

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

EDRD 300-002: Literacy and Curriculum Integration Focus on Physical Education
3 Credits, Spring 2016
Tuesday, 3:00 – 5:40, RAC Classroom & Cage Gym

Faculty

Name: Mrs. Claudia DeGregorio, Mr. Tony DeGregorio
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Prerequisites None

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.

Expanded Course Description

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

Course Delivery Method

This course will be delivered using a [lecture, and lab] format.

Learner Objectives

This course is designed to enable students to:

1. Explain reading and writing as cognitive, socio-cultural, 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 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.

This section of the course specifically enables Physical Education/Health students to:

- Deconstruct traditional literacy meanings and explore new literacy methods especially for physical education/health classrooms through class discussions, movement related activities and weekly readings;
- Identify causes of literacy problems in elementary and secondary schools through field observations, class discussions, movement related activities 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;

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- 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 activities and field observations.

Professional Standards (Virginia Standards of Learning (SOLs)): Not Applicable

Required Texts

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

Recommended Resources

- Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2011). *50 Instructional Routines to Develop Content Literacy (2nd ed.)*. Boston, MA: Pearson.

Course Assignments

- #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 (15%) 150 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. This field experience will primarily focus upon the methods the teacher uses to integrate literacy into the

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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.
- Field experience hours 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 – The field experience visitations are noted below. You (teacher candidate) are to schedule 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 an elementary, middle school or high school Health and Physical Education Specialist Teacher (to be assigned by instructor)

#3 Instructional Routine Development and Presentation (15%)

Student partners will prepare and present an Instructional Routine for use before, during or after a lesson. Instructional Routine and appropriate reading and preparation material and presentation schedule will be assigned by instructors.

- Presentations should be directly related to physical education and/or health subject areas
- Integrating a specific subject area into the presentation
 - This would be a recognition of how literacy could be integrated into a health and/or physical education lesson while implementing the Instructional Routine

#4 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.

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- One of the lessons within the unit plan must include a language arts component
- One of the lessons within the unit plan must include 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
- 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.

#5 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.

Grading:

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

Assignment Overview

Class Participation/Reflections	<u>15%</u>
Field Experience (Journal Worksheets)	15%
Instructional Routine Development & Presentation	15%
Mini-Unit & Lesson Plan	25%
Literacy in Action Presentation	20%
<u>Final Exam</u>	<u>10%</u>
Total	100%

Professional Behavior

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

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EDRD 300 Agenda Spring 2017 Note: Faculty reserves the right to alter the schedule as necessary

