

Longy School of Music of Bard College
MAT Los Angeles— Summer Quarter 2017
ED524: Language, Literacy and Learning
Wednesdays 5:00 pm-8:00 pm
Quincy Jones Elementary School
Instructor: Steve Venz
818.445.8993

Course Description:

TK-12 teachers have become increasingly aware of the disconnect between the sociocultural discourse practices of adolescents and the academic discourse practices adolescents are expected to perform in school. This course begins with the question "What is literacy?" and connects the research in theoretical models of literacy learning with applied practices in reading, writing, and technology that are particularly relevant to teaching music.

Essential Questions:

- What is literacy?
- How can the relationship between literacy and learning music strengthen student learning?
- How does context effect language acquisition for students, in both formal and informal settings?
- How is literacy mediated by a student's cultural, linguistic, and/or socioeconomic background? How is this especially relevant to the context of teaching in an urban setting such as Los Angeles?
- How will you use literacy to assess a student's understanding in meaningful and informative way?
- How do you deliver effective, differentiated instruction to address the various learning needs of your music students to ensure understanding?

In this course we will:

1. Analyze strategies to incorporate literacy instruction into a music classroom to reinforce student learning and understanding.
2. Explore how students acquire language and literacy in various environments (home, school, community, etc.).
3. Analyze and understand how to address the instructional needs of students identified as English Learners (ELs), Long-Term English Learners (LTELs) or English Only (EOs) students as well as students with disabilities by incorporating targeted instructional strategies and assessments.
4. Learn how to develop and deliver integrated lessons, incorporating music and English Language Arts (ELA) instruction, to strengthen student academic achievement.

Goals and Overview of Requirements

In this course, we first consider what it means to be literate in our society within nested social, cultural, linguistic, and academic contexts. Second, we consider the literacy demands of your particular discipline and how to support adolescents' learning in your classroom. Finally, we work to develop a repertoire for using literacy strategies to teach more effectively. The following tasks support these goals (detailed guidelines for each presentation and project will be provided in advance of the deadline).

- **Class Participation:** Our class meetings are designed to be lively and stimulating. Your participation and preparation is, therefore, an important factor. **Ongoing. 50%**
- **Literacy History Presentation:** To reflect on the role and status of literacy in your own life, you will provide a presentation about the history of your literacy development. **Due 8/9. 10%**
- **Every Student Project:** You will receive a band, choral, or orchestra *Unit Teaching Plan* and incorporate strategies and assessments into the plan to address the learning needs of every student. You will present your updated *Unit Teaching Plan* and justify your selection of strategies and assessments in class. **Due 9/06. 20%**

- **Lesson Presentations:** You will develop a lesson plan from your *Unit Teaching Plan* and deliver the lesson during class, demonstrating effective integration of instructional strategies supporting music and literacy learning. **Due 9/20 & 9/27. 20%**

Required Materials

Hansen, D., Bernstorff, E., Stuber, G. (2014). *The Music and Literacy Connection, Second Edition*. Lanham, MD: Rowman & Littlefield.

Note: All assignments should conform to APA format and include references. Final grading will follow this structure:

A	A-	B+	B	B-	C+	C	C-	D	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	63-66	Below 63

Policies and Procedures

Written work

All work submitted for class should be formatted according to APA guidelines, unless otherwise stated, and should include citations for all works cited in your text. *APA differs significantly from MLA: it is your responsibility to familiarize yourself with the appropriate citation style. Papers submitted in MLA formatting for this course will be returned to the author for revision.

Late work

Late work will only be accepted if you have made prior arrangements with me in advance of the due date NOT via email (either in person or via phone). Late work will be marked down depending upon the date in which it is submitted.

Plagiarism

Plagiarism consists of copying or paraphrasing too closely the words, ideas, sequence of ideas, or insights of another person or source without giving that person or source appropriate credit. An act of plagiarism will be taken seriously and will result in a failing grade; all academic dishonesty offenses are reported to the office of student conduct. For an overview of academic dishonesty, please consult the MAT Graduate Student Handbook. If you have questions about citing your sources appropriately or about how to avoid plagiarism, please do not hesitate to consult with other instructors or myself.

Course Calendar

Date	Topic	Readings
Week 1: 7/26	What is Literacy?	<ul style="list-style-type: none"> • Hansen, Bernstorf, Stuber, Ch. 1 “The Threads of the Literacy Fabric” • Armbruster, Lehr & Osborn, “Put Reading First: The Research Building Blocks of Reading Instruction.”
Week 2: 8/2	California English Language Arts Standards (Common Core State Standards)	<ul style="list-style-type: none"> • Partnership for 21st Century Skills, “P21 Framework Definitions” • CDE, <i>California State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</i>
Week 3: 8/9	Strengthening Music Learning through Literacy Development: Part 1 – Decoding Literacy History Presentations	<ul style="list-style-type: none"> • Hansen, Bernstorf, Stuber, Ch. 3 “Music in the Reading Environment: Decoding” • Hansen, Bernstorf, Stuber, Ch. 4 “Reading in the Music Environment: Decoding”
Week 4: 8/16	Strengthening Music Learning through Literacy Development: Part 2 – Comprehension	<ul style="list-style-type: none"> • Hansen, Bernstorf, Stuber, Ch. 5 “Music in the Reading Environment: Decoding” • Hansen, Bernstorf, Stuber, Ch. 6 “Reading in the Music Environment: Decoding”
Week 5: 8/23	Meeting the Needs of English Learners and Special Education Students	<ul style="list-style-type: none"> • Hansen, Bernstorf, Stuber, Ch. 7 “Considerations, Adaptations, Enhancements” • CDE, <i>California English Language Development Standards</i> • “Strategies for EL Students” handout
Week 6: 8/30	Rethinking Music Instruction and “Rehearsals” in the Band, Choral, and Orchestra Room	<ul style="list-style-type: none"> • O’Toole, Part III: Unit Teaching Plans
Week 7: 9/6	Academic Literacy and Tier I, II, III Vocabulary Every Student Project Presentations	<ul style="list-style-type: none"> • Schoenbach et. al., “Developing academic literacy“ and “Motivating students to take control of their reading” • Marzano Research Laboratory, “Vocabulary for the Common Core”.
Week 8: 9/13	Writing in the Music Classroom	<ul style="list-style-type: none"> • Hansen, Bernstorf, Stuber, Ch. 9 “Writing in the Music Classroom” • CDE, <i>California State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</i> • O’Toole, Ch. 7 “Effectively Using Journals”
Week 9: 9/20	What is Literacy? Revisited Lesson Presentations	Demonstration Lessons
Week 10: 9/27	Review of Essential Questions Lesson Presentations	Demonstration Lessons

Additional Readings

- Afflerbach, P. (2007). *Understanding and Using Reading Assessment, K-12*. Newark, DE: International Reading Association.
- Armbruster, Lehr & Osborn. (2003). *Put Reading First: The Research Building Blocks of Reading Instruction*. Center for the Improvement of Early Reading Achievement (CIERA).
- California Department of Education. (2013). *California Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*.
- California Department of Education. (2014). *California English Language Development Standards*.
- O'Toole, P. (2003). *Shaping Sound Musicians, An Innovative Approach to Teaching Comprehensive Musicianship Through Performance*. Chicago, IL: GIA Publications, Inc.
- Partnership for 21st Century Skills. (2009). P21 Framework Definitions.
- Schoenbach, R. Greenleaf, C., Cziko, C., Hurwitz, L. (1999). *Reading for understanding: A guide to improving reading in middle and high school classrooms*. Portsmouth, NH: Jossey-Bass.