

Longy School of Music of Bard College
MAT Los Angeles— Fall Quarter 2019
ED524: Language, Literacy and Learning
Wednesdays 4:30 pm-7:30 pm
Quincy Jones Elementary School
Instructor: Steve Venz
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Course Description:

Kindergarten to 12th grade teachers have become increasingly aware of the disconnect between the sociocultural discourse practices of students and the academic discourse practices students 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. This course will include application of learning through instructional rounds that include MAT students providing lessons to elementary students.

Essential Questions:

- What is literacy?
- How can the relationship between literacy and learning music strengthen student learning?
- How does context influence language acquisition for students in both formal and informal settings?
- How is literacy mediated by a student's cultural, linguistic, and/or socioeconomic background, and 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 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 interactive. Your preparation and participation and is, therefore, an important factor. **Throughout the Quarter - 50%**
- **Development of Lesson Plan #1 & #2:** You will receive Lesson Plan #1 template and Lesson Plan #2 template and incorporate instruction, 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 10/23 & 11/20 - 10% each**

- **Mini Lesson #1& #2:** You will deliver a 10 minute lesson plan or part of a lesson plan during class, demonstrating effective integration of instructional strategies supporting music and literacy learning to Quincy Jones Elementary students. **Due 11/6 – 12/11 – 15% each**

Required Materials

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. (2015). *English Language Arts/English Language Development Framework for California Public Schools*.

Feret, A.J., & Smith, J.J. (2010). “Literacy skills in music class: Tool for preservice teacher growth.” *Visions of Research in Music Education*, 15.

Fisher, D. & Frey, N. (2012). “Text-Dependent Questions.” *Principal Leadership* (Vol. 13, #1, p. 70-73).

Marzano, R. (2013). *Vocabulary for the Common Core*. Marzano Research Laboratory.

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.

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.

A	B	C	D	F
90-100	80-89	70-79	60-69	Below 60

Course Calendar

DATE	TOPIC	READINGS	DUE
Week 1: 10/9	POSTPONED TO DECEMBER 17 (TUESDAY), 4 TO 7 PM		
Week 2: 10/16	What is Literacy? Lesson Design	<ul style="list-style-type: none"> • Feret, A.J., & Smith, J.J. "Literacy skills in music class: Tool for preservice teacher growth." • Armbruster, Lehr & Osborn, "Put Reading First: The Research Building Blocks of Reading Instruction." 	N/A
Week 3: 10/23	California English Language Arts Standards (Common Core State Standards) Meeting the Needs of English Learners (1) Instructional Rounds Format	<ul style="list-style-type: none"> • CDE, California State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects • "Strategies for EL Students" handout 	Submit Lesson Plan #1
Week 4: 10/30	Instructional Rounds Meeting the Needs of English Learners (2)	<ul style="list-style-type: none"> • CDE, English Language Arts/English Language Development Framework for California Public Schools. 	Four Mini-Lessons #1 Provided to Students
Week 5: 11/6	Instructional Rounds Meeting the Needs of English Learners (3)	<ul style="list-style-type: none"> • CDE, English Language Arts/English Language Development Framework for California Public Schools. 	Five Mini-Lessons #1 Provided to Students
Week 6: 11/13	Instructional Rounds <u>Academic Literacy</u> Learning Text-Dependent Questions Assessing Learning	<ul style="list-style-type: none"> • Fisher, D. & Frey, N., "Text-Dependent Questions." 	Five Mini-Lessons #1 Provided to Students
Week 7: 11/20	Literacy & Elementary Music Instructional Strategies Part 1 (Guest Lecturer)	TBD	Submit Lesson Plan #2
Week 8: 11/27	THANKSGIVING BREAK		
Week 9: 12/4	Literacy & Elementary Music Instructional Strategies Part 2 (Guest Lecturer)	TBD	N/A
Week 10: 12/11	Instructional Rounds <u>Academic Literacy</u> Tier I, II, III Vocabulary	<ul style="list-style-type: none"> • Marzano Research Laboratory, "Vocabulary for the Common Core". 	Five Mini-Lessons #2 Provided to Students
Week 1: (Make-up) 12/17 4:00-7:00	Instructional Rounds <u>Academic Literacy</u> Learning Text-Dependent Questions	<ul style="list-style-type: none"> • Schoenbach et. al., "Developing academic literacy" and "Motivating students to take control of their reading" 	Five Mini-Lessons #2 Provided to Students
Week 8: (Make-up) 12/18 4:30-7:00	Instructional Rounds What is Literacy? (Revisited)	N/A	Four Mini-Lessons #2 Provided to Students