



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
Spring, 2012
Mondays, 7:20-10:00, Krug 209

Instructor: Kim Kopfman, M.Ed.

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

Nature of Course Delivery:

Small group work, whole class discussion, informal student presentations, guest speakers.

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. (2011). *Content Area Reading (10th 11)*. New York: Allyn and Bacon. (ISBN 9780137035113). (*E-version or print – your choice; however it is expected that you will have access to your textbook during class time, whichever format you choose.*)

Required Readings:

As assigned. See course schedule.

Recommended Textbooks:

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

Fisher, D. & Frey, N. (2007). *Checking for Understanding*. Association for Supervision and Curriculum Development. <http://www.ascd.org>

Recommended Journals (available through GMU's library system - <http://library.gmu.edu>)

The Reading Teacher

Journal of Adult and Adolescent Literacy

The Journal of Physical Education, Recreation & Dance (JOPERD)

Language Arts

Course Requirements:

Assignments	Due Date	Points
A. Course Readings/Participation/Dialog Journal with Quick Writes	As assigned	25
B. Literacy Resource Multimedia Poster	02/27/12	15
C. Instructional Video with Learning Log entry	03/19/12	5
D. Field Experience/Interview	03/26/12*	20
E. Mini-unit <i>Draft</i> Mini-unit <i>Share</i> and Mini-unit <i>Final</i>	04/16/12 04/30/12	25
F. Self-Reflection Paper due via email	05/07/12	10
Total		100

**In the unlikely event that you cannot complete the field experience hours by 3/26/12, please see me.*

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

The instructor will assign course readings, related strategy applications and class participation exercises that require students to use content area literacy strategies taught in the

course and that enable students to reflect on how those strategies may inform their teaching. The reflections on these activities will make up an ongoing dialog journal kept between the student and the instructor. *The dialog journal entails writing a short note at the end of each class, also known as a "Quick Write."* (See BlackBoard->Strategies and click on *Quick Writes for a detailed explanation.*) For the purposes of this class, quick writes can be thought of as informal, one paragraph writings of your thoughts for the class activities/readings/strategies for that day which you will turn in and be given back the following week. They are not graded on mechanics. They simply count toward your participation grade and whether or not you turned them in, as required.

Strategy Applications and Article Readings:

Students will be provided with specific literacy strategy handouts throughout the semester which will be used during class in an interactive and small group format. Students will also print out article readings (accessible through Blackboard) and bring those articles to class as assigned. Students will also be expected to search for, read and critique articles from academic journals that link literacy with the Physical Education and Health content area.

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 Multimedia Poster - due 02/27/12 (15%)

Students will read and review ten resources (fiction, nonfiction or electronic media sources) that children or adolescents could use that connect reading/writing with physical education/health. *Five of these texts must be electronic resources.* Students will create a multimedia poster that includes the description and evaluation of these materials through glogster.com. Directions and tutorials for glogster will be conducted during class time and available through Blackboard.

C: Instructional Video – due 03/19/12 (5%)

Working in pairs, students will create a short instructional video (no longer than 3 minutes) that demonstrates the teaching of a specific skill or concept as part of the Physical Education/Health curriculum. Class time will be provided for students to create their videos. Students will be expected to share their instructional videos with class members and discuss how the instructional video could be integrated into a unit of instruction. Applicable literacy strategies (e.g., prior knowledge, metacognition, vocabulary, modeling) will be discussed in relation to the

instructional video. Students will be asked to record their reactions to this activity in their learning log.

D. Field Experience Observation and Interview – due 03/26/12 (20%).

Students MUST complete the [Online Field Experience Registration](#) before 02/13/12.

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 (10%):

- 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 (10%):

- 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.

The field experience observations and interview guidelines are attached in Blackboard.

E: Mini-Unit Draft - due 04/16/12; Mini-Unit Final - due 04/30/12 (25%)

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.

Students are expected to complete the unit in a digital format which includes hyperlinks to their lessons, strategies, rubrics, or other resources as applicable to the unit-plan. These formats will be taught in class, as necessary, and online tutorials will be provided through Blackboard. The URL link/or digital file will be provided to the instructor *in addition to* a print-based copy on or before the due date. *The digital file MUST be saved with your last name in the file name (ex: Kopfman_Unitplan.doc).*

The mini-unit rubric will be attached in Blackboard.

F: Self-Reflection Component due via email 05/07/12 (10%)

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 3-4 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 Self-Reflection email submission MUST be saved with your last name in the file name (ex: Kopfman_SelfReflection.doc).* The self-reflection rubric will be attached in Blackboard.

Notes:

All assignments are due on the date indicated on the syllabus via paper or electronically as outlined in the course schedule.

If you will be absent, please let me know before class. The best way to reach me is through email: kkopfman@masonlive.gmu.edu or kimkopfman@verizon.net.

Students must follow the university policy stating that all sound emitting devices should be turned off during class unless otherwise authorized by the instructor. Cell phones, pagers and/or other communication devices are not allowed in class, unless noted by the instructor. Please keep them stowed away or out of sight. Laptops may be used for taking notes or for in-class instructional activities as necessary. However, engaging in activities not related to the course (e.g., gaming, email, texting, etc.) or typing during discussions or presentations is prohibited and will affect your participation grade.

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

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%	

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Dispositions

Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

Academic Integrity

Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code. The principle of

academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Mason Email

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, division, and program will be sent to students solely through their Mason email account. 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.

