

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

Literacy Program

**EDRD 300-002: Literacy and Curriculum Integration Focus on Physical Education
3 Credits, Spring 2015**

Tuesday, 4:30-7:10 p.m. Robinson Hall A 125

INSTRUCTORS:

Name: Sydney A. Merz

Office Hours: By appointment only

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Literacy Program Office phone: 703-993-7611

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COURSE DESCRIPTION:

A. Prerequisites

None

B. University Catalog Course Description

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

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

C. Expanded Course Description

This section of the course is specifically designed for Physical Education/Health undergraduate majors.

LEARNER OBJECTIVES

This course is designed to enable students to:

- Deconstruct traditional literacy meanings and explore new literacy methods especially for physical education/health classrooms through class discussions and weekly readings;
- Identify causes of literacy problems in elementary and secondary schools through field observations, class discussions, and reflections;
- Explore and describe how physical education/health teachers can enhance literacy for all K-12 learners through research, literacy strategies presentations, and literacy in action;
- Distinguish literacy strategies used by physical education/health teachers through field observations, practice and guest speakers;
- Plan a mini-unit and three interconnected lesson plans that explicitly incorporate various literacy strategies that motivate K-12 learners in physical education/health classrooms;
- Discuss and reflect on literacy integration for the PE/Health curriculum/classroom by presenting theory-to-practice connections through class discussions and field observations.

REQUIRED TEXTS

1. Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy*. Boston, MA: Pearson.
2. Choose any two of Lynn Hefele's children's health/PE book!
We will discuss about these books the first day of class

RECOMMENDED READINGS

- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Fisher, D. & Frey, N. (2007). *Improving Adolescent Literacy, Strategies at Work*. Upper Saddle River, New Jersey.
- Vacca, R. & Vacca, J. (2011). *Content area reading (10th ed.)*. Boston, MA: Pearson.

RECOMMENDED RESEARCH JOURNALS

- The Reading Teacher*
- Journal of Adult and Adolescent Literacy*
- The Journal of Physical Education, Recreation & Dance (JOPERD) Strategies*

WEB SOURCES

- Canada's Provincial Fitness Unit: <http://www.provincialfitnessunit.ca/bffl-k-6-school-programs/>
- Literacy and PE (blog): <http://reflectionsofmyteaching.blogspot.com/2012/12/literacy-in-pe.html>
- Literature Enhanced PE: <http://www.lepeinc.com/about-the-author.html>
- SHAPE America PE Standards: <http://www.shapeamerica.org/standards/pe/index.cfm>
- Reading Rockets: <http://www.readingrockets.org/strategies>
- Graphic Organizers: <http://www.eduplace.com/graphicorganizer/>; <http://www.readingquest.org/strat/>
- PE Universe: <http://www.peuniverse.com/videos/>
- VA PE SOLs http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml
- Fairfax County Public Schools, Health and PE Standards: <http://www.fcps.edu/is/hpe/>

For up-to-the-minute education news, both locally and globally please visit:

- The New York Times: <http://www.nytimes.com/pages/education/index.html>
- The Washington Post: <http://www.washingtonpost.com/local/education/>
- Edweek: <http://www.edweek.org/ew/index.html>
- National Public Radio: <http://www.npr.org/sections/education/>
- SPARKE: <http://www.sparkpe.org/about-us/in-the-news/>

COURSE ASSIGNMENTS

Note: Unless otherwise noted below, assignments must be submitted into Bb by 11:59pm on the due date or no credit is given.

A. Class Participation (20%)

Participation, which comprises **20% of your grade**, is expected and an essential part of class. You are expected to attend all classes, arrive on time, and stay until the end of class. Class participation is how you engage in the class activities and discussions; it is not about the number of times you talk in the class, but the quality in which you participate in class. At most times, I will assess your participation through an array of methods (including exit slips & reflective writings), but a few times, you and/or your peers will assess your participation.

