



George Mason University
College of Education and Human
Development
Literacy Program Area

EDRD 300

Literacy and Curriculum Integration for Specialist Teachers

Focus on Physical Education

Spring 2011

Mondays 7:20– 10:00 PM Enterprise Room 275

Instructor: Athene Bell
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Course Overview

Course Description

Introduces PK-12 content area reading, writing, and language arts. Emphasizes the integration of reading and other language arts across curriculum; instructional planning; needs of diverse learners. Field experience in public schools is required.

Objectives

1. Students will explain reading and writing as cognitive, socio-cultural, psychological and linguistic processes.
2. Students will explore and describe how teachers in their specialty area can enhance the literacy of children and adolescents.
3. Students will examine the causes of literacy problems in elementary and secondary schools.
4. Students will use state and national literacy objectives/standards in their planning and teaching.
5. Students will plan and teach lessons that incorporate the literacy process (reading, writing and language arts) into their content area.
6. Students will plan and teach lessons that motivate children and adolescents to read and write.
7. Students will use literacy strategies that meet the literacy needs of diverse students.
8. Students will survey children's and adolescent's literature, media and other resources that connect reading, writing and other language arts to their teaching specialty.

Required Textbooks

Vacca, R. & Vacca, J. (2011). *Content area reading (10th ed.)*. Boston, MA: Pearson. (ISBN 13-978-0-13-703511-3)

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy*. Boston, MA: Pearson.

Recommended Textbooks

Cornett, C. (2011). *Creating meaning through literature and the arts (4th ed.)*. Boston, MA: Pearson. (ISBN 978-0-13-704832-8)

Peterson, E. M. (2006). *Inspired by listening: Teaching your curriculum while actively listening to music*. Hampton Falls NH: Yeoman Press.

Mantione, R. & Smead, S. (2002). *Weaving through words using the arts to teach reading comprehension strategies*. DE: International Reading Association.

Young, L., Post, B. & Newman, D. (2005). *Interdisciplinary learning through dance: 101 Moventures*. Human Kinetics Publishers.

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

General Requirements

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Readings and Participation

The completion of all readings assigned for the course is assumed. Because much of the class will be structured around discussion and small group activities pertaining to reading comprehension strategies, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. I suggest that you keep a reading log that includes both notes on and reactions to each reading. Class participation will influence your grade.

Class Attendance

If, due to an emergency, you will not be in class, please contact me prior to class time. **It's best to do so via my cell phone (703.201.2621).** You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. ****Attendance, including tardies and early departure, will influence your grade.****

Assignments

All assignments should be turned in on the due date indicated in the schedule below via paper copy (in class) or by email attachment (by 7:00 P.M. on the day the assignment is due). Should you be absent from class, your work is still due before class begins. Writing quality (including mechanics, organization, and content) is calculated into the overall point value for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. All projects must be typed, double spaced, in 12-point Times New Roman font, with one-inch margins. Please do not use page protectors. Make sure all pages are stapled together.

General

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but come to me within a reasonable timeframe. I will be available before and after class, by appointment, and by email. I look forward to collaborating with you as you work toward your goals.

Course Website

Our course website can be accessed at <https://courses.gmu.edu>. The site will include information and resources important to your successful completion of the course. These

may include the course syllabus, an announcement page, selected PowerPoint slides that I present in class, assignment descriptions and rubrics, and a bibliography of course readings and web resources.

Course Requirements

Assignments	Points
<i>Class Participation and Small Group Activities</i>	20
<i>Media Dialogic and Reflection (MDR)</i>	20
<i>Literacy Resource Project</i>	15
<i>Group Graphic Organizer</i>	10
<i>Mini Unit and Lesson Share</i>	20
<i>Field Experience/Interview</i>	15
Total	100

Class Participation (20 points)

Weekly attendance, consistent participation, classroom strategy applications, and regular completion of assigned readings will earn you the full 20 points for class participation.