Class	Topic	Readings/Assignments
1 1/24	<ul style="list-style-type: none"> • Intro. & Expectations • Syllabus Review • What is Literacy and how does it work? • What is Interdisciplinary Education and what does this really mean for my PE/Health classroom (content literacy) 	<ul style="list-style-type: none"> • Take Pre-Course Survey • Read Chapter 1 Text – Foundational Beginnings • Early Language Development (Bb) • Read Ballinger & Deeney (2006) Bb (prep for Pair-Share Activity)
2 1/31	<p>How Do We Learn to Read?</p> <ul style="list-style-type: none"> • Oral Language Development – Linking Literacy with Development • Benefits/Challenges of Interdisciplinary Education • Pair-Share Activity - Ballinger & Deeney (2006) Bb <p style="text-align: center;">Integrated Activity Presentation Model</p>	<ul style="list-style-type: none"> • Read Chapter 1 Text – Foundational Beginnings • Early Language Development (Bb) <ul style="list-style-type: none"> ○ Literacy through Movement ○ Questioning, speaking, and listening in PE
3 2/7	<p>How Do We Learn to Read?</p> <ul style="list-style-type: none"> • Vocabulary • Comprehension • Instructional Routine Development - Graphic Organizers <p style="text-align: center;">Integrated Activity Presentation</p>	<ul style="list-style-type: none"> • Read Chapter 1 Text – Foundational Beginnings <p style="text-align: center; background-color: #e0e0e0;">Instructional Routine Presentation Model Activity – Exit Slips</p>
4 2/14	<p>Integrating Physical Education/Health with Language Arts</p> <ul style="list-style-type: none"> • Guest Speaker <ul style="list-style-type: none"> ○ WIDA Levels ○ Instructional Strategies <p style="text-align: center;">Integrated Activity Presentation</p>	<ul style="list-style-type: none"> • Read Chapter 3 Text – Integrating Physical Education with Language Arts (p. 70)
5 2/21	<p>Integrating Physical Education/Health with Language Arts</p> <ul style="list-style-type: none"> • World Language Skills • English Language Learners (ELL) • Differing Intellectual Abilities (LD □GT) <p style="text-align: center;">Integrated Activity Presentation</p>	<ul style="list-style-type: none"> • Read Chapter 3 Text – Integrating Physical Education with Language Arts (p. 70)
6 2/28	<p>Integrating Physical Education/Health with Language Arts</p> <ul style="list-style-type: none"> • Reading Skills - Dyslexia • Writing Skills • Speaking, listening & viewing skills <p style="text-align: center;">Integrated Activity Presentation</p>	<ul style="list-style-type: none"> • Read Chapter 3 Text – Integrating Physical Education with Language Arts (pp. 54-69) • Read Enhancing Content Literacy in Physical Education, Buell, Cathy; Whitaker, Andrea (Bb)
7 3/7	<p>Physical Literacy, what is it and why?</p> <ul style="list-style-type: none"> • Healthy lifestyles and literacy <p style="text-align: center;">Integrated Activity Presentation Instructional Routine Development Presentation</p>	<ul style="list-style-type: none"> • Read Chapter 2 Text – Successful Planning and Implementations • Read Physical Education & Literacy – The Odd Couple or a Match Made in Heaven? (Bb) • Read Roetert & Jeffries (2014) (Bb)
3/14	Spring Break	
8 3/21	<p>Integrating Physical Education with the Arts</p> <ul style="list-style-type: none"> • Models for Physical Education – text p. 12 - 16 • Rhythmic Movement / Dance Guest Presenter <p style="text-align: center;">Instructional Routine Development Presentation</p>	<ul style="list-style-type: none"> • Read Chapter 7 Text – Integrating Physical Education with the Arts <p style="text-align: center;">Dance (Appendix A)</p>
9 3/28	<p>Strategies of Integrating Physical Education with Math</p> <ul style="list-style-type: none"> • Manipulatives • Questioning – types <p style="text-align: center;">Instructional Routine Development Presentation</p>	<ul style="list-style-type: none"> • Read Chapter 4 Text – Integrating Physical Education with Mathematics • Read – What Does Good Math Instruction Look Like? Protherone, Nancy (2007) (Bb) <p style="text-align: center;">Literacy In Action Presentation Model</p>
10	Integrating Physical Education with Science	<ul style="list-style-type: none"> • Read Chapter 5 Text – Integrating Physical

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4/4	Health Curriculum • Guest speaker Instructional Routine Development Presentation	Education with Science Health Curriculum
11 4/11	Bloom's Taxonomy Action Verbs Using Children's Literature in Physical Education • In class activity using children's literature Instructional Routine Development Presentation Literacy in Action Presentations	<ul style="list-style-type: none"> • Read Chapter 6 Text – Integrating Physical Education with Social Studies • Bring PHED 275 assignment- Naismith's Original 13 Rules
12 4/18	Integrating Physical Education with Technology • Guest Speaker • Guest Presenter Instructional Routine Development Presentation Literacy in Action Presentations	<ul style="list-style-type: none"> • Integrating Physical Education with Technology
13 4/25	Role of Assessment of Interdisciplinary Learning Instructional Routine Development Presentation Literacy in Action Presentation	<ul style="list-style-type: none"> • Read Chapter 2 (p. 22 – 25) • Take Post-Course Survey
14 5/2	Proven Interdisciplinary Techniques that Work Teachers in the field - Graduate Panel • ES, MS, HS, Health, APE Instructional Routine Development Presentation Literacy in Action Presentation	<ul style="list-style-type: none"> • Post Course Survey Learning Activity
5/16	Final Exam	

Core Values Commitment

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

GMU Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

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- The 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/>].
- The Writing Center 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/>].
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.