B. Literacy Strategy Presentation and Reflection (15%)

Because teaching is a social, performance-based activity, you are required to research **one** literacy strategy and present that strategy in class so that you can begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new strategy. With a partner, you will be leading the class for 30 minutes on how to use a literacy strategy in a PE/Health Classroom. Literacy strategies are listed below and found in your Fisher et al. text. Also, you will also need to find resources about your chosen strategy *outside* of the Fisher et al. text. Besides the topics listed below, I will entertain other literacy strategies that you would like to research. **Remember, this presentation is not a lecture, but an interactive presentation. You are PE/Health teachers! Be lively, energetic, and remember to facilitate learning!** You and your partner will prepare a one-page handout including references (minimum of 5 sources) to be handed out in class. Also, you will prepare a semi-detailed lesson plan detailing how to you will implement the lesson and you will submit this to your ***Bb the day before your lesson***. The lesson plan template can be found on Bb. Upon the conclusion of your presentation, a reflection of your experience will be submitted via Bb. This reflection will address the thoughts and feelings as throughout the whole process (pre-, during-, after- implementation). The reflection should be single space and 1-2 pages long.

In review, for this assignment you will submit:

- Lesson Plan
- One page handout for your classmates
- Reflection to be submitted AFTER presentation (before the next class).

Topics:

- Character Maps
- List, Group, Label
- Fishbowl Discussions
- Mnemonics
- Shades of Meaning
- Take 6
- Word Hunts
- Vocabulary Cards
- Word Grids
- Tossed Terms
- ReQuest
- Reciprocal Teaching
- Text Structures
- Semantic Gradient
- Think Alouds

C. School-Based Experience (15%)

The purpose of the school-based experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. You will accomplish this by completing 15 hours of field experience with a public school physical education teacher where you will focus on the methods the teacher uses to integrate literacy into the curriculum. You are required to observe/interact in **at least two-hour increments**.

Your assessment for this experience will be to create a poster and present your poster. For this visual, you must address the following points/questions as you talk about your experience. You have the freedom to create the poster as you wish, as long as it addresses the guiding questions. You will present your poster in class for 15 minutes on **May 12**.

As you complete your hours, you will log (see Appendix A & B) and reflect upon what has been impactful for you and how your experiences relate to you as a future teacher using the questions below to help shape your thoughts. It is strongly advised that you think about these questions during and after your experiences so you can keep notes of each field placement.

Guiding questions:

- What literacy strategies did you see the teacher use?
- How did the students respond to this literacy instruction?
- How did the literacy strategies used benefit all learners?
- What did you enjoy about the lesson? Why?
- What did you wish you saw in regard to the literacy instruction? Why?
- What did you learn from this observation in regard to integrating literacy in the PE/Health curriculum?
- How will you use what you learned in your future practice as a teacher?
- How does this connect to our classroom discussions and readings?
(Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings).

Important Information from the Field Experience Office:

- Students should check their Mason email frequently for updates and confirmations – all communication will only be sent to their Mason email.
- Students are prohibited from contacting public school district faculty, staff, or administration for placement.
 - Only students who are full-time contracted employees may place themselves in their school district of employment.
 - Full-time long-term substitutes and instructional assistants should email the Clinical Practice Office at fieldexp@gmu.edu at the time of field experience registration.
- There are no location preferences.
- There are no grade-level (e.g. 4th grade, 5th grade) or level (e.g Elementary, Middle, High School) preferences.
- Students should be instructed to visit the Clinical Practice website at <http://cehd.gmu.edu/teacher/internships-field-experience>.
- Any questions should be directed to fieldexp@gmu.edu.

D. Literacy in Action (15%)

On April 14th, we will meet at the RAC where in pairs you will lead a PE activity that uses ANY literacy component learned during our class. You will have 10-15 minutes to incorporate the activity. At the conclusion of the activity, you and your peers will discuss the literacy methods used and what other literacy methods could have been implemented in the activity. You and your partner must complete the form on Bb and ***physically submit the form to the instructor on April 14th***. This activity is meant to be fun, interactive and engaging, explicitly paying attention to how literacy, in a non-traditional sense, can be integrated during a PE activity. It is encouraged that you use an activity

from a previous lesson plan that you have written in your other PE classes. This activity may also be a component of a lesson in you mini-unit.

