CTEE 4020: Curriculum and Teaching: Language Arts

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Office Hours: Posted on office door

Credit Hours: 3 semester credit   2 lecture    1 lab

Prerequisites: Admission to Teacher Education, junior standing

Co requisites: CTEE 4010

Date Syllabus Prepared: Updated August 2010

**Texts or Major Resources:  Required Text**

Tompkins, G.E. (2008). Language Arts: Patterns of Practice (7th ed.). Upper Saddle River, New Jersey: Prentice Hall.

**Additional Resources:**

**National Council for Teachers of English Position Statements at** [**http://www.ncte.org/about/over/positions/category**](http://www.ncte.org/about/over/positions/category)

**Alabama State Department of Education Course of Study for Language Arts** at [**http://www.alsde.edu/html/CoursesOfStudy.asp**](http://www.alsde.edu/html/CoursesOfStudy.asp)

**Practitioner journals located in the Learning Resource Center**

 Read, Write, and Think website <http://www.readwritethink.org/standards/>

**Course Description:** Exploration and pedagogy for age-appropriate instruction of children in kindergarten through grade six in order to develop rational and participatory citizens.

NCTE's mission statement as it appears in the NCTE Strategic Plan (8/90):

*"The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language."*

The Language Arts Standards are organized into three strands:

* Reading and Listening for Comprehension;
* Writing and Speaking for Expression; and
* Literature and Media.

**Essential Question:**  What does an integrated language arts curriculum look like?  How do effective teachers integrate instruction within the language arts?  How do effective teachers integrate language arts instruction with the rest of the curriculum?

**Course Objectives:**

Overall goal of the course:

As a result of participation in this course students will

1. **describe** the central role of literacy in elementary classrooms and the significance of integrating Language Arts across the curriculum [Assignment 1, 2, 3, & 5].
2. **read, reflect, and discuss** assigned readings [Assessment 1 2, 3, 4, & 5]
3. Use language arts methods as a vehicle for integrating subjects across the curriculum [Assignment 3, 4, & 5]
4. **Apply** various strategies and methodologies through instruction with elementary students [Assignment 4]
5. **Demonstrate** comprehension and application of the Alabama State Curriculum Standards in planning and instruction [Assignment 3]
6. **Will demonstrate** critical thinking skills through a variety of assignments involving reading, writing, and speaking [Assignment 1, 2, 3, 4 & 5].
7. **discuss** their prior experiences learning language arts and their vision for teaching language arts [Assignment 3,4, & 5]
8. **demonstrate** reflection and self-evaluation as a basis for professional growth [Assignment 3, 4, & 5]
9. **plan and implement** lessons that address the diverse needs of all students in lab placement [Assignment 3 & 4]
10. **work effectively** with children in an elementary (K-6) classroom over an extended period of time-minimum of 120 clocks (including CTEE 4010/4190)
11. **facilitate** children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships in field placement 290-3-3-.06(2)(b)3.
12. **Interrelate** the teaching of listening, speaking, reading and writing using a variety of instructional activities. 290-3-3-.10(1)(b)7
13. **Use** group interaction for collaborative learning in the language arts 290-3-3-.10 (1) (b) 8
14. **Knowledge** of standard oral and written communications 290-3-3-.04 (3) (c) 1. (i)
15. **Ability** to model appropriate oral and written communications 290-3-3-.04 (3) (c) 1. (iv)
16. **Ability** to demonstrate appropriate communication strategies that include questioning
17. **Ability to use** effective nonverbal communication and respond appropriately to nonverbal cues from student’s 290-3-3-.04 (3) (c) 1. (viii)
18. **Ability to assess and diagnose** individual students’ contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics 290-3-3-.04 (4) (c) 5. (iv)