For each session that you are absent, five points will be deducted from your class participation points up to a total of 15 points. Two tardies/early departures equal one absence. Attendance will be taken beginning the first class session. Class reading comprehension strategy activities are meant to assist and guide you in understanding the literacy needs of K-12 students. As you read and participate in class activities, keep notes and document your reactions in your reading log to use as points for discussion during class. I may also ask that you submit these to me on occasion, in order to provide you with feedback. While you may take notes on a laptop/tablet during class, please note that due to the highly participatory nature of the class that typing during discussions and presentations is prohibited. Your classmates deserve your full attention.

Be prepared to share content strategies from Fisher, Brozo, Ivey, & Frey (2010) that align with the assigned readings & your content area instruction needs. For example, when we discuss vocabulary, you may be prepared to describe use of 4-Square/Freyer Model Vocabulary Cards to classmates.

Class participation will be evaluated using the following rating scale:

(15-20) Excellent

Regularly asks questions or makes observations that indicate reflections and analysis appropriate to the topic

Participates actively in small group activities and class discussions

Describes specific strategies from Fisher et al. (2010) that align with content literacy topics.

Attends all classes in entirety

(9-14) Competent

Occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic

Participates in small group activities and class discussions

Attends most classes; leaves early or arrives late on one to two occasions

(1-8) Minimal

Rarely asks questions or makes comments that indicate familiarity with the topic
Does not actively participate in small groups and class discussions
Misses classes or has excessive tardies/leaves early on more than three occasions

Media Dialogic and Reflection (MDR) (20 points)

You will produce a minimum of five sensory media representations for each of four class sessions (identified in the schedule in the syllabus) to document your progress and understanding of literacy needs for K-12 students. For each of the four sessions listed, you will provide an aural, kinesthetic, or visual media selection such as (but not limited to) a clip of original/open source music (such as an mp3 or other accessible electronic file), an action/dance video clip, a self-created drawing, or a selected image that best illustrates your understanding of K-12 literacy. You will then write a one-page reflection of the chosen media and what it represents to you. You may choose to highlight an insight, an issue, a challenge, a bit of data, or a perspective. You will submit (electronically or via paper) this media as well as the written reflection for each of the four designated class sessions.

Literacy Resource Project (15 points)

You will read and review trade books (fiction and nonfiction) and digital resources (such as websites and computer software programs) that children or adolescents could use to connect reading/writing with physical education. You will create a literacy resource notebook that includes a description and evaluation of these materials and will share at least three of these resources with the class. The resource project notebook will be turned in to the instructor. A detailed description follows.

Assignment

This purpose of this assignment is to read and review sources that teachers could use to help children or adolescents connect literacy with physical education/health.

Completion Procedures

1. Identify a grade level range (e.g. K-1, 2-3, 4-5, 6-8, 9-12). Familiarize yourself with relevant standards for your content area.
2. Conduct a search of appropriate trade books (include various genres of fiction and non-fiction) that could be used as resources for teachers to connect literacy with physical education. *Sources must be current and relatable to your target students.* For example, you may locate a young adult novel that has a physical education/health theme, or you might find a picture book to use as a model for children to create their own text and illustrations. Preview all books for content, themes, and clear subject integration.
3. Conduct a search of digital resources such as websites or computer software programs that could be used as resources for teachers to connect literacy with physical education/health. For example, you may find a website that provides sample lessons of how physical education/health can be integrated into the teaching of social studies; or you might locate a site with a list of children's books with physical education/health as the primary theme. Each included resource **MUST** contain text for students to read and comprehend.

4. Include 10 trade books and 5 digital resources for a total of 15 literacy resources.
5. Compile a resource notebook by devoting a page for each source that includes the following components/subheadings:

Citations, Annotations & Rationales – Provide a full bibliographic citation for each source using APA format. In a paragraph, describe/summarize each source and why you selected it for your collection.

Strategies for Teaching with the Sources – For each source, propose some approaches and strategies you would use or recommend to teachers for engaging children or adolescents in literacy learning. Be sure to include ideas for meeting the needs of diverse learners.

Evaluation - This assignment will be evaluated based on (a) the appropriateness of the sources to the content physical education/health focus; (b) the completeness of the annotations; (c) the relevance of the teaching suggestions; and (d) overall clarity and editing. An evaluation rubric will be provided.