E. Mini-Unit and 3 Lesson Plans (35%)

Unit planning allows us to look beyond our day-to-day lessons and see how our lessons build off each other and how they are interconnected. As such, both unit plans and lesson plans are essential to the teaching and learning process as planning your lessons will become a critical component in how you design, facilitate and access the learning material. During this course, you will gain many literacy strategies for your PE/Health pedagogical toolbox. Thus, you are to create one mini-unit plan that includes three lesson plans that you would use in your classroom. You can choose any grade level to incorporate these lessons, but all the lessons/unit must be for one grade only. Also, ***two of the three lessons must include a writing/or reading component; remember these components can be physically active!*** Some class time will be given to you to work on your plans, and your peers and instructor will provide you feedback. While you will have class time to work on these plans, additional out-of-class time will be needed for you to complete your plans. Templates for the mini-unit and lesson plans are posted on Bb. You may choose a topic for FCPS PE/Health Program of Study <http://www.fcps.edu/is/hpe/> or check out FCPS textbook from the JC to help with your ideas in creating your plans. You may also use other lesson plans that you have written in your other PE/Health classes. Lesson plan templates can be found on Bb. Upon request and approval, different lesson plan templates may be considered. More will be discussed during class before Spring Break.

ASSIGNMENT	DUE DATE	PERCENTAGE
<i>Class Participation/Reflections</i>	Every class	20%
<i>Literacy Strategy Presentation and Reflection</i> <i>(you will only present on one for the mentioned days)</i>	Feb 10,17, 24 March 3, 17, 24, 31	15%
<i>PE Literacy in Action</i>	April 14	15%
<i>Mini-Unit and 3 Lesson Plans</i>	April 28	35%
<i>School-based Experience Poster and Presentation</i>	May 12	15%
TOTAL		100%

GRADING SCALE					
A+	99 – 100	A	93 – 98	A-	90 – 92
B+	88 – 89	B	83 – 87	B-	80 – 82
C+	78 – 79	C	73 – 77	C-	70 – 72
D	60 – 69				
F	0 – 59				

FIVE PRINCIPLES FOR CONSTRUCTIVE ENGAGEMENT IN THIS COURSE

1. **YOU DON'T KNOW WHAT YOU DON'T KNOW—STRIVE FOR HUMILITY.**

The material and experiences in the course can be challenging, but you determine how much you want to be challenged –you *own* your learning. Thus, your ability to deeply reflect is a major component of this course and you are challenged to consider your own biases, which can be a difficult process. This can be done in the spirit of intellectual inquiry and humility.

2. **COMMITMENT IS KEY**

This course involves a lot of reading, small groups activities and reflection. I know that there will be times in which you will scan the readings; that is okay, however do not make this a regular practice as it will influence your participation grade. Both the readings and assignments are based upon research to best prepare teachers for the course. The assignments and readings build off each other week-by-week. Be committed and engaged to the discussions, readings, and assignments to allow yourself to be challenged. Also, being committed means that no texting, social media, and/or taking phone calls during class.

3. **ACTIVE AND COLLABORATIVE LEARNING IS HOW THIS COURSE ROLLS**

We have entered this learning space together, as a unit and as a team. The course is designed for a community of learners who want to use critical thinking and reflection to enhance their learning. Being thoughtful, respectful and engaged during this class is pivotal for the ultimate learning experience. Much of what we accomplish in this class is through small group discussions, paired work, and larger group discussions. The assigned readings are to be read outside of the classroom, and how you make sense of the readings through varying perspectives is the focus of our class time together. Additionally, active participation is an important element of this course, especially due to the nature of this course being once a week. Students are **expected to complete all class readings prior to each session** in order to engage in active listening, dialogue, and sharing of ideas. Believe us, if you read and are engaged every week, this class will rock your socks off 😊

4. **FOLLOW DIRECTIONS AND BE PROACTIVE**

In my experience teaching at Mason the past four years, most students have lost points on their assignments for not reading the assignment instructions and abiding by the assignment's rubric. All assignment descriptions and rubrics are found under assignments on Bb. If you don't know something, please do not assume; ask questions and be **proactive**. Additionally, if you miss a class, it is your responsibility to find out what happened during that class. ***Because we do participate in life and life becomes busy and we get ill, one absence will be granted to each student during the semester.*** Additional absences reflect upon your participation in class, which hinders your grade. If you know you will miss a class, be proactive and inform me as soon as possible.

5. **BE PROUD OF YOUR WORK**

Each assignment builds upon the last. Thus, extensions may only be requested when absolutely necessary. If you need more time to do your best work, let me know and I will work with you. I cannot read minds, so if you have any questions or concerns throughout the semester, please let me know. I am willing and flexible enough to make adjustments as needed, but you must try and be proactive with such requests. I want to make sure that you have a meaningful course experience. Again, being proactive will pay off.

