



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

**EDRD 300, Section 002**

Literacy and Curriculum Integration for Specialist Teachers  
Focus on Physical Education  
Fall, 2011  
Mondays, 7:20-10:00, Robinson B203

Instructor: Kim Kopfman, M.Ed.

Email: [kkopfman@gmu.edu](mailto:kkopfman@gmu.edu)

(703) 993-3640 (ASTL Literacy Office)

Office hours – before or after class, or by appointment

Blackboard website: <http://mymasonportal.gmu.edu>

---

**Catalog Course Description:**

Introduces K-12 content area reading, writing, and language arts. Emphasizes integration of reading and other language arts across curriculum.

**Notes:** Intended as an introduction to educational issues and is not applicable in Mason's graduate-level teacher education programs. School-based field experience required.

**Objectives:**

1. Students will explain reading and writing as a 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. (2008). *Content Area Reading (9<sup>th</sup> edition)*. New York: Allyn and Bacon. (ISBN 13-978-0-205-53215-5)

**Required Readings:**

As assigned. See course schedule.

**Course Requirements:**

<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>
A. Course Readings/Participation:	<b>As assigned</b>	25
B. Literacy Resource Project	<b>10/24/11</b>	15
C. Mini-Unit	<b>12/05/11</b>	20
D. Field Experience/Interview	<b>11/21/11</b>	20
E. Self-Reflection Paper	<b>12/12/11</b>	20
Total		100

**A. Course Readings/Participation (25%): Due as assigned.**

The instructor will assign course readings, learning log responses, related strategy applications and class participation assessments that require students to use content area literacy strategies taught in the course and that enable students to reflect on how those strategies inform their teaching.

*Strategy Applications and Article Readings:*

Students will be provided with strategy application handouts through Blackboard throughout the semester which will be utilized by the students during class in an interactive and small group format. Students will print out article readings (accessible through Blackboard).

*Reflective Dialogue:*

As part of students’ participation grades, students will be asked to respond to in class activities. Your responses will contain your reactions to the readings and/or in-class activities. The following questions are to be may be considered in the responses:

- What implications does this have for your teaching?
- How could the teaching strategy/readings be used in your classroom?
- What changes or modifications would you recommend to this strategy?
- What questions does it raise?

*Class participation* will be evaluated using the following rating scale:

(9-10) Excellent

Regularly attends class and asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates actively in small group activities and class discussions.

(7-8) Competent

Regularly attends class and occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates in small group activities and class discussions.

(5-6) Minimal

Misses more than 3 classes and rarely asks questions or makes comments that indicate familiarity with the topic. Does not actively participate in small groups and class discussions.

**B: Literacy Resource Project - due 10/24/11 (15%)**

Students will read and review *five* alternative texts (fiction, nonfiction or electronic media sources) that children or adolescents could use that connect reading/writing with physical education/health. Students will create a resource notebook that includes the description and evaluation of these materials and will share these resources with the class. The Resource Project/Notebook is to be turned in to the instructor.

**C: Mini-Unit – due 12/05/11 (20%)**

Students will develop three interconnected lesson plans that are designed to link literacy strategies, alternative texts/electronic media within the P.E./Health curriculum that are designed to answer an “essential question.” The unit should be designed to take place over either three high-school block periods (90 minutes) or five elementary/middle school periods (35-45 minutes). Lessons will need to include adaptations for diverse learners and must include an assessment piece. Rubric attached in Blackboard. .

**D. Field Experience Observation and Interview – due 11/21/11 (20%).** Students MUST complete the [Online Field Experience Registration](#) before September 30, 2011.

This course requires a total of 15 hours of Field Experiences. Students will *observe and interview* a physical education teacher from a public school site. During this time, they will observe instruction, in Health or P.E., focusing particularly on the ways the teacher is integrating literacy with their content area.

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

- Signed log of hours indication successful completion of the time requirement (*see Appendix A for format*);
- Two-Three page summary (typed and double-spaced) of what was observed and an analysis of how this ties in to the course topic. The summary should be a narrative, descriptive reflection of the student’s experience and how it relates to the course topic.

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

- Students will design interview questions will focus on ways in which the P.E./Health teacher integrates P.E./Health with other curriculum areas (*see Blackboard for example questions*).
- Students will submit a transcript of the interview and an analysis (one page – typed and double-spaced) of how this ties into the course topic.

**E. Self-Reflection Component due via email 12/12/11 (20%)**

At the conclusion of the course, students will reflect on their coursework in a final essay format which will be double-spaced, 12 pt font and 4-5 pages. Essay questions will be developed collaboratively throughout the semester by students and the instructor. These essay questions will reflect the most salient themes throughout the semester. Students will be asked to refer to the original KWL from the first class and connect what they have learned throughout the semester to what was previously known at the beginning of the semester as part of the essay.

***\*\*The course instructor reserves the right to add, or to omit any assignments as deemed appropriate or necessary during the course of the semester.***

**Please Note:**

- Any late work will have points removed per date of tardiness unless you have advance written or email permission from the course instructor.'
- Attendance at every class is expected. More than one unexcused absence will result in a drop in grade.
- Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in your participation grade.

**Grading Scale:**

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-77
C-	70-73
D	66-69
F	Below 65%

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://www.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/#Anchor12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy 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 <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

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.

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 (<http://gse.gmu.edu>).

