources to the content literacy/arts 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.

4. Strategy Demonstration (EDRD 300 only – 15 points)
With a partner, you will research and demonstrate a reading strategy appropriate for use in content area classes (see the course schedule for options). Together you will prepare any necessary materials for modeling the strategy with the week's assigned reading (or other text(s) you choose). This demonstration should last 15 to 20 minutes and include your classmates as active participants.

You and your partner will also create a written summary of the activity to be posted on Blackboard for class use. This summary should indicate the purpose of the reading strategy and be summarized in such a way that other members of the class are able to implement it in their teaching. **A template will be provided on Blackboard**. Your grade will be based on the completeness of the summary of your strategy, the clarity of your explanations during the demonstration, and overall presentation. An evaluation rubric will be provided.

5. Mini-Unit (EDRD 300 – 20 points)/Unit (EDRD 501 – 30 points) & Lesson Share
Students enrolled in EDRD 300 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, theater, PE, music, or art 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 (readings, class notes, research articles, etc.) and cite them appropriately. Be prepared to teach one of the lessons with the class, focusing on the integrated literacy strategies, or present your mini-unit to the class. Some visual presentation (PowerPoint, Prezi, etc.) will be required as well as a handout for the instructor and class.

***Students enrolled in EDRD 501 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.

Evaluation
This assignment 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, web links, etc.).
• Clear presentation of one lesson to the class, emphasizing literacy strategies included in lesson.

6. Field Experience Observation and Interview (15 points)
This course requires a total of 15 hours of field experience. You will observe a dance, theater, PE, music, or art specialist teacher from a public 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. You will submit the following:

Observation (8 points)
• Submit your signed log of hours indicating successful completion of the time requirement.
• Create a 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, and describe how they contribute to students' overall literacy development. You may choose to keep this in a journal format in which you record findings after each observation (about a half-page per hour observed) or as an overall summary of the experience.

Interview (7 points)
• Design interview questions focusing on ways in which the specialist teacher integrates dance, theater, PE, music, or art with other curriculum areas (we will generate a bank of interview questions in class).
• 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.

Assignment Weighting
EDRD 300
Assignment Points Participation 20
Media Dialogic and Reflection (MDR) 15
Literacy Resource Project 15
Strategy Demonstration 15
Mini-Unit and Lesson Share 20
Field Experience Observation and Interview 15
Total 100

EDRD 501
Assignment Points Participation 20
Media Dialogic and Reflection (MDR) 15
Literacy Resource Project 20
Unit and Lesson Share 30
Field Experience Observation and Interview 15
Total 100

Other Requirements
Call, text or email me if you will miss class. Please remember that you will lose points for each class you miss, even if it's "excused." When you don't show up for class, we will lose a valuable perspective. This class will thrive only if we have a multiplicity of perspectives, so when you are out, we all lose : (

Grading
A+=100-97; A=96-93; A- = 92-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-72-70; D=69-60

Professional Dispositions

 See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule
Class meets Mondays from January 22 through April 30

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	Jan	22	Course Intro What is literacy (and why should I give a flip)?	DUE: Nothing :)

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DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	Jan	29	What does it mean to be literate in a discipline?	DUE: Buehl, D. (2011). Mentoring Students in Disciplinary Literacy. In *Developing Readers in the Academic Disciplines* (pp.1-30). Newark, DE: International Reading Association. Review: Learning Standards Virginia Standards of Learning: http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml National Core Arts Standards: http://artsedge.kennedy-center.org/educators/standards.aspx SHAPE (Society of Health and Physical Educators): http://www.shapeamerica.org/standards/pe/
M	Feb	05	Why address literacy in content classrooms?	DUE: International Reading Association. (2015). Collaborating for Success: The vital role of content teachers in developing disciplinary literacy with students in grades 6-12. (Position statement). Newark, DE: Author DUE: MDR#1