ACADEMIC INTEGRITY

All students are held to the standards of the George Mason University Honor Code; please see the University Catalog for a full description of the code and the honor committee process or visit oai.gmu.edu. The principle of academic integrity is taken very seriously and violations are submitted to the Office of Academic Integrity.

Plagiarism means using the words, opinions, concepts and/or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see either of your instructors.

This class will use APA format. A great resource in understanding APA can be found at owl.english.purdue.edu. If you don't know much about APA, it is your responsibility to utilize free writing center visits at Mason's Writing Center (www.writingcenter.gmu.edu) or contact us immediately.

What does academic integrity mean in this course?

- All work shall be done individually unless otherwise stated by the instructor.
- Don't steal or plagiarize anyone's ideas, concepts, words and/or work. Be sure to paraphrase and cite your sources correctly using the APA writing style. Failure to do so will result in an Honor Code violation.
- Don't lie to the instructor.
- Don't cheat inside or outside the class.
- If you have any hesitation, doubt or don't understand, always ask the instructor for guidance and clarification. DO NOT ASSUME.

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/the-mason-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/>.**

TENTATIVE COURSE SCHEDULE

Class	Date	Topic	Strategies	Readings/Assignments Due
1	Jan 20	<p style="text-align: center;">The Literacy Starting Line-up</p> <ul style="list-style-type: none"> - Class introductions - What is Literacy? - What does this <i>really</i> mean for my PE/Health classroom (content literacy) - Course overview, Syllabus, Field Experiences, Course Expectations 	<p><i>KWL</i></p> <p><i>Surveys</i></p> <p><i>QAR</i></p>	Take Survey sent to you online
2	Jan 27	<p style="text-align: center;">Literacy X's and O's: Playbook #1 Linking Literacy with Development</p> <ul style="list-style-type: none"> - Oral Language Development - Literacy through Movement - Questioning, speaking, and listening in PE 	<p><i>Annotations</i></p> <p><i>QA</i></p>	<p>Fisher et al. (pp. 9-11, 66-71)</p> <p><i>Implement Annotations for Ballinger et al. reading</i></p> <p>Ballinger & Deeney (2006) (Bb)</p> <p>Early Language Development (Bb)</p>
3	Feb 3	<p style="text-align: center;">Literacy X's and O's: Playbook #2 Reading as Literacy</p> <ul style="list-style-type: none"> - Vocabulary - Comprehension - Graphic Organizers 	<p><i>Word wall</i></p> <p><i>Graphic Organizers</i></p>	<p>Fisher et al. (pp. 3-7)</p> <p>Vacca & Vacca Chapter 8 (pp. 229-233; 238-252) (Bb)</p> <p>Mitchell & Hutchinson (2003) (Bb)</p>
4	Feb 10	<p style="text-align: center;">Jump, Set, Spike! Activating Prior Knowledge</p> <ul style="list-style-type: none"> - What do your students already know? - Anticipatory Activities - <i>Literacy Strategy Presentation Group #1</i> 	<p><i>T-P-S</i></p> <p><i>Anticipatory Sets</i></p>	<p>Fisher et al. (pp. 12-14; 25-27; 81-82)</p> <p>Parsons & Ward (2011)</p> <p>Wachob (2014)</p>
5	Feb 17	<p style="text-align: center;">Team Literacy-Literacy for all learners</p> <ul style="list-style-type: none"> - Content Literacy for all learners - Integrating language arts with PE/Health - <i>Literacy Strategy Presentation Group #2</i> <i>Bring in a lesson you have already prepared</i> 	<p><i>Popcorn Review</i></p> <p><i>Opinionnaire</i></p>	<p>Fisher et al. (pp. 61-65)</p> <p>Nguyen, H.T. (2013) (Bb)</p> <p>Ming (2014) (Bb)</p> <p>Early Childhood (Bb)</p>