Group Graphic Organizer (10 points)

You will provide the class with a demonstration of a specific reading comprehension strategy synthesized from class readings. For this assignment, a group of two/three students will focus on one specific type of graphic organizer not presented in class, and **focus on one type of reading comprehension skill** (monitoring meaning/metacognition, predicting, prior knowledge, summarizing, questioning, text structure, mental imagery), and demonstrate the implementation of the use of the graphic organizer in a classroom context (one blank, one completed sample). Each group will create an original graphic organizer for this project; do not use a published/online resource. Demonstration can take any form the group selects. A brief (1-2 paragraph) written description of the graphic organizer's purpose & selected reading comprehension strategy will accompany the presentation.

Mini-unit and Share (20 points)

You will develop three interrelated lesson plans (NOTE: 1 plan= 1 class period) that are designed to link literacy strategies, trade books, and websites within the physical education/health curriculum. Each lesson must contain a writing component- either teacher-written for students to read/respond or student-written to demonstrate comprehension. Lessons will include adaptations for diverse learners as well as formative & summative assessments. Be prepared to teach one of the lessons with the class, focusing on the integrated literacy strategies. Mini-units will be assessed on the following:

- Specification of objectives related to state and national standards
- Initial assessment to determine students' knowledge before instruction
- Adherence to the same lesson plan format throughout the mini-unit with objectives, vocabulary, materials, step-by-step instructions, and assessment included in each plan
- Consistency with instructional methods taught in the course (inclusion of specific reading/writing activities)

- Appropriate strategies provided for all students with differentiation for diverse learners
- Appropriate match between assessment of learning and learning objectives
- Clear presentation of one lesson to the class, emphasizing literacy strategies included in lesson.

Field Experience Observation and Interview (15 points)

This course requires a total of 15 hours of field experience. You will observe and interview a physical education teacher from a public school site and will focus on the methods the teacher uses to integrate literacy into the curriculum. You will present your findings to the class and submit two papers.

You will submit the following for the *Observation* component:

- Signed log of hours indication successful completion of the time requirement
- Three-to-four page summary (typed and double-spaced) of what you observed and an analysis of how this relates to the course topic. Note the oral language as well as the examples of written language detected during observations & describe how they contribute to students' overall literacy development. You may choose to keep this in a journal format where you record findings after each observation (about a half-page per hour observed) or as an overall summary of the experience.

You will submit the following for the *Interview* component:

- Students will design interview questions that will focus on ways in which the specialist teacher integrates physical education with other curriculum areas.
- Students will submit a transcript of the interview and an analysis (two to three pages, typed and double-spaced) of how this relates to the course topic.

Grading Scale:

A+ = 99%-100%	A = 94%-98%	A- = 90%-93%
B+ = 88%-89%	B = 80-87%	C+ = 77%-79%
C = 74%-76%	C- = 70%-73%	D = 66%-69%
F = Below 65%		

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EDRD 300 Tentative Class Schedule

This schedule may be changed at the discretion of the instructor or as needs of the students or the CEHD Literacy Emphasis Program dictate.

