George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate: ___X_ NEW ______ MODIFY ______ DELETE

Local Unit: College of Education and Human Development
Graduate Council Approval Date:

Course Abbreviation: EDRD Course Number: 501

Full Course Title: Literacy and Curriculum Integration, PK-12 (3:3:0).

Abbreviated Course Title (24 characters max.): Literacy Integr PK-12

Credit hours: 3 Program of Record: Literacy

Repeatable for Credit? ___ D=Yes, not within same term Up to hours
 ___ T=Yes, within the same term Up to hours
 ___ X_ N=Cannot be repeated for credit

Grade Type: X_GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Activity Code (please indicate): _X__ Lecture (LEC) ___ Lab (LAB) ___
 ___ Recitation (RCT)
 ___ Studio (STU) ___ Internship (INT) ___ Independent
 Study (IND)

Catalog Credit Format 3: 3: 0 Course Level: GF(500-600) ___x_
 GA(700+) ___

Maximum Enrollment: 25 For NEW courses, first term to be offered: Fall 2005
Prerequisites or corequisites: None

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses.: EDRD 501, Literacy and Curriculum Integration, PK-12 (3:3:0). Introduces PK-12 content area reading, writing, and language arts. Emphasizes integration of reading and other language arts across the curriculum; instructional planning; needs of diverse learners. Field experience in public schools is required.

For MODIFIED or DELETED courses as appropriate:
Last term offered: Previous Course Abbreviation: Previous number:
Description of modification:

**APPROVAL SIGNATURES:**
Submitted by: Betty Sturtevant  email: esturtev@gmu.edu

Department/Program: GSE/Literacy Program  Date: 9-30-04

College Committee: Joan Isenberg  Date: 9-30-04

Graduate Council Representative:  Date: 
GEORGE MASON UNIVERSITY
Course Coordination Form

Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Units Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Council approval: ___________________________ Date: __________

Graduate Council representative: ___________________________ Date: __________

Provost Office representative: ___________________________ Date: __________
EDRD 501  Literacy and Curriculum Integration, K-12  (3:3:0).
First offering, Fall 2005

Qualified full time GMU faculty:
Contact Information: E. Sturtevant, Robinson A451C, esturtev@gmu.edu, 703-993-2052

Dates/times: Will be developed collaboratively with the faculty in the Art Department. Course will occur on the Fairfax Campus.

Course Description:
Introduction to K-12 content area reading, writing, and language arts. Emphasizes integration of reading and other language arts across the curriculum; instructional planning; needs of diverse learners. Field experience in public schools is required.

Pre-requisites:
None.

STUDENT OUTCOMES:
1. Students will describe and explain reading, writing, and oral language as cognitive and sociocultural processes.
2. Students will explain how education in the content areas and special areas (such as art and music) and education in reading, writing, and oral language can be linked to enhance student learning and development.
3. Students will plan a series of lessons that integrate literacy with instruction in their own content area.
4. Students will survey children’s and adolescent literature, media, and other print, visual, or technological resources that can be used to connect reading, writing and other language arts to their teaching specialty or content area; they will utilize these resources in their lesson planning.
5. Students will explore literacy and curriculum integration through observations and an interview of a teacher in a public school.

Relationship to standards:
This course meets the guidelines for teachers of Visual Arts established by the National Association of Arts Education. Specifically, it will enable teachers to help students in “Choosing and evaluating a range of subject matter, symbols, and ideas; and in “Making connections between visual arts and other disciplines” (www.getty.edu/artsednet/resources/scope/standards/).
Texts:

Required:


Mode of Course Delivery:
This course will include lecture, discussion, small group work, and field observations.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

I. Responses to Course Readings (10%).
Required readings are assigned for most classes. The instructor will indicate different types of response entries for each week. These are described below.
*Students will bring their responses to class on the assigned date and will include them in a response journal to be checked on the last class. All responses will be typed and at least one page, double-spaced). Late responses will not be accepted. Students who submit all responses on time will receive full points. Points will be deducted on a percentage basis of the total for all responses that are not counted (either non existent, late, not typed, or not at least one page).

Learning Log:
- What implications does this have for your teaching?
- How could the teaching strategy be used in your classroom or future classroom?
- What changes or modifications would you recommend for using this strategy?
- What questions does it raise?

3-2-1 Response:
- Write three things you learned.
- Write two things that surprised you.
- Write one question that you have.

P-M-I
- “P” refers to what information you found to be a PLUS in the reading.
- “M” refers to what information you consider to be a MINUS in reading
- “I” refers to what information you find INTERESTING in the reading
II. Literacy Resource Project (20%). Rubric attached
Students will read and review 10 trade books (fiction or non fiction) & 5 websites or computer software programs that children or adolescents could use that connect reading/writing with arts education. They will create a resource notebook that includes a description and evaluation of these materials and will share at least 5 of these resources with the class. The resource notebook must be turned in to be graded by the course instructor.

