

**EDRD 300-002: Literacy and Curriculum Integration Focus on Physical Education  
3 Credits, Spring 2016**

**Tuesday, 3:00 – 5:40, RAC Classroom & Cage Gym**

INSTRUCTORS: Mrs. Claudia DeGregorio, Mr. Tony DeGregorio  
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OFFICE LOCATION: PW Bull Run Hall 210A  
OFFICE HOURS: W- 12:30 – 1:30 By Appointment, TH 1:30 FX RAC By Appt.  
PHONE NUMBER: 703 993-7119 FAX NUMBER: 703-993-2025

**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 is 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 OUTCOMES or 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.

## **PROFESSIONAL STANDARDS:**

### **REQUIRED TEXTS**

- Cone, Theresa Purcell. (2009). *Interdisciplinary Elementary Physical Education – 2<sup>nd</sup> Edition*. Champaign, IL: Human Kinetics.

### **COURSE ASSIGNMENTS AND EXAMINATIONS:**

- #1 Class Participation (15%) 150 pts (10 points/class attended) - Rubric located on Bb**
- Attendance at all classes is expected. This is a hands-on, participatory course – you are expected to be in attendance. Absenteeism will be reflected in one's final grade.
  - Based on quality and quantity of daily participation, attitude, individual growth and group work in all classes.
  - Class periods have been arranged into discussion and activity sessions. Please be sure to come prepared to each class period dressed and ready for active participation in a variety of team sport activities.
  - Based on assignments of various kinds related to readings, discussions, questions/issues and assigned and/or in-class activities.
    - **Integrated Activity Presentations** – each student will prepare and present a *learning experience* taken directly from the assigned text that integrates a specific subject area into physical education (Language Arts (pp. 35-70), Math (pp. 82-178), Science (pp. 140-180), Social Studies (pp. 198-257), Arts (pp. 267-304)
      - Constant referrals/cues during your lesson of your activity's relevance to the literacy component should be evident
      - As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement*.
      - Be creative, innovative, and resourceful as you plan and implement these lessons. Feel free to modify the activity to suit student success and to any level (ES, MS, HS and health)
      - A sign up sheet for the activity will be distributed during the first class period

**#2 Field Experience & Journals (30%) 300 pts Rubric located on Bb:**

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 where you will focus on the methods the teacher uses to integrate literacy into the curriculum.

**Background Investigation Requirement** - All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so,

whether or not such incidents resulted in conviction, is termination of the internship.

### **Field Experience written journals**

- You will keep journals for each assigned field experience visit reflecting upon what has been impactful for you and how your experiences relate to you as a future teacher using the worksheet/journal questions to help shape your thoughts. It is strongly advised that you review these questions during and after your experiences so you can keep notes of each field placement.
- Worksheet for each visit will be provided for you on Bb to turn in to instructor on class following each school visit.
- A minimum of 15 hours field experience at assigned schools must be completed to pass this course. You will be assigned to schools and teachers specifically selected by Mrs./Mr. DeGregorio and will complete your field experiences at those sites within the designated timeframe.
- Appropriate Dress: Teaching dress is defined by the *PHED Dress Code* and is expected. You are expected to order apparel with Mason insignia for field experience.
- During your field experience period, all themes, thoughts, routines, lesson objectives, etc. should be observed and/or discussed with your cooperating field experience teacher

**Field Experience Procedures** – Minimum of 3 field experience visitations noted below but not necessarily in any this order. Teacher candidate schedules visitations that suit the schedules of the mentor teacher and the teacher candidate.

- Field experience with *Literacy Specialist* (to be assigned by instructor)
- Field experience with a *middle school or high school Health Teacher* (to be assigned by instructor)
- Field experience with an *elementary Physical Education Specialist* (to be assigned by instructor)
  - One (1) experience with a primary grade class (K-2)
  - One (1) experience with an upper grade class (3-5/6)

### **#3 Mini-Unit & Lesson Plan (25%) 250 pts Rubric located on Bb:**

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. 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.