6	Feb 24	<p>Aahhhhh Ace! Literacy just for PE/Heath!</p> <ul style="list-style-type: none"> - Physical Literacy, what is it and why? - Healthy lifestyles and literacy - <i>Literacy Strategy Presentation Group #3</i> 	<p><i>Jigsaw</i></p> <p><i>Conversation Round Table</i></p>	<p>Fisher et al. (pp. 19-21; 47-50)</p> <p>Rotert & Jeffries (2014) (Bb)</p> <p>Ennis (2010) (Bb)</p> <p>Ladda (2014) (Bb)</p>
7	Mar 3	<p>Literacy Hike: Expanding our ideas of Literacy</p> <ul style="list-style-type: none"> - What is new literacy? - How does new literacy relate to PE/Health? - Individual Meetings - <i>Literacy Strategy Presentation Group #4</i> 	<p><i>Poetry</i></p> <p><i>Found Poems</i></p>	<p>Fisher et al. (pp. 32-34; 72-75)</p> <p><i>Google New Literacies and come up with your idea, concept, definition, etc. of new literacy</i></p> <p>New Literacies in the 21st Century (Bb)</p> <p>Wendelin (2013) (Bb)</p>
8	Mar 10	<p>Wahoo! Spring Break!</p>		
9	Mar 17	<p>Whole in One</p> <ul style="list-style-type: none"> - Using books and reading in PE discussion - In class activity using Hefele's books - <i>Literacy Strategy Presentation Group #5</i> - http://www.litcircles.org/Overview/overview.html 	<p><i>Readers' Theatre</i></p> <p><i>Read Alouds</i></p> <p><i>Literature Circles</i></p>	<p><i>Read and bring two PE books by Hefele</i></p> <p>Fisher et al. (pp. 76-80)</p> <p>Marlett & Gordon (2004) (Bb)</p> <p>Fingon (2011) (Bb)</p>
10	Mar 24	<p>Interception!</p> <ul style="list-style-type: none"> - What, there's more out there? - Researching the web, libraries, and more! - Individual Meetings - <i>Literacy Strategy Presentation Group #6</i> 	<p><i>Book Talks</i></p> <p><i>RAFT</i></p> <p><i>Close Reading</i></p>	<p><i>Read and bring two PE books by Hefele</i></p> <p>Fisher et al. (pp. 15-16; 72-75; 105-106)</p> <p><i>Bring your computers/Templates</i></p> <p>Zeigler (2003) (Bb)</p>
11	Mar 31	<p>Planning and Executing your Plays</p> <ul style="list-style-type: none"> - Program of Studies-www.fcps.edu/is/pos/es.shtml - In class workshop and Individual Meetings - <i>Literacy Strategy Presentation Group #7</i> 	<p><i>Socratic Seminar</i></p>	<p>Fisher et al. (pp. 98-100)</p> <p>Buell & Whittaker (2001) (Bb)</p>

12	April 7	<p>Sepaw Takraw....what?</p> <ul style="list-style-type: none"> - Guest Speakers-Teachers in the field (0-5 years) - Writing in PE Classes 	<i>Note Taking Strategies</i>	<p>Fisher et al. (pp. 38- 40; 101-103)</p> <p>Bafile (2010) (Bb)</p> <p>Behrman (2004) (Bb)</p> <p>Raffone (2004) (Bb)</p>
13	April 14	<p>Tag, your it!</p> <ul style="list-style-type: none"> - Day in the Gym, literacy in action! - Groups will lead one PE activity incorporating different literacy methods 		<p>Meet in the Rac gym</p> <p><i>Literacy in Action! Due</i></p>
14	April 21	<p>NO CLASS MEETING</p> <p>You will be placed in a group of 2-3 to review your unit plan. You will send your mini unit plus lesson plan to your group members and report feedback. Feedback forms will be given to you during the April 14th course. You must submit your feedback form to your group members by 5:00 p.m. on April 21st. You must cc me (smerz@gmu.edu) with all feedback forms.</p>		No Reading—Work on Unit Plans
15	April 28	<p>Rounding the bases...</p> <ul style="list-style-type: none"> -Individual Meetings regarding Unit Plans -Time to work on plans -Must be present in class 		<p>Richardson et al. (2011) (Bb)</p> <p><i>Mini-Unit Plans and Lessons Due</i></p>
16	May 5	<p>Reading Day at Mason</p> <p><i>No Class</i></p>		
17	May 12	<p>... and Heading Home</p> <ul style="list-style-type: none"> -Field Experience Poster Presentations -Wrapping it all up...So what? What did I <i>really</i> learn anyway? -Teacher Evaluations 	<i>Gallery Walk</i>	<p><i>Field Experience Poster and Presentation Due</i></p> <p>Daggert (n.d.)</p>

