George Mason University
College of Education and Human Development
Literacy Program

EDRD. 300 DL2 – Literacy and Curriculum Integration (Health & Physical Education Students)
3 Credits, Spring 2021
Online/Asynchronous

FACULTY
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PREREQUISITES/COREQUISITES
None

UNIVERSITY CATALOG COURSE DESCRIPTION
Provides an overview of literacy development in PK-12 students. Builds understanding of disciplinary instructional strategies to support students' development of reading, writing, listening, speaking, viewing, and visually representing in the fine arts. Emphasizes integration of reading and other language arts across the curriculum. Note: School-based field experience required.

COURSE OVERVIEW
Not Applicable

COURSE DELIVERY METHOD
This course will be delivered online (100%) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 24, 2021. Class will run Monday – Sunday beginning January 25th – May 10th, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    o Adobe Acrobat Reader: https://get.adobe.com/reader/
    o Windows Media Player:
      https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- **Course Week:**
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mondays and finish on Sundays. Please note that each online module is planned to take approximately 3 hours over the assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. All online tasks and assignments are due by 11:59 p.m. on the date in the schedule.
- **Log-in Frequency:**
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- **Participation:**
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES OR OBJECTIVES
This course is designed to enable students to do the following:

1. Explain the role of literacy in learning in the fine arts or health and physical education.
2. Survey children's and adolescent literature, media and other resources that connect reading, writing and other language arts to their teaching discipline.
3. Identify evidence-based strategies that can be used to enhance the disciplinary literacy of PK-12 students.
4. Plan discipline-specific lessons that incorporate the literacy processes of reading, writing, listening, speaking, viewing, or visually representing.

PROFESSIONAL STANDARDS
Upon completion of this course, students will have addressed the following professional standards:

- Standard 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard 5 – Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard 7 – Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard 8 – Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

REQUIRED TEXTS

Buehl, D. (2017). *Developing readers in the academic disciplines* (2nd ed.). Stenhouse.

Buehl, D. (2017). *Classroom strategies for interactive learning* (4th ed.). Stenhouse.

Additional readings will be made available on Blackboard and through the GMU Library databases.

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

Recommended Journals (available through GMU's library system- http://library.gmu.edu)
The Reading Teacher
Journal of Adult and Adolescent Literacy
Language Arts
Middle School Journal

Recommended Resources
Cone, T. P., Werner, P., & Cone, S.L. (2009). *Interdisciplinary elementary physical education* (2nd ed.). Human Kinetics.
Clements, R. L., & Schneider, S.L. (2017). *Moving with words & actions: Physical literacy for preschool and primary children*. Human Kinetics.
James, A., & Manson, M. (2015). *Physical education: A literacy-based approach*. Sagamore Publishing.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

COURSE ASSIGNMENTS (*See Blackboard for specific guidelines and evaluation rubrics for all assignments.*)

1. **Reading Guides/Quizzes & Discussion (20 points) –** *January 29; February 7, 14, 21; March 14*

   Over the course of the semester, you are responsible for completing 5 assigned reading guides/quizzes for the course readings. You will use these guides to reflect on the weekly readings. Together, each guide or quiz is worth 2 points, while your participation in the online discussion is worth an additional 2 points (for a total of 4 points for each assigned guide or quiz and discussion).

2. **Online Investigations (15 points) –** *February 28; March 7, 21, & 28; April 11*
   Throughout the semester you will have several online assignments that involve an array of activities, mostly including recording your thoughts, reactions, opinions, connections, and questions related to assigned readings and videos. These activities are designed to encourage you to think deeply about the materials you read, reflect on and raise questions about the text, and apply your new understanding. All instructions for these assignments will be posted to Blackboard. For each asynchronous class session, all online tasks and

assignments must be completed by 11:59 p.m. on the date in the course schedule. There are a total of 5 online assignments (as noted in the course schedule). Each is worth 3 points.

3. Strategy Investigation (20 points) – *March 14th*

With a partner, you will research a reading strategy appropriate for use in content area classes. You will create a written summary of the strategy to be posted on Blackboard for class use and each student will submit a video describing and modeling the strategy.

