



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, 2013
Mondays, 7:20-10:00, Innovation Hall 134

Instructor: Leila Richey
Email: lrichey@gmu.edu
Phone: (646) 387-5269
Office hours –Monday 10am-11am, or by appointment

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:

Fisher, D. & Frey, N. (2007). *Improving Adolescent Literacy, Strategies at Work*. Upper Saddle River, New Jersey.

Kodzo, L.T. (2011). *Locker 572*. Enumclaw, WA: WinePress Publishing

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. Participation: Dialog Journals/Course Reading Circles	As assigned	20
B. Monthly reflections	See below	20
C. Instructional Video	3/4/13	10
D. Field Experience/Interview	4/08/13	25
E. Strategy Presentations	See topic schedule	10
F. Final paper due via email	5/14/13	15
Total		100

A. Participation/Course Reading Circles (20%): 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. 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.

Locker 572//Article Reading Circles:

As part of the class reading of *Locker 572*, students will form literature circles which the instructor will coordinate and explain during class. It is expected that students will bring *Locker 572* to each class. In addition, students will also be asked to print out article readings (accessible through Blackboard) and bring those articles to class as assigned and/or have electronic access to those articles during class. Students may 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. Monthly Reflections (20%)

You will draft a 2-3 page reflection (four times over the course of the semester) in response to prompts that will be posted on Blackboard and provided during class time. The reflections **MUST BE SUBMITTED VIA EMAIL BY MIDNIGHT ON THE DUE DATE**. Please record your full name_reflection # as the subject for the email. The due dates are as follows:

Reflection 1: 1/30/13

Reflection 2: 2/ 20/13

Reflection 3: 3/27/13

Reflection 4: 4/24/13

C: Instructional Video (10%) due 3/4/13

Working individually or 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. Students are expected to include a brief “prior knowledge” connection for students and use sequencing language (first, second, ...last) for explaining the movement/skill. 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.

D. Field Experience Observation and Interview (25%) due 4/08/13:

Students **MUST** complete the [Online Field Experience Registration](#) before 02/11/13.

This course requires a total of 15 hours of Field Experience. 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*);
- Three-Four 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. Strategy Presentation (10%)

In groups of 2-3, students will be expected to present a strategy from the Fisher & Frey text to class. Students will overview the strategy to classmates and have students interact/practice the strategy through some medium (text, discussion, video, music) using the strategy.

F: Final Paper due (15%) due via email 5/10/13:

Students will draft a final paper on a literacy topic of personal interest and find at least 4 scholarly sources related to the topic (you may use ONE article from class and must find the others independently). Write a 5-6 page (double-spaced) reflection that describes the topic thoroughly (citing research) and explain its relevance to the class and individual. Your paper should (a) introduce the topic and why it is important to teachers, (b) explain the topic, (c) recommend ways that the topic can be addressed in PE/Health, (d) a personal reflection on your understanding of the topic and how it connects to other forms of literacy instruction (i.e. if discussing writing, how is it relevant to reading comprehension). Include your opinion about its value to student success. Include a bibliography of sources consulted and/or cited in appropriate APA format, I will post APA guidelines on BlackBoard. Possible topics include:

- vocabulary assessment or instruction
- writing in the content areas
- reading comprehension in the content areas
- reading motivation
- reading engagement
- English Language Learners and content area literacy

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: lrichey@gmu.edu or leilar0704@gmail.com.

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 = 83-87	B- = 80-82
C+ = 77-79	C = 74-76	C- = 70-73
D = 66-69	F = Below 65%	

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

1. George Mason University Policies and Resources for Students
 - a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
 - b. 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 follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
 - c. Counseling and Psychological Services – 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/>].
 - d. 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/>].
- e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - f. The Writing Center (Optional Resource) – 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/>].
 - g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
2. Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
 3. GSE website: [www.gse.gmu](http://www.gse.gmu.edu)

