

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Literacy Program Area

EDRD. 300 002: Literacy and Curriculum Integration for Specialist Teachers
3 Credits, Spring 2014
Mondays, 7:20-10:00 Thompson Hall L014

PROFESSOR(S):

Name: Marriam Ewaida

Office hours: Mondays 4:30-7:00 or by appointment

Office location: On Campus

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

Introduces K-12 content area reading, writing, and language arts. This course 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.

C. Expanded Course Description

This section is designed for Physical Education/Health Majors.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Explain reading and writing as cognitive, sociocultural, psychological and linguistic processes.
2. Explore and describe how teachers in their specialty area can enhance the literacy of children and adolescents.
3. Examine the causes of literacy problems in elementary and secondary schools.
4. Use state and national literacy objectives/standards in their planning and teaching.
5. Plan and teach lessons that incorporate the literacy process (reading, writing and language arts) into their content area.
6. Plan and teach lessons that motivate children and adolescents to read and write.

7. Use literacy strategies that meet the literacy needs of diverse students.
8. Survey children's and adolescent's literature, media and other resources that connect reading, writing and other language arts to their teaching specialty.

PROFESSIONAL STANDARDS (N/A):

Not Applicable

Nature of Course Delivery:

We will meet face-to-face each designated date on the course schedule. Class sessions will include small group work, whole class discussions, student presentations and guest speakers. Some online discussion via Blackboard will also be required.

REQUIRED TEXTS:

Vacca, R. & Vacca, J. (2014). *Content area reading (11th 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

Additional Readings:

Students will have opportunities to search for, read, and critique articles from scholarly journals that blend specific physical education and health content with literacy instructional techniques.

Recommended Textbooks:

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

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

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

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)

**COURSE ASSIGNMENTS AND EXAMINATIONS:
Required Assignments and Due Dates**

Assignments	Due Date	Points
A. Class Participation and Small Group Activities	As assigned	20
B. Monthly reflections (5 points each)	Feb. 10 Mar.24 April 14	15
C. Literacy Resource Project	March 10	10
D. Field Experience Observation/Interview	April 21	15
E. Mini-Unit	May 5	30
F. Mini-Unit Lesson Share/ Strategy Presentation	May 5/ 12	10
Total		100

NOTE:

*****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

B+ = 88-89

C+ = 77-79

D = 66-69

A = 94-98

B = 83-87

C = 74-76

F = Below 65%

A- = 90-93

B- = 80-82

C- = 70-73

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

PARTICIPATION AND SMALL GROUP ACTIVITIES (20%)

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. Weekly attendance, consistent participation, classroom strategy applications, and regular completion of assigned readings will earn you the full 15 points for class participation. **For each session that you are absent, five points will be deducted from your class participation 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.

Class participation will be evaluated using the following rating scale:

(13-15) 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 that align with content literacy topics
- Attends all classes in entirety

(9-12) 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 two occasions

MONTHLY REFLECTIONS (15%)

You will draft a 2-3 page reflection (three 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: February 10th

Reflection 2: March 24th

Reflection 3: April 14th

LITERACY RESOURCE PROJECT (10%)

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 7 trade books and 3 digital resources for a total of 10 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.

FIELD EXPERIENCE OBSERVATION AND INTERVIEW (15%)

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
- 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.

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

MINI-UNIT (30%)

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

You will also submit a brief, 2-3 page (double-spaced) paper that describes a

literacy topic and explains its relevance to your mini-unit. You will need to justify your choices of specific literacy strategies that you incorporated in your unit. You must use at least 3 scholarly sources from peer-reviewed journals (you may use only ONE article from class and must find the others independently). Your paper should (a) introduce the topic and why it is important to teachers, (b) explain the topic, (c) provide a rationale for why this topic and strategies you used to address it are relevant and beneficial for students 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 reference list of sources consulted and/or cited in appropriate APA format.

Possible topics include:

- vocabulary
- writing
- reading comprehension
- English Language Learners and content area literacy

Evaluation

Mini-units will be evaluated on the specification of objectives related to state and national standards and adherence to the lesson plan format; consistency with instructional methods taught in the course (strategies, activities, and assessments suggested); and clear and succinct paper emphasizing literacy topic and integration. See attached rubric for specific details.

MINI-UNIT LESSON SHARE (10%)

You will share at least one literacy strategy you used in your mini-unit by teaching a 15 minute lesson to the class. You will need to emphasize literacy strategies included in your lesson. Please provide your peers and the instructor with your lesson plan handout as well as any other handouts you use during the lesson presentations. See attached rubric for specific details.

