George Mason University
College of Education and Human Development
Literacy Program

College of EDUCATION & HUMAN DEVELOPMENT   MASON University

CORE VALUES

SOCIAL JUSTICE
RESEARCH-BASED PRACTICE
INNOVATION
ETHICAL LEADERSHIP
COLLABORATION

Promoting Learning & Development Across the Lifespan
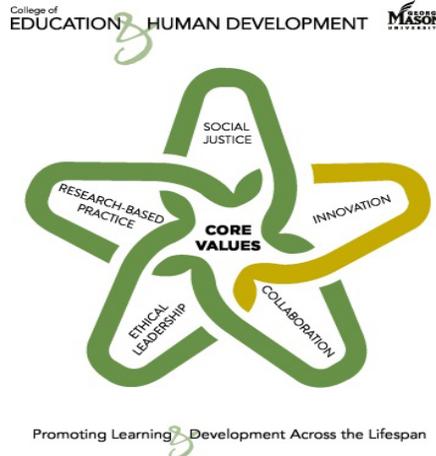
Literacy in Fine Arts, Health, and Physical Education
EDRD 501 DL1/6L1 (CRN 100079/23483)
3 Credits, Spring 2023
Asynchronous, Online

Faculty
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Meeting Dates: January 23 – May 7
Meeting Time: asynchronous online
Meeting Location: online

Prerequisites/Corequisites
None

University Catalog Course Description
Provides an overview of literacy development in preK-12 students. Builds understanding of
disciplinary instructional strategies to support preK-12 students' development of reading, writing,
listening, speaking, viewing, and visually representing in the fine arts and health/physical education.
Emphasizes vocabulary development and comprehension. Fosters an awareness of the role of texts
in disciplinary learning.

Course Overview
Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 16, 2022.

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

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
- Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Explain the role of literacy in learning in the fine arts and health and physical education.
2. Survey children's and adolescent literature, media and other resources that connect reading, writing and other language arts to their teaching discipline.
3. Evaluate and explain evidence-based strategies that can be used to enhance the disciplinary literacy of preK-12 students.
4. Apply appropriate literacy strategies to scaffold preK-12 students' disciplinary literacy development, including their vocabulary, comprehension, and writing skills.
5. Identify and critique scholarly literature addressing the role of literacy within their teaching discipline.

Professional Standards
Not Applicable

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

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

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

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**
  1. Online Activities (40%)
  Most weeks you will have online modules that involve an array of activities, mostly including recording your thoughts, reactions, connections, and questions related to assigned readings and content. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Monday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Sunday (see the class schedule for specific dates). Work submitted more than one week after the due date will not be accepted. Once each module is opened, it will remain open so that you may go back and review content from previous weeks. While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply to all online activities. For each online module, you should thoughtfully and thoroughly complete all activities in the module. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module.

  When there are discussion board posts where you are to engage in online conversation with your peers, you should complete your initial discussion board post by 11:59 p.m. on XX and then respond briefly but thoughtfully to at least two peers' posts by 11:59 p.m. on XX. Your initial written discussion board posts or journal entries should be approximately 200 to 300 words in length and should capture your thinking around the prompts posted with insights gained through readings/materials in the module. Video entries should be 3 to 5 minutes in length. Your writing/speaking needs to be clear, concise, well-organized, and professional in tone. Responses to peers' posts should be specific, thoughtful, and respectful and vary from 50 to 150 words (or 1 to 3 minutes). They should also include connections to weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice.

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

<u>**Tell**</u> your peer something you like about their response and why you like it.	<u>**Ask**</u> your peer a thoughtful question about their work.	<u>**Give**</u> your peer a suggestion to strengthen their response or idea.
- I like how you…because… - I think your example is…because… - The strongest point is…because… - I could connect with…because… - It had an impact on me when…because…	- Did you consider…? - What did you mean by…? - How do/will you…? - Why is/do…? - Why did you…? - Should you…? - When does…?	- One suggestion is…because… - You might consider…because… - I was wondering if…because… - If you…it might… - Another option might be…because…

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

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

2. Journal Article Response (15%)
Using the research databases through the library, you will locate a current scholarly journal article addressing literacy instruction in your discipline. Then, you will summarize the article, critique the ideas presented by the author(s), and reflect on connections to your future instruction. Further details and a rubric are available on Blackboard.

3. Literacy Strategy Portfolio (15%)
You will create a portfolio of literacy strategies that you can take with you into the classroom. This assignment will be completed in three parts. Further details and a rubric are available on Blackboard.

Part 1: Comprehension
Using course resources and the library's research databases, identify 3 instructional strategies you might use to support students' comprehension within your discipline.

For each strategy, create a brief summary providing the following information:
- Purpose of the Strategy
- When to Use the Strategy
- Procedure for Using the Strategy
- Example of the Strategy for your Discipline

Then, create a brief critique of each strategy. Be sure to discuss the benefits of using the strategy in your future instruction, and drawbacks that you may note, and finally challenges you might anticipate with its use.

Part 2: Vocabulary
Using course resources and the library's research databases, identify 3 instructional strategies you might use to support students' vocabulary knowledge within your discipline. For each strategy, create a brief summary and critique as noted above.