III. Mini-Unit (30%). Rubric attached
Students will develop a mini-unit including 5 connected lessons that are designed to link literacy strategies with student’s specialty area. Lessons must include adaptations for diverse learners as well as information on how learners will be assessed. Lessons will follow a standard lesson plan format provided by the instructor. Lesson plans will be evaluated based on using the rubric in Appendix.

IV. Midterm Examination (15%)
Essay exam related to course topics and readings, especially the first two items on the list of objectives (p. 1). Essays will be evaluated on a rubric that includes the following criteria: accuracy in explaining literacy theories; ability to apply knowledge gained in reading and in class to the essay question; coherence of writing; and mechanics (grammar/spelling).

V. Field Observation (15 %). All students will spend 15 hours at a public school site. During this time they will observe instruction, work with individuals or small groups as assigned, and interview a teacher regarding integrating literacy with their content area. This assignment will be graded on a full credit/no credit basis. To obtain full credit, students will submit 1) a signed log of hours indicating successful completion of the time requirement; 2) a completed observational form, and 3) a completed interview form.

Please Note:
- Any late work will have points removed per date of tardiness unless you have written or email permission from the course professor.
- Attendance at every class is expected. More than one unexcused absence will result in a drop in grade. Absences will only be excused for extreme circumstances or verified illness.

Grading Scale: A (94-100) A – (90-93) B+ (87-89) B (80-86) C (70-79) F (69 and below)

A = 94-100 points
A- = 90-93 points
B+ = 87-89 points
B = 80-86 points
C = 70-79 points
F = 69 points and below
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
# Appendices

Rubrics for the Evaluation of Assessments II and III

<table>
<thead>
<tr>
<th>Literacy Resource Project Evaluation Rubric</th>
<th>No Evidence</th>
<th>Beginning (Limited evidence)</th>
<th>Developing (Clear evidence)</th>
<th>Accomplished (Clear, convincing, substantial evidence)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Read and review 10 trade books (fiction or non-fiction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Evaluate 5 websites or software programs that children or adolescents use to connect reading and writing to a content area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Create a resource notebook that includes a coherent description and evaluation of the materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Effectively share at least 5 of these resources with the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mini-Unit Evaluation Rubric</strong></td>
<td>No Evidence 1</td>
<td>Beginning (Limited evidence) 2</td>
<td>Developing (Clear evidence) 3</td>
<td>Accomplished (Clear, convincing, substantial evidence) 4</td>
<td><strong>SCORE</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Contains 5 lessons that are logically connected.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adherence to the lesson plan format.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistency with instructional methods taught in the course (inclusion of appropriate literacy strategies).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate rationale provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specification of objectives, related to state and national standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate match between assessment of learning and learning objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of how the lessons meets the needs of diverse learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposed Schedule and Assignments

Class 1: Introduction—Why link content area instruction with literacy development? (What do we know? What do we want to learn?). Overview of 3 texts that will be used in the course.

Class 2: Children’s literacy development and curriculum integration
Reading: Chapters 1 and 2, Cornett.

Class 3: Integrating literature and literacy with content instruction.
Reading: Chapters 3, 4, Cornett.
Please note that field observations must begin by this date.

Class 4: Integrating the arts throughout the curriculum
Reading: within chapters 5-11 (Cornett), select two chapters related to art, dance, music, or drama (students may select depending on their specialty or area of interest).

Class 5: Assessment
Reading: Chapter 14, Cornett

Class 6: Planning lessons and units linking your content area to literacy. (Bring in lesson plan formats from your subject area obtained from student teaching advisors in your program).
Assignment: Resource notebook due.
Reading: Sturtevant & Linek 131-174 (Content Area Handbook).

Class 7: Older learners and literacy
Reading: Chapter I, Sturtevant & Linek

Class 8: Midterm exam, in class. Small groups also will meet to plan units.
Teacher Interviews due on this date (see format in Sturtevant & Linek text).

Class 9: Literacy/curriculum integration in middle school classrooms.
Reading: Chapters 2, 3, 4, Sturtevant & Linek.

Class 10: Units due. Each student or pair will present an overview of their unit to the class.

Class 11: Working with diverse learners (integration of the arts), Olson, p. 1-41

Class 12: Working with diverse learners (writing and language arts) Olson, p. 43-108
*Observation due.

Class 13: Working with diverse learners (special education issues) Olson, 108-end.
Class 14: Working with students who are learning English.
Reading: Chapter 8, Sturtevant & Linek.

Class 15: Collaborating with teachers in the high school curriculum
Sturtevant and Linek, Chapters 5, 6, 7

Class 16: Final class wrap up (what did we learn, what do we still need to learn?).
**All field observation sheets due this day.**