ASSESSMENT RUBRICS:

Literacy Strategy Presentation and Reflection

	Home run	Base Hit	Fielder's Choice	Strike Out
Strategy	The literacy activity is clearly practical and beneficial for PE/Health class	The literacy activity is clearly practical and beneficial for PE/Health class	The literacy strategy of the presentation is barely practical and beneficial for PE/Health class	The literacy strategy of the presentation is not practical and beneficial for PE/Health class
Instructional Delivery	The presenter is clear, organized and informative in his/her presentation.	The presenter is mostly clear, organized and informative in his/her presentation.	The presenter is barely clear, organized and informative in his/her presentation.	The presenter is not clear, organized and informative in his/her presentation.
Presentation	The presenter clearly uses interactive strategies and the audience is clearly engaged. The presenter use 30 minutes appropriately.	The presenter somewhat uses interactive strategies and the audience is somewhat engaged. The presenter went over or under time by 5 minutes.	The presenter barely uses interactive strategies and the audience is barely engaged. The presenter went over or under time by 10 minutes.	The presenter does not use interactive strategies and the audience is not engaged. The presenter went over or under time by 15+ minutes .
Citations/APA	The presentation includes at least five citations from course readings or other sources. All five are cited according to APA 6 th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6 th ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.
Handout	The handout is informative and concise (one page front and back or less).	The handout is somewhat informative and/or too short or lengthy (more or less than one page front and back).	The handout is barely informative and is too brief or too lengthy (half a page or two pages front and back or less).	The handout is not informative and pays no attention to page length (one paragraph or more than two pages).
Reflection	The reflection provides deep insight of student's thoughts during the pre-, during, and post-instruction. Student is clearly reflective and candid in his/her writing. There are no grammatical errors that distract the reader.	The reflection provides some insight of student's thoughts during the pre-, during, and post-instruction. Student is somewhat reflective and candid in his/her writing. There are a few grammatical errors but they do not distract the reader.	The reflection barely provides deep insight of student's thoughts during the pre-, during, and post-instruction. Student is barely reflective and candid in his/her writing. There are grammatical errors that distract the reader.	The reflection does not provides deep insight of student's thoughts during the pre-, during, and post-instruction. Student is not reflective and candid in his/her writing. There are many grammatical errors that distract the reader.

School-Based Experience

	Touchdown!	First Down	Incomplete Pass	Turnover
Coverage of Experience	Details on the poster capture the important information about your experience. Covered all 8 components addressed in the syllabus.	Details on the poster include important information, and covered at least 7 of the 8 components addressed in the syllabus.	Details on the poster relate to the topic but are too general or incomplete. Covered less than 6 of the 8 components addressed in the syllabus	Details on the poster have little or nothing to do with main topic. Did not cover the assigned components addressed in the syllabus.
Use of graphics	All graphics are clearly related to the topic and make it easier to understand.	All graphics are somewhat related to the topic and somewhat make it easier to understand.	All graphics barely relate to the topic.	Graphics do not relate to the topic.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized, but titles and subheadings are missing or do not help the reader with the understanding.	The information appears to be disorganized.
Layout & Design	The information on the poster clearly is focused and easily viewed and identified.	The information on the poster is somewhat focused and the content is somewhat visible.	The information on the poster barely is focused and the content barely is visible.	The information on the poster is unclear and not visible.
Connections	Poster clearly shows connection between experience and material learned in the course.	Poster somewhat shows connection between experience and material learned in the course.	Poster barely shows connection between experience and material learned in the course.	Poster does not show connection between experience and material learned in the course.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Presentation	The presentation was thoughtfully and clearly planned out in a well-organized manner.	The presentation was somewhat planned in an organized manner.	The presentation was barely planned and lacked organization.	The presentation was not planned or organized.