	DATE		TOPIC	READINGS/ASSIGNMENT DUE
M	Feb	12	Language and Literacy Development: Creating spaces for students to learn. How do sociocultural contexts influence students' language and literacy growth?	DUE: Moje, E. B., Dillon, D. R., & O'Brien, D. (2000). Reexamining roles of learner, text, and context in secondary literacy. *Journal of Educational Research*, *93*(3), 165.
M	Feb	19	Knowing your students: Culturally responsive teaching How do we use our knowledge of students to plan for instruction?	DUE: Vacca, Vacca, & Mraz, 2014 Chapter 3 DUE: MDR # 2
M	Feb	26	The Language of Schooling How do we know what texts to take into the classroom?	DUE: Fang, Z.(2008). Going beyond the Fab Five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. Fang, Z., & Pace, B.G. (2013). Teaching with challenging texts in the disciplines. *Journal of Adolescent & Adult Literacy*, *57*(2), 104-108.

	DATE		TOPIC	READINGS/ASSIGNMENT DUE
M	March	05	Comprehension and text complexity Key Concepts: Strategy Instruction, B-D-A, purposes for reading, Guided Release of Responsibility model.	DUE: Duke, N., Pearson, D., Strachan, S., & Billman, A. (2010). Essential Elements of Fostering and Teaching Reading Comprehension. In S. J. Samuels & A.E. Farstrup (Eds.), *What Research Has to Say About Reading Instruction* (4th ed.), (pp. 51-93). Newark, DE: International Reading Association. DUE: Literacy Resource Project
M	March	19	Processing the Content: Academic Language and Vocabulary Learning How do students really know a word? How do we support students' vocabulary development?	DUE: Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent & Adult Literacy*, *50*(7), 528-537. Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. *Journal Of Adolescent & Adult Literacy*, *56*(2), 132-140. DUE: MDR #3 DUE: Assigned Strategy Demonstrations o Anticipation Guides o Sketch to Stretch

	DATE		TOPIC	READINGS/ASSIGNMENT DUE
M	March	26	Processing the Content: Participating in academic conversations and close reading.	DUE: Fisher & Frey. (2011). Structuring the Talk: Ensuring academic conversations matter. *The Clearing House*, *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v84 n1 pp. 15-20. Lapp, D., Fisher, D., & Grant, G. (2008). "You can read this text—I'll show you how": Interactive comprehension instruction. *Journal of Adolescent and Adult Literacy*, *51*(5), 372–383. DUE: Assigned Strategy Demonstrations o Save the Last Word for Me o 3-2-1
M	April	02	Processing the Content: Ensuring students understand.	Due: Nicholson, T. (1985). The confusing world of high school reading. *Journal of Reading, 28*(6), 514-527. DUE: MDR #4 DUE: Assigned Strategy Demonstrations o List-Group-Label o Ten Important Words Plus
M	April	09	Consolidating Learning: Assessment How do we know what students have learned?	Due: Carnegie Mellon U, Eberly Center: *The Hows and Whys of Assessment—How to assess students' learning and performance:* https://www.cmu.edu/teaching/assessment/assesslearning/ DUE: MDR #5 DUE: Assigned Strategy Demonstrations o RAFT o Admit & Exit Slips

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	April	16	Technology to support literacy: How do we ensure that technology is supporting students' literacy learning?	DUE: Vacca, Vacca, & Mraz, 2014 Chapter 2 DUE: Mini-Unit/Unit
M	April	23	Effective Disciplinary Instruction for all learners	DUE: Allington, R. (2007). Effective Teachers, Effective Instruction. In Beers,K., Probst, R. & Rief, L. (Eds). *Adolescent literacy: turning practice into promise (pp. 273-289).* Portsmouth, NH: Heinemann.
M	April	30	Tying it all together	DUE: Field Experience Observation and Interview
M	May	14	NO CLASS: Exam day	NO CLASS : (

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

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 http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced 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/ .

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