4. Disciplinary Literacy Resource File (15 points) – *April 4th*

You will read and review print texts (e.g., fiction/nonfiction trade books, magazine articles) as well as media/multimedia texts (e.g., audio, video, images) and digital resources (e.g., websites, apps, software) that children or adolescents could use to connect reading/writing with your discipline. You will create a disciplinary literacy resource file that includes a description of these materials, a rationale for their inclusion, and suggestions for using each to engage students in disciplinary literacy learning.

5. Integrated Mini-Unit** (20 points) –*May 2nd*

You will develop an instructional mini-unit/unit with interrelated lesson plans designed to link literacy strategies, trade books (or other texts), and/or digital resources to the curriculum for your discipline. Each lesson must include clear examples of students engaging in tasks supportive of their disciplinary literacy along with explanations of how your chosen strategies/activities are appropriate. Lessons should also include formative and/or summative assessments.

**Students enrolled in EDRD 300 will develop a mini-unit with 3 interrelated lesson plans. (NOTE: 1 lesson plan = 1 class period)

6. Field Experience Reflection (10 points) –*May 9th*

This course requires a total of 15 hours of field experience, which will be conducted online. You will watch 3 videos of classroom teachers within your discipline via ATLAS on Bb and will focus on the methods the teacher uses to integrate literacy into the curriculum. Your field experience reflection will include a written description and analysis of these activities.

OTHER REQUIREMENTS

Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard at least two times a week to download readings and other pertinent course documents.

The completion of all readings assigned for the course is assumed. Because the class will be 100% asynchronous, it is critical for you to complete all readings on time and keep up with assignments.

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.

Assignment Guidelines

All assignments should be turned in (via email OR on Blackboard as noted in the course schedule) by 11:59 p.m. on the date noted in the course schedule. You are expected to submit assignments on time**. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.**

Assignments should be word processed using 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 score for each assignment, so proofread carefully and use formal, academic English. Be sure to use **APA format** (6th ed.) when providing citations for relevant research (see resources on Blackboard).

PLEASE NOTE THAT YOU ARE REQUIRED TO SUBMIT ELECTRONIC SUBMISSIONS. Electronic submissions **MUST** be saved with your last name in the filename. Ex: Ewaida_DisciplinaryResourceFile.doc. Please combine your work into one file.

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays. I am also happy to meet with you by appointment.

Important to note, the course scheduled may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in an email notice, and/or by changes to this syllabus posted on Blackboard.

GRADING

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Assignment	Points
Reading Guides/Quizzes & Discussion	20
Online Investigations	15
Strategy Demonstration	20
Disciplinary Literacy Resource File	15
Integrated Mini-Unit	20
Field Experience Reflection	10
Total	100

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A+	= 100
A	= 93 – 99%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C+	= 77 – 79%
C	= 73 – 76%
C-	= 70 – 72%
D	= 65 – 69%
F	= below 65%

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. Dispositions include the values, commitments, and ethics expected of professional educators and will be evaluated throughout your academic and professional preparation. (These may be found at: https://cehd.gmu.edu/teacher/professional-disposition .) Teaching is a demanding career that requires you to conduct yourself in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. It involves initiating tasks and following through in a timely manner. Establishing habits supportive of these dispositions is an important part of your preparation as an educator and as such will be emphasized throughout this course. See https://cehd.gmu.edu/students/polices-procedures/

CLASS SCHEDULE

Buehl 1= *Developing Readers in the Academic Disciplines*; **Buehl 2** – *Classroom Strategies*; Bb = found on Blackboard)