Tentative Class Schedule: EDRD 300

Date	Topic	Readings and Assignments
01/28/13	Overview of Course & Assignments Introductions What is Literacy?	<i>Strategy: KWL</i> (What do you K now about literacy? What do you W ant to learn about literacy?) <i>Strategy: List-Group-Label</i> Introduce first Monthly Reflection
02/04/13	Why is Content Area Literacy Important?	Start reading <i>Locker 572</i>. Strategy Presentation Sign ups Chapter 1 – Fisher & Frey Instructor models Strategy Demonstration Alpha Boxes <i>Strategy: Quick Write Response</i>
02/11/13	Activating Prior Knowledge, Interest Reading Circles:	Fisher & Frey: Chp. 2 – Anticipatory Activities <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. Bring completed Alpha Box to class

Date	Topic	Readings and Assignments
02/18/13	Motivation/Engagement Reading Circles:	Fisher & Frey: Chp. 9 – Reciprocal Teaching Student Strategy Demonstration Discussion of <i>Locker 572</i> (through p. 89) Second Monthly Reflection reminder
02/25/13	Questioning Reading Circles	Fisher & Frey: Chp 4 – Questions, Questions, Everywhere Student Strategy Demonstration <i>Have electronic access to or print out and bring to class:</i> <ul style="list-style-type: none"> • McKeown, M.G., & Beck, I.L. (1999). Getting the discussion started. <i>Educational Leadership</i>, 57(3), 25-28. Bring completed Alpha Box to class
03/04/13	Reading Comprehension Small Group Work: JIGSAW	F&F, Chp. 6 – Graphic Organizers Student Strategy Demonstration <i>Have electronic access to or print out and bring to class:</i> <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 Instructor models Teachers as Readers (TAR) form Quickwrite Response
03/11/13	<h1>SPRING BREAK</h1>	
03/18/13	NO CLASS SESSION	Students should spend time in library researching for final paper.

Date	Topic	Readings and Assignments
03/25/13	Assessment Vocabulary	<p>Instructional Video Due F&F, Chp. 7 – Word for Word: Vocabulary Development Across the Curriculum</p> <p>Student Strategy Demonstration</p> <p>Third Monthly Reflection reminder</p>
04/01/13	Multicultural Education	<p>Student Strategy Demonstration</p> <p><i>Have electronic access to or print out and bring to class</i></p> <ul style="list-style-type: none"> • 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>Bring completed TAR form to class</p>
04/08/13	Writing to Learn	<p>Field Experience Due: (Log of Observation Hours, Write Up of Observation, Interview of Teacher Script, Write Up of/Analysis of Interview)</p> <p>F&F, Chp. 8 – The Power in the Pen: Writing to Learn Student Strategy Demonstration</p> <p><i>Print out and bring to class:</i></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>BRING completed TAR form to class</p>
04/15/13	Studying Smart	<p>F&F, Chp. 5 – Getting it Down: Teaching Students to Take and Make Notes</p> <p>Quick Write</p>
04/22/13		<p><i>Print out and bring to class:</i> Marlett, P. & Gordon, J. (2004). The use of alternative texts in physical education. <i>Journal of Adolescent and Adult Literacy</i>, 48(3), 226-237.</p> <p>Instructor models Connection Chart</p> <p>Fourth Monthly Reflection reminder</p>

Date	Topic	Readings and Assignments
04/29/13	Class Discussion Locker 572	Opitz, M. F. (2011). Transcending the curricular barrier between fitness and reading with FitLit. <i>The Reading Teacher</i> , 64(7), 535-540. BRING completed Connection Chart to class
05/06/13	Course Wrap Up Final Paper Discussions Course Evaluations	Final Paper due via email by 5/10/13 Students will present their final paper topic for 5-7 minutes.

Appendix A

Field Experience Hours/Activities Log (EDRD 300.002)

Deliver this log to your mentor teacher on the 1st day of your field experience. Keep the log in your classroom and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience. Submit this signed log at the end of the semester to Ms. Kopfman.

GMU Student: _____ Mentor Teacher/School: _____ K-12 Focus Student(s): _____

Dates	Activities with focus student(s)	Other activities	Hours
			Total:

GMU student signature: _____ Mentor teacher signature: _____ Date: _____