Mason alert system: Mason Alert is an alert system that allows George Mason University to contact you during an emergency by sending text messages to your cell phone, email or pager. Please register for the alert system at: <https://alert.gmu.edu/>

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For other information regarding the College of Education and Human Development, please visit <http://cehd.gmu.edu>

### Tentative Class Schedule: EDRD 300

Date	Topic	Readings and Assignments
08/29/11	<p>Overview of Course &amp; Assignments</p> <p>Introductions</p> <p>Class Survey</p> <p>What is Literacy?</p> <p>Federal policies affecting literacy programs</p>	<p>In class activities:</p> <p><i>Strategy: KWL</i> (What do you <b>K</b>now about literacy? What do you <b>W</b>ant to learn about literacy?)</p> <p><i>Strategy: Response Cards</i></p> <p>Literacy Autobiography <i>Strategy: List-Group-Label</i></p> <p>Video-David Armor; President Obama</p> <p><i>Strategy: Quickwrite:</i> What is the most important thing you learned during this first day? Did your expectations of this course change? What questions or concerns do you still have about the course or the subject matter?</p>
09/05/11	Labor Day – No Class	
09/12/11	<p>Essential Components of Reading: Decoding, Vocabulary, Fluency and Comprehension</p> <p>Small group work and class discussion</p>	<p>Vacca &amp; Vacca, Chp.1</p> <p><i>Print out and bring to class:</i></p> <ul style="list-style-type: none"> <li>• Buell, C. &amp; Whittaker, A. (2001). Enhancing content literacy in physical education. <i>Journal of Physical Education, Recreation &amp; Dance</i>, 72(6), 32-37</li> </ul> <p><i>Strategy: INSERT</i></p> <p><i>Strategy: Admit/Exit Slips</i></p>
9/19/11	<p>Struggling Readers and Metacognition-</p> <p>Scaffolding</p> <p>Small group work and class</p>	<p>Vacca &amp; Vacca, Chp. 2</p> <p>Print out and bring to class one struggling reader strategy from the following website: <a href="http://www.sedl.org/pubs/reading16/12.html">http://www.sedl.org/pubs/reading16/12.html</a></p>

Date	Topic	Readings and Assignments
	discussion	Explain how that strategy could be used in your content area. <i>Strategy: Reciprocal Teaching, QAR</i>
10/03/11	Activating Prior Knowledge, Interest Developing Vocabulary and Concepts  Small group work and class discussion	Vacca & Vacca, Chps. 5 & 6  Print out and bring to class: <ul style="list-style-type: none"> <li>• Ballinger, D. &amp; Deeney, T. (2006). Physical educators as teachers of literacy. <i>Journal of Physical Education, Recreation &amp; Dance</i>, 77(5), 18-23.</li> </ul> <i>Strategy: Your Own Questions</i> <i>Strategy: Graphic Organizers</i> <i>Strategy: Anticipation Guides</i>
10/11/11 <b>Note:</b> <b>class</b> <b>meets on</b> <b>TUES.</b>	Diverse Learners	Vacca & Vacca, Chp. 3  Print out and bring to class: <ul style="list-style-type: none"> <li>• Clancy, M. &amp; Hruske, B. (2005). Developing language objectives for English language learners in physical education classes. <i>Journal of Physical Education, Recreation &amp; Dance</i>, 76 (5), 30-35.</li> <li>• Bell, N. &amp; Lorenzi, D. (2004) Facilitating second language acquisition in elementary and secondary education. <i>Journal of Physical Education, Recreation &amp; Dance</i>, 75(6), p. 46-52</li> </ul> <i>Strategy: TBD</i>
10/17/11	Learning with Tradebooks and Electronic Text- Small group work and class discussion  New Literacies	Vacca & Vacca, Chps. 11 and 12.  Bring in one fiction and one non fiction children's book (K-12) or electronic media (to include websites) that supports your content area.

10/24/11	Checking for Understanding: Formal and Informal Assessment  Questioning	<b>Literacy Resource Projects due</b>  Vacca & Vacca: Chp 4  <i>Strategy: Observational Checklists, Rubrics</i>
10/31/11	Virtual Class	<b>Log on to: <a href="http://courses.gmu.edu">http://courses.gmu.edu</a> and click on “discussion” to respond to writing prompt</b>
11/07/11	Engaging Students in Reading and Emerging Literacy- small group work and class discussions	Vacca & Vacca, Chp. 7  Find and read one article on motivation and learning to be turned and shared in small groups.
11/14/11	Writing to Learn-small group work and class discussions	<b>Due: Share and turn in article on motivation and learning</b>  Vacca & Vacca, Chp. 8  Print out and bring to class: <ul style="list-style-type: none"> <li>• Behrman, E. (2004). Writing in the physical education class. <i>Journal of Physical Education, Recreation &amp; Dance</i>. 75 (8). 22-26</li> </ul>
11/21/11	Assessing Students and Text -small group work and class discussions Text Structure Designing a Unit of Study	<b>Due: Field Experience</b>  Vacca & Vacca, Chp 10.
11/28/11	Working smart: Study Guides and Strategies	Vacca & Vacca, chp. 9
12/05/11	Course Wrap Up Mini Unit Share Reflections Course Evaluations	<b>Due: Mini-Unit</b>



12/12/11	<b>Due: 12/12/11 via email</b> Self-Reflection	
----------	--	--