

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 2020
 Monday, 7:20-10:00 pm, Thompson Hall L019

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.
- 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 L019

In-person attendance is required on January 27, February 10, March 2 & 23, April 6 & 13, and May 4 & 11.

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: February 3, 17, & 24, March 16 & 30, and April 20.

Technical Requirements

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser. To get a list of Blackboard's supported browsers or get a list of supported operation systems on different devices, see

[Blackboard Help – Browser Support.](#)

- 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.
- High-speed Internet access with a standard up-to-date browser. To get a list of Blackboard's supported browsers or get a list of supported operation systems on different devices, see Blackboard Help – Browser Support.

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.). Stenhouse.

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

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

Recommended Resources

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.

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. Reading Guides & Discussion (12 points) – February 10; March 2, 23; April 6, 13

Over the course of the semester, you are responsible for completing 4 of the 5 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 2 points, while your participation in the related discussion is worth an additional 1 point (for a total of 3 points for each assigned guide/discussion). *If you are absent from class, you must submit your reading guide to Dr. Hathaway 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 4 required will count as extra credit for the course.*

2. Online Reading/Viewing Responses (18 points) – February 3, 17, 24; March 16, 30; April 20

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 6 online assignments (as noted in the course schedule). Each is worth 3 points.

3. Media Dialogic and Reflection (5 points) – February 17

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) – March 2 & April 13 (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 10 to 20 minutes and include your classmates as active participants.

5. Journal Response (EDRD 501 only – 15 points) – March 16

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) – March 30

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) – May 4

Integrated Unit** & Presentation (EDRD 501 – 25 points) – May 4

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 20 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) – May 11

This course requires a total of 15 hours of field experience. You must complete the online field experience registration *by February 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.

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 cannot 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>

Assignment Guidelines

All assignments should be turned in (via paper copy 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 your instructor, 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. When submitting electronic files, please name the files using your last name and assignment titles (ex: JOHN_DOE_LessonPlan1.docx).

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 have received a response from me within 48 hours, please email me again.

If you would like to talk with me, I will be available after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please 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	12
Online Reading/Viewing Responses	18
Media Dialogic and Reflection	5
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	12
Online Reading/Viewing Responses	18
Media Dialogic and Reflection	5
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. 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/policies-procedures/>.

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/> .

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: Jan. 27 F2F	Course Overview How Literacy Develops	– none	– none
Class 2: Feb. 3 ONLINE	Disciplinary Literacy	– Buehl – Chapter 1	– Complete online activities on Bb by 11:59 p.m.
Class 3: Feb. 10 F2F	Teaching with Complex Texts	– Buehl – Chapter 2 – Moxley – “Learning with Texts in the Arts” (Bb) – IR – Chapter 6*	– RG 1 – Conversation Roundtable* (see form on Bb) – Bring an example of a text from your discipline.
February 15 – last day to submit your online field experience registration			
Class 4: Feb. 17 ONLINE	Activating & Building Academic Knowledge	– Buehl – Chapters 3 & 4 – IR – Chapter 3	– Complete online activities on Bb by 11:59 p.m. – Media Dialogic & Reflection
Class 5: Feb. 24 ONLINE	Developing Vocabulary & Concepts	– Zygouris-Coe – “Vocabulary Learning and Instruction in the Disciplines” (Bb) – IR – Chapters 32, 45, 48, 49	– Complete online activities on Bb by 11:59 p.m.
Class 6: March 2 F2F	Questioning for Comprehension	– Buehl – Chapter 5 – IR – Chapters 23, 24, 29, 39	– RG 2 – V.I.P. (see info on Bb) – Assigned Strategy Demonstrations (EDRD 300) o Vocabulary Cards/ Frayer Model o Word Grids/ Semantic Feature Analysis o KWL o ReQuest
March 9	NO CLASS – SPRING BREAK		
Class 7: March 16 ONLINE	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) – IR – Chapter 50	– Complete online activities on Bb by 11:59 p.m. – Journal Response (EDRD 501)

Date	Topic	Reading	Assignments Due
Class 8: March 23 F2F	Supporting Discussion and Academic Language Development	<ul style="list-style-type: none"> - Wolsey & Lapp – “Saying It Well” (Bb) - IR – Chapter 5, 7, 10, 16, 21 	<ul style="list-style-type: none"> - RG 3 – Save the Last Word for Me (see info on Bb)
Class 9: March 30 ONLINE	Instructional Practices for Working Complex Texts	<ul style="list-style-type: none"> - Buehl – Chapter 6 - IR – Chapters 1, 2, 35, 41 	<ul style="list-style-type: none"> - Complete online activities on Bb by 11:59 p.m. - Disciplinary Literacy Resource File
Class 10: April 6 F2F	Providing Scaffolded, Explicit Instruction	<ul style="list-style-type: none"> - Fisher & Frey - “Gradual Release of Responsibility Instructional Framework” (Bb) - IR – Chapters 20, 42 	<ul style="list-style-type: none"> - RG 4 – Ten Important Words Plus (see info on Bb)
Class 11: April 13 F2F	Planning Interdisciplinary Instruction	<ul style="list-style-type: none"> - Ming – “10 Content-Area Literacy Strategies for Art, Mathematics, Music, and Physical Education” (Bb) 	<ul style="list-style-type: none"> - RG 5 – Sketch-to-Stretch (see info on Bb) - Assigned Strategy Demonstrations (EDRD 300) <ul style="list-style-type: none"> o Directed Reading-Thinking Activity (DRTA)/Directed Listening-Thinking Activity (DLTA) o Read-Write-Pair-Share o RAFT Writing o Exit Slips
Class 12: April 20 ONLINE	Supporting Diverse Student Needs	<ul style="list-style-type: none"> - Fisher & Frey - “Check for Understanding: Continuous Formative Assessment” (Bb) - IR – Chapters 9, 15 	<ul style="list-style-type: none"> - Complete online activities on Bb by 11:59 p.m.
Class 13: April 27	Professional Work Session (class will not meet)	<ul style="list-style-type: none"> - none 	<ul style="list-style-type: none"> - individual instructor conferences as needed for your integrated mini-unit (see Bb to schedule)
Class 14: May 4 F2F	Unit Presentations	<ul style="list-style-type: none"> - none 	<ul style="list-style-type: none"> - Integrated Mini-Unit (EDRD 300) - Integrated Unit & Presentation (EDRD 501)
Exam Period: May 11 F2F	Unit Presentations	<ul style="list-style-type: none"> - none 	<ul style="list-style-type: none"> - Field Experience Reflection