- Student will create one mini-unit plan that includes one lesson plan that you would implement (and use as your activity lesson for requirement #4 Literacy in Action).
- You may choose any grade level to incorporate these lessons, but all the lessons/unit must be for one grade only.
  - One of the lessons within the unit plan must include a language arts component
  - One of the lessons within the unit plan must include a your choice of either a math, science, technology, fine arts or social studies component
  - All lessons within the unit plan must contain a health related component

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- One lesson within the unit plan must include a strategy[s] to support students with differing English language proficiencies
- One lesson within the unit plan must include a strategy[s] to support students with differing intellectual abilities (GT, ELL, LD, etc.)
- Lessons should be physically active
- **Templates for the mini-unit and lesson plan are posted on Bb.**

**#4 Literacy in Action Presentation (20%) 200 pts** Rubric located on *Bb*:

- Each student will present a lesson developed from Mini-Unit/Lesson assignment #4
- Constant referrals/cues during your lesson of your activity's relevance to the literacy component should be evident
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement.*
- Be creative, innovative, and resourceful as you plan and implement these lessons.
- A sign up sheet for the activity will be distributed during second or third class session
- Time frame for presentations should be 20 – 30 minutes.
- This activity is meant to be interactive, engaging and fun, explicitly paying attention to how literacy can be integrated during a physical education activity.
- Rubric Criteria for evaluating your *Literacy in Action* Presentation is located on *Bb*

**#5 FINAL EXAM** Written Objective [10%] 100 Points

- Multiple-choice, comprehensive to include lecture, discussion, above requirements & reading references.

	<b>ASSIGNMENT</b>	<b>PERCENTAGE</b>
1	Class Participation/Reflections	15%
2	Field Experience (journal worksheets)	30%
3	Mini-Unit & Lesson Plan	25%
4	Literacy in Action Presentation	20%
5	Final Exam	10%
	<b>TOTAL</b>	<b>100%</b>

Criteria for grading and Grading Scale:

A = 94-100%	940 - 100	C+ = 77-79%	770 - 799
A- = 90-93%	900 - 939	C = 74-76%	740 - 769
B+ = 87-89%	870 - 899	C- = 70-73	700 - 739
B = 84-86%	840 - 869	D = 60-69%	600 - 699
B- = 80-83%	800 - 839	F = <60	599 <

**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>

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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](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/>

### **ACADEMIC INTEGRITY**

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.

### **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, [None for this course] to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 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/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

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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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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/>.**

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**PROPOSED CLASS SCHEDULE:**

**EDRD 300 Agenda Spring 2015 Note: Faculty reserves the right to alter the schedule as necessary**

<b>Class</b>	<b>Topic</b>	<b>Readings/Assignments</b>
1 1/19	<ul style="list-style-type: none"> <li>• Intro. &amp; Expectations</li> <li>• Syllabus Review</li> <li>• <i>What is Literacy and how does it work?</i></li> <li>• <i>What is Interdisciplinary Education and what does this really mean for my PE/Health classroom (content literacy)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Take Pre-Course Survey sent to you online</li> <li>• <b>Read Chapter 1 Text – Foundational Beginnings</b></li> <li>• Early Language Development (Bb)</li> <li>• Read Ballinger &amp; Deeney (2006) Bb (prep for Pair-Share Activity)</li> </ul>
2 1/26	<p>How Do We Learn to Read?</p> <ul style="list-style-type: none"> <li>• Oral Language Development – Linking Literacy with Development</li> <li>• Benefits/Challenges of <i>Interdisciplinary Education</i></li> <li>• <i>Pair-Share Activity - Ballinger &amp; Deeney (2006) Bb</i></li> </ul> <p style="text-align: center;">Integrated Activity Presentation Model</p>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 1 Text – Foundational Beginnings</b></li> <li>• Early Language Development (Bb) <ul style="list-style-type: none"> <li>○ Literacy through Movement</li> <li>○ Questioning, speaking, and listening in PE</li> </ul> </li> </ul>
3 2/2	<p>How Do We Learn to Read?</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Comprehension</li> <li>• Graphic Organizers</li> </ul> <p style="text-align: center;">Integrated Activity Presentation #1</p>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 1 Text – Foundational Beginnings</b></li> </ul>
4 2/9	<p>Integrating Physical Education/Health with Language Arts</p> <ul style="list-style-type: none"> <li>• Reading Skills - Dyslexia</li> <li>• Writing Skills</li> <li>• Speaking, listening &amp; viewing skills</li> </ul> <p style="text-align: center;">Integrated Activity Presentation #2</p>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 3 Text – Integrating Physical Education with Language Arts (pp. 54-69)</b></li> </ul>
5 2/16	<p>Integrating Physical Education/Health with Language Arts</p> <ul style="list-style-type: none"> <li>• Guest Speaker – Chris Parrot (FCPS) <ul style="list-style-type: none"> <li>○ World Language Skills</li> <li>○ English Language Learners (ELL)</li> <li>○ Differing Intellectual Abilities (LD □GT)</li> </ul> </li> </ul> <p style="text-align: center;">Integrated Activity Presentation #3</p>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 3 Text – Integrating Physical Education with Language Arts (p. 70)</b></li> <li>•</li> </ul>
6 2/23	<p>Physical Literacy, what is it and why?</p> <ul style="list-style-type: none"> <li>• Guest Speaker – Paul Roertert (SHAPE</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 2 Text – Successful Planning and Implementations</b></li> </ul>