Literacy in Action

	Slam Duck	Swoosh	Brick Shot	Air Ball
Activity	The literacy activity is clearly practical and beneficial for PE/Health class	The literacy activity is somewhat practical and beneficial for PE/Health class	The literacy activity is barely practical and beneficial for PE/Health class	The literacy activity is not practical and beneficial for PE/Health class
Form	The form contents are connected and complete. The literacy activity is well thought-out and explicitly addressed	The form contents are somewhat connected and somewhat complete. The literacy activity is somewhat thought-out and addressed	The form contents are barely connected and barely complete. The literacy activity is barely thought-out and addressed	The form contents are not connected and are not complete. The literacy activity is not thought-out and not addressed
Warm Up	The warm-up is clearly engaging and clearly prepares peers for the activity.	The warm-up is somewhat engaging and somewhat prepares peers for the activity.	The warm-up is barely engaging and barely prepares peers for the activity.	The warm-up is not engaging and does not prepare peers for the activity.
Instructional Delivery	The presenter clearly uses interactive strategies and the audience is clearly engaged. The presenter use 10 minutes appropriately and spoke clearly.	The presenter somewhat uses interactive strategies and the audience is somewhat engaged. The presenter went over or under time by a few minutes and/or was sometimes difficult to hear.	The presenter barely uses interactive strategies and the audience is barely engaged. The presenter went over or under time by 5 minutes and/or was often difficult to hear.	The presenter does not use interactive strategies and the audience is not engaged. The presenter went over or under time by 5+ minutes and/or was difficult to hear.
Closure	The closure clearly connects to the activity and provides a small assessment/cool down. Class is clearly engaged in the discussion.	The closure somewhat connects to the activity and somewhat provides a small assessment/cool down. Class is somewhat engaged in the discussion.	The closure barely connects to the activity and barely provides a small assessment/cool down. Class is barely engaged in the discussion.	The closure does not connect to the activity and does not provide a small assessment/cool down. Class is not engaged in the discussion.

Mini-Unit and Lessons

	Hole in One	One the Green	In the Water	Swing and a Miss
Students	Grade level clearly is identified and clearly demonstrates awareness of diverse learners.	Grade level somewhat is identified and somewhat demonstrates awareness of diverse learners.	Grade level barely is identified and barely demonstrates awareness of diverse learners.	Grade level is not identified and does not demonstrate awareness of diverse learners.
Materials/ Resources	Essential materials and resources clearly listed	Essential materials and resources somewhat listed	Essential materials and resources barely listed	Essential materials and resources not listed
Lesson Objectives	Clearly are developmentally appropriate and clearly are stated in specific, measurable terms. At least one lesson objectives does include a literacy component	Somewhat are developmentally appropriate and somewhat are stated in specific, measurable terms. At least one lesson objectives includes a literacy component	Barely are developmentally appropriate and barely are stated in specific, measurable terms. At least one lesson objectives includes a literacy component	Are not developmentally appropriate and not stated in specific, measurable terms. Not one lesson objectives includes a literacy component
Anticipatory Set/ Motivation	Clearly focuses attention on the lesson and plays on the students' interest	Somewhat focuses attention on the lesson and somewhat plays on the students' interest	Barely focuses attention on the lesson and barely plays on the students' interest	Does not focuses attention on the lesson and does not play on the students' interest
Instruction	Clearly includes logically sequenced accurate, age-appropriate and student-centered instruction. There is clear evidence of differentiation for diverse learners. Clearly ties to real-life and/or future learning.	Somewhat includes logically sequenced accurate, age-appropriate and student-centered instruction. There is some evidence of differentiation for diverse learners. Somewhat ties to real-life and/or future learning	Barely includes logically sequenced accurate, age-appropriate and student-centered instruction. There is barely evidence of differentiation for diverse learners. Barely ties to real-life and/or future learning	Does not include logically sequenced accurate, age-appropriate and student-centered instruction. Does not include evidence of differentiation for diverse learners. Does not tie to real-life and/or future learning
Literacy	Lessons clearly show evidence of effective and appropriate literacy instruction. At least two lessons include a reading/writing component.	Lessons somewhat show evidence of effective and appropriate literacy instruction. At least two lessons include a reading/writing component.	Lessons barely show evidence of effective and appropriate literacy instruction. At least one lesson includes a reading/writing component.	Lessons do not show evidence of effective literacy instruction. No lessons have a writing/reading component.
Activities	Activities clearly are related to the lesson objectives and designed with assessment(s) in mind. All activities are developmentally appropriate. There is clear evidence of differentiation for diverse learners is	Activities somewhat are related to the lesson objectives and somewhat designed with assessment(s) in mind. Some activities are developmentally appropriate. There is some evidence of differentiation for diverse learners is provided	Activities barely are related to the lesson objectives and barely designed with assessment(s) in mind. Activities barely are developmentally appropriate. There is bare evidence of differentiation for diverse learners is	Activities are not related to the lesson objectives and are not designed with assessment(s) in mind. Activities are not developmentally appropriate. There is no evidence of differentiation for diverse learners is provided