**Course Content and Schedule:**

See attached calendar with CTEE 4020 syllabus

**Course Requirements/Evaluation**

**\*Weekly activities/assignments—100 pts**

**\*Lesson Plans (4 @ 25 pts each)—100 pts**

**\*Group Presentation—45 pts**

**\*Lab Experience—160 pts**

**\*Final Exam—30 pts**

**\*Professionalism—15 pts**

**Final Grade**

 **A** 405 to 450 points

 **B** 360 to 404 points

 **C**  315 to 359 points

 **D** 270 to 314 points

 **F** 0 to 269 points

**Assignments**

1. **Weekly activities/assignments (100 pts):** Full class participation, including successfully completing homework assignments, is critical to your success in meeting the objectives of this course. Reading and written assignments will be given as homework and in-class activities. You will need to keep all weekly assignments in a notebook, which will be turned in at the end of the semester.
2. **Lesson Plans (100 pts):** You will be required to construct four discipline-based learning cycle lesson plans focusing on Language Arts. They will be based on topics from our textbook.
3. **Group Presentation (45 pts):** Students will work in small groups to present a mini-workshop on a literacy strategy, skill or concept, which can be integrated into a math, science or social studies theme or topic. The presentation will be no longer than 30 minutes.
4. **Lab Experience (160 pts):** Students will have a placement in the public schools. The time spent in laboratory experience in the public schools is crucial to the understanding and implementation of methods and approaches discussed in class. **Failure to successfully complete all lab requirements i.e. attendance, punctuality, professionalism, and teaching responsibilities will result in points deduction or possibly failure of this course.**
5. **Final Exam (30 pts):** You will choose one of your lesson plans and write a 2- page summary about this teaching experience. I want you to include what you thought was successful with this lesson, what was unsuccessful, any issues relating to discipline of students, etc…
6. **Professionalism (15 pts):** Come to class prepared to actively listen and discuss our daily topics. Always be respectful of others.

**Course Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. \*Lack of professionalism during class meeting will result in the lowering of points from the Class Participation [Assignment 4] points.

Cell Phones/Electronic Devices: Students are expected to keep all cell phones on vibrate/silent ring during class time. **No use of electronic devices or text messaging will be permitted. Failure to respect this policy will result in a deduction of class participation points.**

Attendance/Absences Policy: Attendance is required at each class meeting and scheduled labs.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor **in advance** of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Unexcused absences: 5 points will be deducted from the final grade for any unexcused absence from class and/or lab placement. At 3 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course. Three unexcused tardies (or leaving early) will be counted as one unexcused absence.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by email. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the *Tiger Cub Rules and Regulations* pertaining to Cheating will apply to this class.

Course contingency: If normal class and/or lab activities are disrupted due to faculty illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to this syllabus and/or course assignments will replace the original materials.

Professionalism: Students in this course and throughout their studies in the Elementary Education program are expected to demonstrate a commitment to the education profession and conduct themselves in a manner that reflects their commitment to becoming a professional educator. This includes demonstrating an ethical behavior, maintaining a positive attitude during and outside of class, being punctual and regularly attend class, being prepared and contributing to the agenda of the course, a willingness to share information and ideas with others, working well with others to develop opportunities for peer and student learning, being honest and trustworthy in all communications and interactions with others, valuing collaboration with other professionals within the schools and demonstrating professional and ethical judgments. As students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework and the Alabama Quality Teaching

CTEE 4020 Mini Workshop Presentation Rubric

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 3 | 2 | 1 | Total |
| Preparedness | Student is completely prepared and has obviously rehearsed | Student seems pretty prepared but might have needed a couple more rehearsals | The student is somewhat prepared, but it is clear that rehearsal is lacking |  |
| Content | Shows a full understanding of the content | Shows a good understanding of the topic | Show a partial understanding of the topic |  |
| Comprehension | Student is able to accurately answer almost all questions posed by classmates about the topic | Student is able to accurately answer most questions posed by classmates about the topic | Student is able to accurately answer a few questions posed by classmates about the topic |  |
| Interaction with audience | Listens intently and interacts with audience  | Somewhat listens and interacts with audience | Does not listen or interact with audience |  |
| Collaboration with peers | Almost always listens to, shares with, and supports the efforts of others in the group | Usually listens to, shares with, and supports the efforts of others in the group | Rarely listens to, or shares with, or supports the efforts of the others in the group |  |

**Course Calendar CTEE 4020**

**Fall 2010**

*The instructor reserves the right to modify the schedule at any time during the course of the semester. If a change is made, appropriate notice will be given in class or by email. You are responsible to check your Auburn University email account daily.*