Date	Topic	Assignment Due	Reading & In-class Activities
Jan 24	<ul style="list-style-type: none"> • Program Orientation and Introductions • Overview of Syllabus and Course • What is Literacy? • What is Content Integration? 	None	Vacca & Vacca Chapter 1 overview in class <i>Strategy #1 KWL</i> <i>Strategy #2 Collaborative Brainstorming</i> <i>Strategy #3 Jigsaw Discussion</i> Ballinger & Deeney, 2006 <i>Strategy #4 ABC Brainstorming</i> <i>Strategy #5 Admit/Exit Slips</i>
Jan 31	<ul style="list-style-type: none"> • Critical Components of Literacy Instruction • Interactive Read Alouds • Previewing and Predicting/Text Features • Questioning for Comprehension • Motivation/Interest Surveys 	Bring two children's books of your choice; one must be related to your content area. Be prepared to talk about one of the books.	Vacca & Vacca Chapter 6 <i>Strategy #6 Quick Book Look/Pass</i> <i>Strategy #7 Dictoglos</i> <i>Strategy #8 Poems for Two Voices</i> <i>Strategy #9 Book Talks</i>
Feb 7	<ul style="list-style-type: none"> • GMU Policies on Field Experiences • Developing Vocabulary and Concepts 	MDR #1	Vacca & Vacca Chapter 8 <i>Strategy #10 Word Splash</i> <i>Strategy #11 Think-Pair-Share</i> <i>Strategy #12 Vocabulary Cards</i> <i>Strategy #13 Clusters</i> <i>Strategy #14 Pictorial Representations</i>
Feb 14	<ul style="list-style-type: none"> • Discuss Literacy Resource Project • Learning with Trade Books/Metacognition • Graphic Organizers and Text Structures 	Bring one trade book of your choice that focuses on a core academic subject/theme	Vacca & Vacca Chapters 10 and 11 <i>Strategy #15 Text Structures/Graphic Organizers</i>
Feb 21	<ul style="list-style-type: none"> • Guest Presenter—Mr. Mike Dufrene Osborn High School Assistant Principal and Head Basketball Coach, Mentoring Class 	MDR #2	Read Karcher, M. (2009). Increases in academic connectedness and self-esteem among high school students who serve as cross-age peer mentors. <i>Professional School Counseling</i> , 12(4), 292-299. <i>Strategy # 16 Guest Speakers</i> <i>Strategy #17 Socratic Seminar</i>

Date	Topic	Assignment Due	Reading & In-class Activities
Feb 28	<ul style="list-style-type: none"> • Students and Text/Designing a Unit • Instructional Frameworks for Reading • Discuss mini-unit project 		Vacca & Vacca Chapters 5 and 7 <i>Strategy # 18 Literacy Centers</i> <i>Strategy # 19 Guided Reading</i>
Mar 7	<ul style="list-style-type: none"> • Literacy Resource Presentations 	Literacy Resource Project	None
Mar 14	<ul style="list-style-type: none"> • NO CLASS! Spring Break 		None
Mar 21	<ul style="list-style-type: none"> • Writing • Summarizing 		Vacca & Vacca Chapter 9 <i>Strategy #20 Quickwrite</i> <i>Strategy #21 RAFT</i> <i>Strategy #22 Venn Diagrams</i> <i>Strategy #23 Last Word</i> <i>Strategy #24 Notetaking and Notemaking</i>
Mar 28	<ul style="list-style-type: none"> • Group Graphic Organizer Planning • Lexiles • Formative and Summative Assessment 	MDR #3	Vacca & Vacca Chapter 4 <i>Strategy #25 Rubrics</i>
Apr 4	<ul style="list-style-type: none"> • Student lesson presentations 	Mini-unit Project	None
Apr 11	<ul style="list-style-type: none"> • NO CLASS • Work on Group Graphic Organizers 		None
Apr 18	<ul style="list-style-type: none"> • Visualizing • New Literacies 	Group Graphic Organizer Presentations	Vacca & Vacca Chapter 2 <i>Strategy # 26 Concept Maps</i>
Apr 25	<ul style="list-style-type: none"> • Guest Presenter—Dr. Kristien Zenkov, professor George Mason University, Using photography as a method for teaching writing to urban youth • Making Inferences 	MDR #4	Zenkov, K. & Harmon, J. (2009). Picturing a writing process: Photovoice and teaching writing to urban youth. <i>Journal of Adolescent & Adult Literacy</i> , 52(7), 575-584. <i>Strategy # 27 Collaborative Quotes Response</i>
May 2	<ul style="list-style-type: none"> • Culturally Responsive Instruction • Linguistically Diverse Learners 	Be prepared to discuss essential understandings from your article.	Vacca & Vacca Chapter 3 Find and read a peer-reviewed article describing an evidenced based technique to integrate your content into the literacy/ELA curriculum that focuses on diverse learners. Bring this article to class. <i>Strategy Jigsaw</i> <i>Strategy #28 Fishbowl Discussion</i>
May 9	<ul style="list-style-type: none"> • Field Experience Observation and Interview Reflection/Presentations • Sharing of Experiences/Reflection 	Field Experience Observation and Interview	Completion of KWL from first class