GENERAL REQUIREMENTS

Please see me with questions and/or concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I look forward to collaborating with each of you as you

work towards your goals.

Readings and participation

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, 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. Class participation is a required component of your grade.

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.

Class attendance

If, due to an emergency, you will not be in class, please contact me prior to class time. 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 will influence your grade.

Assignments

All assignments should be turned in on the due date indicated in the schedule below via paper copy or email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: Ewaida_Miniunit.doc). All assignments must be typed, in 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully and use formal, academic English. Late papers and projects will not be accepted without penalty, except in extraordinary circumstances. The standard late work penalty is a 15% deduction for each day the assignment is late.

PLEASE NOTE THAT I PREFER ELECTRONIC SUBMISSIONS. Electronic submissions MUST be saved with your last name in the filename.

Ex: Ewaida_LiteracyResourceProject.doc

Combine your work into one file.

For printed work **please do not use page protectors**. Make sure all pages are **stapled or otherwise bound** together.

Course Website

Our course website (still under development at <http://www.mymasonportal.gmu.edu/>) will include information and resources important to your successful completion of the course. These

will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

TASKSTREAM REQUIREMENTS

Every student registered for any Literacy Program course with a required performance-based assessment is required to submit this assessment, Mini-Unit to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- g. 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

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

Date	Topic(s)	Assignment Due	Readings and In-Class Activities
Jan.27	<ul style="list-style-type: none"> • Introductions • Overview of Syllabus and Course • What is Literacy? • What is Content Integration? 		V&V: Ch. 1 overview in class <u>Strategies:</u> <i>Think-Pair-Share</i> <i>Fishbowl Discussion</i> <i>KWL</i>
Feb.3	<ul style="list-style-type: none"> • Activating Prior Knowledge and Interest • Anticipatory Activities 		V&V: Ch. 6 Ballinger, D. Deeney, T. (2006). Physical educators as teachers of literacy. <i>Journal of Physical Education, Recreation & Dance</i> , 77(5), 18-23 <u>Strategies:</u> <i>Anticipation Guides</i> <i>Interest Surveys</i>
Feb.10	<ul style="list-style-type: none"> • GMU Policies on Field Experiences • Developing Vocabulary and Concepts 	Monthly Reflection #1	V&V: Ch. 8 <u>Strategies:</u> <i>Word Wall</i> <i>Word Sorts</i> <i>Vocabulary Cards</i> <i>Concept Map</i>
Feb.17	<ul style="list-style-type: none"> • Reading Comprehension • Questioning 		V&V: Ch.7 McKeown, M.G., & Beck, I.L. (1999). Getting the discussion started. <i>Educational Leadership</i> ,57(3), 25-28.

			<p><u>Strategies:</u> <i>Read-Alouds</i> <i>QAR</i></p>
Feb.24	<ul style="list-style-type: none"> • Discuss Literacy Resource Project • Learning with Trade Books/Metacognition • Graphic Organizers • Text Structures 	Bring one trade book of your choice that focuses on a core academic subject/theme	<p>V&V: Chs. 10 & 11</p> <p>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><u>Strategies:</u> <i>Text Structures</i> <i>Graphic Organizers</i> <i>Think-Alouds</i></p>
Mar.3	<ul style="list-style-type: none"> • Guest Presenter • Individual Conferences 		<p>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.</p> <p><u>Strategies:</u> <i>Socratic Seminar</i></p>
Mar.10	NO CLASS—SPRING BREAK	Literacy Resource Project	None
Mar.17	<ul style="list-style-type: none"> • Planning Instruction for Content Literacy • Guided Reading Comprehension • Discuss Mini-Unit and Share • Individual Conferences 		<p>V&V: Ch.5</p> <p><u>Strategies:</u> <i>Guided Reading</i> <i>Literature Circles</i> <i>Split Page Notetaking</i></p>

Mar.24	<ul style="list-style-type: none"> Library Orientation—Research and APA style Writing Across the Curriculum 	Monthly Reflection #2	V&V: Ch. 9 Behrman,E.(2004). Writing in the physical education class. <i>Journal of Physical Education, Recreation & Dance</i> , 75 (8), 22-26. <u>Strategies:</u> <i>RAFT</i> <i>Quickwrite</i>
Mar.31	<ul style="list-style-type: none"> Writing across the Curriculum Learning with New Literacies Individual conferences with instructor related to final project 		V&V: Ch. 2 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.
Apr.7	<ul style="list-style-type: none"> Formative and Summative Assessments 		V&V: Ch. 4 <u>Strategies:</u> <i>Exit Slips</i> <i>3-2-1</i> <i>Rubrics</i>
Apr.14	Online Class	Respond to posted discussion questions Monthly Reflection #3	Buell, C. & Whittaker, A. (2001). Enhancing content literacy in physical education. <i>Journal of Physical Education, Recreation & Dance</i> , 72(6), 32-37