Date	Topic	Reading	Assignments Due
Class 1: **Week of 1/25**	Course Overview What is Literacy? Disciplinary Literacy	• Buehl 1– Chapter 1	• RG 1 -Media Literacy Reflection due by 11:59 p.m. on 1/29 • Discussion Board – response due by 11:59 p.m. on 1/31
Class 2: **Week of 2/1**	Disciplinary Literacy	• Shanahan & Shanahan – "What is Disciplinary Literacy" (Bb) • Disciplinary Literacy (online module from the Annenberg Foundation) (Bb) • Stevens- Smith – "Physical Literacy" (Bb)	• RG 2 – V.I.P. (see info on Bb) due by 11:59 p.m. on 2/7
Class 3: **Week of 2/8**	Teaching with Complex Texts	• Buehl 1– Chapter 2 • Buehl 2 – Chapter 1	• RG 3 – Conversation Roundtable (see form on Bb) due by 11:59 p.m. on 2/14
Class 4: **Week of 2/15**	Activating & Building Academic Knowledge	• Buehl 1– Chapters 3 & 4 • Buehl 2 - Chapter 2	• RG 4 – Anticipation Guides (see form on Bb) due by 11:59 p.m. on 2/21
Class 5: **Week of 2/22**	Developing Vocabulary & Concepts	• Zygouris-Coe – "Vocabulary Learning and Instruction in the Disciplines" (Bb)	• Complete online investigation on Bb by 11:59 p.m on 2/28
Class 6: **Week of 3/1**	Questioning for Comprehension	• Buehl 1– Chapter 5 • Buehl 2 –Chapter 3	• Complete online investigation on Bb by 11:59 p.m on 3/7

Last revised October, 2019

Date	Topic	Reading	Assignments Due
Class 7: **Week of 3/8**	Supporting Discussion and Academic Language Development	• Wolsey & Lapp – "Saying It Well" (Bb) • Wachob – "Using Physical Education to Improve Literacy Skills in Struggling Students" (Bb)	• RG 5 – Save the Last Word for Me (see info on Bb) • **Strategy Investigation** All assignments due by 11:59 p.m. on 3/14
Class 8: **Week of 3/15**	Writing Across the Curriculum	• Writing: Big Ideas (online module from the Annenberg Foundation) (Bb) • Knipper & Duggan – "Writing to Learn Across the Curriculum: Tools for Comprehension in Content Area Classes" (Bb)	• Complete online investigation on Bb by 11:59 p.m on 3/21
Class 9: **Week of 3/22**	Instructional Practices for Working Complex Texts	• Buehl 1– Chapter 6	• Complete online investigation on Bb by 11:59 p.m on 3/28
Class 10: **Week of 3/29**	Planning Instruction for Disciplinary Literacy	• Buehl 2 – Chapter 4 • Fisher & Frey - "Gradual Release of Responsibility Instructional Framework" (Bb) • Ming – "10 Content-Area Literacy Strategies for Art, Mathematics, Music, and Physical Education" (Bb) • Lynch – "A Practitioner's Guide for Outstanding Cross-Curricular Physical Education" (Bb)	• **Disciplinary Literacy File** due by 11:59 p.m. on 4/4

Date	Topic	Reading	Assignments Due
Class 11: **Week of 4/5**	Meeting Diverse Needs	• Fisher & Frey - "Check for Understanding: Continuous Formative Assessment" (Bb) • Lenski - "Differentiating Instruction for Adolescent Literacy Learning" (Bb) • Constantinou & Wuest – "Using Academic Language to Level the Playing Field for English-Language Learners in Physical Education" (Bb)	• Complete online investigation on Bb by 11:59 p.m on 4/11
Class 12: **Week of 4/12**	Disciplinary Literacy in a Digital World	• Castek – "Instruction with Multimodal, Multiple Texts" (Bb) • Castek & Manderino – "A Planning Framework for Integrating Digital Literacies for Disciplinary Learning"	None – Professional Work Session
Class 13: **Week of 4/19**	Professional Work Session	• Peer review of Mini-Units	• Peer conferences – feedback on Mini-Units • Optional individual instructor conferences as needed for your integrated Mini-Unit (email to schedule)
Class 14: **Week of 4/26**	Course Summary	• None	• **Integrated Mini-Unit** due by 11:59 p.m. on 5/2
Class 15: **Week of 5/3**	Reflecting on Practice	• None	• **Field Experience Reflection** due by 11:59 p.m. on 5/9

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek

assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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