Devices

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Office of Disability Services (ODS)

Office of Disability Services – 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 <http://ods.gmu.edu/>.

Counseling and Psychological Services (CAPS)

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>).

Writing Center

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>).

Core Values Commitment

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/>

University Libraries

The George Mason University Libraries provide numerous services, research tools, and help using the library resource (see <http://library.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/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit <http://gse.gmu.edu>). 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
01/23/12	Overview of Course & Assignments Introductions Class Survey What is Literacy? Federal policies affecting literacy programs	In class activities: <i>Strategy: KWL</i> (What do you Know about literacy? What do you Want to learn about literacy?) <i>Strategy: Response Cards</i> <i>Strategy: List-Group-Label</i> Video-David Armor; President Obama <i>Strategy:</i> Quickwrite: 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?
01/30/12	Guest Speaker Multiliteracies Small group work and discussion	Vacca , Vacca, & Mraz, Chp. 2 <i>Have electronic access to or print out and bring to class:</i> <ul style="list-style-type: none"> • Ballinger, D. & Deeney, T. (2006). Physical educators as teachers of literacy. <i>Journal of Physical Education, Recreation & Dance</i>, 77(5), 18-23. <i>Strategy: JIGSAW</i> Quick write Response
02/06/12	Planning Units of Study Backward planning	Vacca, Vacca, & Mraz, Chp. 5

Date	Topic	Readings and Assignments
	Learning with Tradebooks	<p><i>Bring in</i> one fiction and one non fiction children’s book (K-12) or electronic media (to include websites) that supports your content area.</p> <p>Quickwrite Response</p>
02/13/12	<p>Activating Prior Knowledge, Interest</p> <p>Developing Vocabulary and Concepts</p> <p>Small group work and class discussion</p>	<p>Vacca, Vacca & Mraz, Chps. 6 & 8</p> <p><i>Have electronic access to or print out and bring to class:</i></p> <ul style="list-style-type: none"> • Buell, C. & Whittaker, A. (2001). Enhancing content literacy in physical education. <i>Journal of Physical Education, Recreation & Dance</i>, 72(6), 32-37 <p><i>Strategy: Your Own Questions</i> <i>Strategy: Graphic Organizers</i></p> <p>Quickwrite Response</p>
02/20/12	<p>Reading Comprehension</p> <p>Assessing Readability of Texts</p> <p>Small group work and class discussion</p>	<p>Vacca, Vacca & Mraz, Chp. 7</p> <p>Due: Using academic journals such as the Reading Teacher or Journal of Adult and Adolescent Literacy, search for and read an article on reading comprehension that could be integrated into your curriculum. Bring in article and be ready to share your article with class.</p> <p><i>Strategy-TBD</i></p> <p>Quickwrite Response</p>
02/27/12	<p>Assessment Checking for Understanding</p> <p>Instructional Video-How to</p>	<p>Literacy Resource Multimedia Poster due</p> <p>Vacca, Vacca & Mraz, Chp 4</p> <p><i>Strategy: Observational Checklists, Rubrics</i></p>

03/05/12	<p>Multicultural Ed</p> <p>Small group work and class discussion</p> <p>In-class Instructional Video practice</p>	<p>Bring in an electronic recording device. See me beforehand if this presents an issue for you.</p> <p>Chose one of the following articles to read. Have electronic access to or print out and bring to class:</p> <ul style="list-style-type: none"> • Clancy, M. & Hruske, B. (2005). Developing language objectives for English language learners in physical education classes. <i>Journal of Physical Education, Recreation & Dance</i>, 76(5), 30-35. • Bell, N. & Lorenzi, D. (2004) Facilitating second language acquisition in elementary and secondary education. <i>Journal of Physical Education, Recreation & Dance</i>, 75(6), p. 46-52 <p>Quickwrite Response</p>
03/12/12	Spring Break	
03/19/12	<p>Writing to Learn- small group work and class discussions</p>	<p>Instructional Video Due</p> <p>Vacca, Vacca & Mraz, Chp. 9</p> <p>Print out and bring to class:</p> <ul style="list-style-type: none"> • Behrman, E. (2004). Writing in the physical education class. <i>Journal of Physical Education, Recreation & Dance</i>. 75 (8). 22-26 <p>Quickwrite Response for Instructional Video</p>
03/26/12	<p>Studying Text- Small group work and class discussion</p>	<p>Due: Field Experience</p> <p>Vacca, Vacca & Mraz, Chp 10.</p>
04/02/12	<p>Working smart: Study Guides and Strategies</p> <p>Small group work and class discussion</p>	<p>Vacca, Vacca & Mraz, Chp 10 (cont.)</p> <p>Quickwrite Response</p>

04/09/12	Motivation Small group work and class discussion Questions about mini-unit?	Due: Using academic journals such as the Reading Teacher or Journal of Adult and Adolescent Literacy, search for and read an article on motivation that could be integrated into your curriculum. Bring article in and be prepared to share your article with class. Quickwrite Response
04/16/12	Putting it all Together	Mini-unit draft due Quickwrite Prompt: What questions do you still have regarding the mini-unit?
04/23/12	Virtual Class Individual/group meetings as requested by students	<i>Respond to discussion prompt on Blackboard (mymasonportal.gmu.edu)</i>
04/30/12	Course Wrap Up Mini Unit Share Reflections Course Evaluations	Mini-unit due
05/07/12	No class-Exam Week	Self-reflection due via email