Part 3: Writing
Using course resources and the library's research databases, identify 3 instructional strategies you might use to support students' writing within your discipline. For each strategy, create a brief summary and critique as noted above.

4. Disciplinary Literacy Resource File (20%)
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 and 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 descriptions of how you might use some of the strategies included in your Literacy Strategy Portfolio with each resource to engage students in disciplinary literacy learning. Further details and a rubric are available on Blackboard.

5. Reflection on Practice (10%)
You will view video instructional cases from your discipline identified by your instructor. During your viewing, focus on the methods the teachers use to integrate literacy into their disciplinary instruction. Your reflection on practice will include a written description and analysis of these activities. Further details and a rubric are available on Blackboard.

- **Grading**

Grading Scale

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

Class Schedule

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

Date	Topic	Reading	Assignments Due
Class 1 *January 23 – January 29*	Course Overview Literacy Development	– Various websites (noted in module)	– Complete online activities on Bb by 11:59 p.m.
Class 2 *January 30 – February 5*	Disciplinary Literacy	– *Developing Readers* – Chapter 1 – *Classroom Strategies* – Introduction	– Complete online activities on Bb by 11:59 p.m.
Class 3 *February 6 – February 12*	Understanding Text Complexity	- Reutzel, D. R., & Fawson, P. C. (2022). Texts, texts, texts: A guide to analyze texts for elementary students. *The*	– Complete online activities on Bb by 11:59 p.m.

Date	Topic	Reading	Assignments Due
		Reading Teacher, 75(4), 495-504. – Fang, Z., & Pace, B. G. (2013). Teaching with challenging texts in the disciplines: Text complexity and close reading. *Journal of Adolescent & Adult Literacy,* 57(2), 104-108.	
Class 4 *February 13 – February 19*	Teaching with Complex Texts	– *Developing Readers* – Chapter 2 – *Classroom Strategies* – Chapter 1 – Moxley, K. (2012). Learning with texts in the arts. In T. L. Jetton & C. Shanahan (Eds.), *Adolescent literacy in the academic Disciplines: General principles and practical strategies* (pp. 227-266). The Guilford Press.	– Complete online activities on Bb by 11:59 p.m.
Class 5 *February 20 – February 26*	Activating & Building Academic Knowledge	– *Developing Readers* – Chapter 3& 4 – *Classroom Strategies* – Chapter 2	– Complete online activities on Bb by 11:59 p.m.
Class 6 *February 27 – March 5*	Questioning for Comprehension	– *Developing Readers* – Chapter 5 – *Classroom Strategies* – Chapter 3	– Complete online activities on Bb by 11:59 p.m.
Class 7 *March 6 – March 12*	Instructional Practices for Working Complex Texts	– *Developing Readers* – Chapter 6 – *Classroom Strategies* – Section 2	– Complete online activities on Bb by 11:59 p.m. – **DUE: Journal Article Response**
Class 8 *March 13 – March 19*	Literacy Strategy Portfolio	– None	– **DUE: Literacy Strategy Portfolio Part 1**
Class 9 *March 20 – March 26*	Developing Vocabulary & Concepts	– Zygouris-Coe, V. I. (2014). – Vocabulary learning and instruction in the disciplines. In *Teaching discipline-specific literacies in grades 6-12* (pp. 154-195). Routledge."	– Complete online activities on Bb by 11:59 p.m.

Date	Topic	Reading	Assignments Due
Class 10 *March 27 – April 2*	Supporting Discussion and Academic Language Development	– Wolsey, T. D. (2016). Saying it well. In T. D. Wolsey & D. Lapp. *Literacy in the disciplines: A teacher's guide for grades 5-12* (pp. 33 – 59). The Guilford Publications.	– Complete online activities on Bb by 11:59 p.m.
Class 11 *April 3 – April 9*	Writing in the Disciplines	– Writing: Big Ideas (online module from the Annenberg Foundation) – Knipper, K. J., & Duggan, T. J. (2006). Writing to learn across the curriculum: Tools for comprehension in content area classes. *The Reading Teacher,* 59(5), 462-470.	– Complete online activities on Bb by 11:59 p.m. – **DUE: Literacy Strategy Portfolio Part 2**
Class 12 *April 10 – April 16*	Disciplinary Literacy in a Digital World	– Castek, J., & Manderino, M. (2017). A planning framework for integrating digital literacies for disciplinary learning. *Journal of Adolescent & Adult Literacy*, 60(6), 697-700.	– Complete online activities on Bb by 11:59 p.m.
Class 13 *April 17 – April 23*	Literacy Strategy Portfolio	– None	– **DUE: Literacy Strategy Portfolio Part 3**
Class 14 *April 24 – April 30*	Disciplinary Resource Folder	– None	– **DUE: Disciplinary Literacy Resource File**
Class 15 *May 1 – May 7*	Reflecting on Your Learning	– None	– **DUE: Reflection on Practice**

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

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202 (New Window). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (SSAC) (New Window) at 703-380-1434 or Counseling and Psychological Services (CAPS) (New Window) at 703-993-2380. You may also seek assistance or support measures 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/.