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	America) <ul style="list-style-type: none"> <li>• Healthy lifestyles and literacy</li> </ul> Integrated Activity Presentation #4	<ul style="list-style-type: none"> <li>• Roetert &amp; Jeffries (2014) (Bb)</li> </ul>
7 3/1	Curriculum Review <ul style="list-style-type: none"> <li>• Program of Studies- <a href="http://www.fcps.edu/is/pos/es.shtml">www.fcps.edu/is/pos/es.shtml</a></li> </ul> Integrated Activity Presentation #5	<ul style="list-style-type: none"> <li>• <b>Read Chapter 2 Text – Successful Planning and Implementations</b></li> </ul>
3/8	<b>Spring Break</b>	
9 3/15	Integrating Physical Education with the Arts <ul style="list-style-type: none"> <li>• Rhythmic Movement / Dance</li> <li>• Guest Presenter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 7 Text – Integrating Physical Education with the Arts</b> <ul style="list-style-type: none"> <li>○ <b>Dance (Appendix A)</b></li> </ul> </li> </ul>
10 3/22	Integrating Physical Education with Science Health Curriculum <ul style="list-style-type: none"> <li>• Guest speaker – Ms. Norden</li> </ul> Literacy In Action Presentation Model Integrated Activity Presentation #6	<ul style="list-style-type: none"> <li>• <b>Read Chapter 5 Text – Integrating Physical Education with Science</b> <ul style="list-style-type: none"> <li>○ <b>Health Curriculum</b></li> </ul> </li> </ul>
11 3/29	Strategies of Integrating Physical Education with Math <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Questioning – types</li> </ul> <i>Literacy in Action Presentations</i>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 4 Text – Integrating Physical Education with Mathematics</b></li> </ul>
12 4/5	Proven Interdisciplinary Techniques that Work Teachers in the field - Graduate Panel <ul style="list-style-type: none"> <li>• ES, MS, HS, Health, APE</li> </ul> <i>Literacy in Action Presentations</i>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 6 Text – Integrating Physical Education with Social Studies</b></li> </ul>
13 4/12	Integrating Physical Education with Technology <ul style="list-style-type: none"> <li>• Guest Speaker – Jarrod Berop (CEHD)</li> <li>• Guest Presenter - Brandon Filsinger – Geocaching</li> </ul> <i>Literacy in Action Presentations</i>	<ul style="list-style-type: none"> <li>• <b>Integrating Physical Education with Technology</b></li> </ul>
14 4/19	Bloom’s Taxonomy Action Verbs Using Children’s Literature in Physical Education <ul style="list-style-type: none"> <li>• In class activity using children’s literature</li> </ul> <i>Literacy in Action Presentations</i>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 7 Text – Integrating Physical Education with the Arts</b> <ul style="list-style-type: none"> <li>○ <b>Music &amp; Art</b></li> </ul> </li> <li>• Take Post-Course Survey</li> </ul>
15 4/26	Role of Assessment of Interdisciplinary Learning Post Course Survey Learning Activity  <i>Literacy in Action Presentations</i>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 2 (p. 22 – 25)</b></li> </ul>



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TBD	Final Exam	
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**ASSESSMENT RUBRIC(S):**