Apr.21	<ul style="list-style-type: none"> • Culturally Responsive Instruction • Linguistically Diverse Learners 	<p>Field Experience Observation and Interview Reflection</p> <p>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.</p>	<p>V&V: Ch. 3</p> <p>Nguyen, H.T. (2013). Using visual supports to teach English Language Learners in physical education. <i>Journal of Physical Education, Recreation, and Dance</i>, 84 (8), 46-53.</p> <p><u>Strategies:</u> Jigsaw</p>
Apr.28	<ul style="list-style-type: none"> • Final Mini-Unit Discussions • Integrating Literacy in PE/Health—Lesson Planning • Personal growth and reflections • Individual Conferences 		<p>V&V: Ch. 12</p> <p>Completion of KWL from first class</p>
May 5	<ul style="list-style-type: none"> • Mini-Unit Presentations • Course Wrap-up • Course Evaluations 	<p>Mini-Unit</p> <p>Strategy Presentations</p>	None
May 12	<ul style="list-style-type: none"> • Mini-Unit Presentations 	Strategy Presentations	None

ASSESSMENT RUBRIC(S):

MINI-UNIT PROJECT AND PRESENTATION

Description of Scores

5	4	3	2	1
Exemplary	Proficient	Basic	Progressing	Underdeveloped
The assignment contains all of the required elements and is of the highest quality.	The assignment contains all of the elements.	The basic elements of the assignment are there, but the assignment needs development and depth.	The assignment is developing but not yet at a level that could be considered basic.	Multiple parts of the assignment are missing or incomplete.

Lesson Plans:

1. Instructional goals and objectives are clearly stated and relate directly to state standards. They are well constructed without ambiguous language, and can reasonably be completed within the scope of the lesson.	5	4	3	2	1
2. Sources of activating and assessing prior knowledge are creative/unique, appropriate for age group, and address diverse learners.	5	4	3	2	1
3. Evidence of teaching vocabulary—all necessary terms/vocabulary are identified and strategies are used to make sure students access the academic vocabulary.	5	4	3	2	1
4. Adaptations that address the needs of diverse learners are stated and there is evidence of differentiation of instruction.	5	4	3	2	1
5. All materials and resources are described. Each lesson includes trade books or online sources that are appropriate and relevant to students.	5	4	3	2	1

<p>6. Method of Instruction—Student outlines all steps that will be taken in order to implement the lesson. Student clearly provides detailed timing for each step. Student provides vivid, detailed explanation of all steps in lesson so someone else could step in and implement the lesson with no difficulty.</p>	<p>5 4 3 2 1</p>
<p>7. Varied types of formative and summative assessments are included in each lesson. Assessments evaluate student attainment of each objective. Appropriate assessment tools are included.</p>	<p>5 4 3 2 1</p>
<p>8. Literacy strategies are incorporated in each lesson. Evidence of students reading and/or writing for different purposes in each lesson.</p>	<p>5 4 3 2 1</p>
<p>Paper:</p>	
<p>9. Paper includes a clear introduction that provides a roadmap for the reader and highlights the topic for the reader; includes an insightful conclusion that summarizes key points.</p>	<p>5 4 3 2 1</p>
<p>10. Paper provides an in-depth discussion and rationale for literacy topic and specific strategies incorporated in unit; Strong peer-reviewed research based support (at least 3 sources).</p>	<p>5 4 3 2 1</p>
<p>11. Paper includes strong personal reflection on understanding of the topic and how it connects to other forms of literacy instruction. Includes opinion about its value to student success inn content area.</p>	<p>5 4 3 2 1</p>
<p>12. Professional presentation—written expression is clear and concise; edited for grammar, spelling and</p>	

punctuation.	
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Total: /60

Presentation: /20

- 15 minutes—present a condensed version of one of your lessons and involve the class in one literacy strategy used in that particular lesson. Pretend we are your students, so make sure you have appropriate materials and handouts for your presentation.
- Prepare a handout to give to each of your colleagues—condensed version of lesson plan; description of literacy strategy; rationale for choice of literacy strategy
- Presentation should be engaging--- you want to “sell” your literacy strategy to your classmates and convince them to use it.