	provided		provided	
Closure	Clearly includes student participation and clearly ties information for real-life and future learning by addressing objectives	Somewhat includes student participation and somewhat ties information for real-life and future learning by addressing objectives	Barely includes student participation and Barely ties information for real-life and future learning by addressing objectives	Does not include student participation and does not tie information for real-life and future learning by addressing objectives
Assessment	The assessment in each lesson clearly addresses the lesson objectives. A detailed standard of assessment criteria, models, rubrics) is included. The assessment clearly includes modifications for special populations as appropriate.	The assessment in each lesson somewhat addresses the lesson objectives. A standard of assessment criteria, models, rubrics) is somewhat included. The assessment somewhat includes modifications for special populations as appropriate.	The assessment in each lesson barely addresses the lesson objectives. A standard of assessment criteria, models, rubrics) is barely included. The assessment barely includes modifications for special populations as appropriate.	The assessment in each lesson does not address the lesson objectives. A standard of assessment criteria, models, rubrics) is not included. The assessment does not include modifications for special populations as appropriate.
Standards	Standard(s) clearly is aligned with PE SHAPE standards. Standards clearly are appropriate for grade level and content, and clearly match objectives	Standard(s) somewhat is aligned with PE SHAPE standards. Standards somewhat are appropriate for grade level and content, and somewhat match objectives	Standard(s) barely is aligned with PE SHAPE standards. Standards barely are appropriate for grade level and content, and barely match objectives	Standard(s) does not align with PE SHAPE standards. Standards are not appropriate for grade level and content, and do not match objective

Class Participation

	4	3	2	1
Content	It is evident from the student’s contributions that he/she is prepared for class and has completed the required readings. Comments and/or questions show evidence of tying theory/readings to practice.	It is evident from the student’s contributions that he/she is mostly prepared for class and has completed some of the required readings. Comments/questions sometimes show evidence of tying theory/readings to practice.	It is not clear from the student’s contributions that he/she has completed any of the required readings.	It is clear from the student’s contributions that he/she has not completed the required readings or is not tying theory/reading to practice.
Frequency	The student contributes in different ways, to class discussions consistently.	The student contributes in different ways to class discussions somewhat consistently.	The student contributes in different ways to class discussions intermittently.	The student never contributes to class discussions.

Appendix A: Field Experience Letter

Dear Educator,

My name is Sydney Merz and I am an adjunct instructor within the College of Education and Human Development at George Mason University. I am teaching EDRD 300: Literacy and Curriculum Integration Focus on Physical Education. This course introduces preservice physical education teachers to literacy integration in the PE classroom. As part of this course, these students are required to complete 15 hours of school-based experiences in a K-12 classroom. Specifically, these students are required to observe and potentially work with you and your students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter may complete these 15 hours of school-based experience.

With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher. My expectations for this field experience include the following:

- Mason students will complete a minimum of 15 hours of observation with the possibility of general interaction with students in your classroom in at least two-hour increments (with at least 5 sessions total). These scheduled requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of school-based experiences this student completed.
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of physical education teachers using literacy strategies and curriculum integration in their instruction while adapting to the needs of various learners.
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or project, check papers or tests, and so forth.

Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. Thank you for your support of this Mason student and his/her development as a future teacher.

Sincerely,

Sydney A. Merz
College of Education and Human Development, George Mason University
smerz@gmu.edu

Appendix B: Field Experience Hours/Activity Log

You must complete a minimum of 15 hours of field experiences, which will consist of observations, but may also involve interactions with individual students or small/large groups of students. Your 15 hours should be spread across a minimum of five sessions. Submit this signed log to your instructors on or before **May 12. Failure to submit this log sheet will result in a 5% deduction of your overall grade!**

GMU Student: _____

School: _____

Age Group Served: _____

Date	Activities Observed	Activities as Participant (if applicable)	Total Hours

Grand total: _____

GMU Student

Signature/Date: _____ / _____

School-based Teacher Signature/Date: _____ / _____