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| --- | --- | --- |
| **Date** | **Assignments/Readings Due at the Beginning of Class Meeting** |  **Topics/Agenda** |
| Tuesday 08/24/10HC 240610-11:50 | **Bring a copy of CTEE 4020 Syllabus and Course Calendar** | **Seminar Topic: Introduction to CTEE 4020 and Teaching Language Arts**·  What is language arts?·  Prior experiences with language arts·  CTEE 4020: Expectations and Requirements·  Q & A  |
| Monday8/30/108-10:59 | Lab Placement  |  |
| Tuesday08/31/10HC 240610-11:50 |  **Due Today**: Read Chapter One—Each group will present 4-5 bullet points for their section. We will use the first 30 minutes of class to work in your groups. See list of groups and section topics at end of syllabus. | **Seminar Topic:****Learning and the Language Arts**·  Q & A  |
| Monday9/6/10 8-10:59 |  No Lab Placement--Labor Day Holiday |  |
| Tuesday9/7/10HC 240610-11:50 | **Due Today:** Read Chapter Two. Before you read this chapter, write down what you know and how you feel about assessments. During reading, jot down anything that seems important and/or changes you’re thinking about assessments. After reading, write about if/how your thinking about assessments has changed.  |  **Seminar Topic:****Teaching and Assessing Language Arts** |
| Monday9/13/108-10:59 |  Lab Placement |  |
| Tuesday9/14/10HC 240610-11:50 | **Due Today:** Read Chapter Three. Using the key features of the reading process on p. 73, write a reading comprehension lesson plan for your specific grade level. (This can be one you use during your field experience)  |  **Seminar Topic:****The Reading and Writing Process** |
| Monday 9/20/10 8-10:59 | Lab Placement    |  |
| Tuesday9/21/10HC 240610-11:50 | **Due Today:** Read Chapter Four. Write a lesson plan designed to teach writing and integrate a theme already being taught in your lab classroom. You can use the language experience approach on p. 131.  |  **Seminar Topic:****Emerging into Literacy** |
| Monday9/27/108-10:59     | Lab Placement |  |
| Tuesday9/28/10HC 240610-11:50 | **Due Today:** Read Chapter Five. Write a lesson plan designed to teach vocabulary in a content area in your grade level. Draw from the information in this chapter to help you use the most efficient and effective instructional methods to teach the target vocabulary.  |  **Seminar Topic:****Looking Closely at Words** |
| Monday10/4/108-10:59   |  Lab Placement |  |
| Tuesday10/5/10HC 240610-11:50 | **Due Today:**  Read Chapter Six. Write a lesson plan designed to teach children in your grade level to write a friendly letter. You must include a children’s book about writing letters in your lesson (such as Dear Mr. Blueberry, Dear Whiskers, etc..) **Mid-Semester**  |  **Seminar Topic:****Personal Writing** |
| Monday10/11/108-10:59  | Lab Placement    |  |
| Tuesday10/12/10HC 2406 | **Due Today:** Read Chapters Seven and Eight. Answer the following: How do children listen aesthetically? How do children listen efferently? How do children listen critically? How is each type of listening taught and assessed? Write a lesson plan designed to teach listening comprehension to students in your grade level.  | **Seminar Topic:****Listening to Learn and Sustaining Talk**  |
| Monday10/18/108-10:59 | Lab Placement |  |
| Tuesday10/19/10HC 240610-11:50 | **Due Today:** Read Chapters Nine and Ten. Summarize what you have learned so far about how children learn the Language Arts. (1 page). Write your teaching philosophy about teaching Language Arts. (1 page) |  **Seminar Topic:** **Reading and Writing Stories and Reading and Writing Information****Topic for workshop presentations due.**  |
| Monday10/25/108-10:59 | Lab Placement  |  |
| Tuesday10/26/10HC 240610-11:50 | **Due Today:** Read Chapter Eleven. Find, read and bring to class a research article about teaching poetry. Summarize the article and explain what you liked/disliked about it. (1 page) |  **Seminar Topic:****Reading and Writing Poetry** |
| Monday11/1/10 8-10:59 | Lab Placement |  |
| Tuesday11/2/10HC 240610-11:50 | **Due Today:** Read Chapters Twelve and Thirteen. In a 1-page summary, what is the best way to teach spelling and grammar? How will you teach them in your own classroom? |  **Seminar Topic:****Spelling/Language Tools Workshop** |
| Monday11/8/108-10:59 | Lab Placement |  |
| Tuesday11/9/10HC 240610-11:50 | **Due Today:** Find a journal article that focuses on one strand of the language arts. Write a 1-page critique of this article based on the information you have learned in this class.  |  **Seminar Topic:** **Putting It All Together** |
| Monday11/15/108-10:59  | Lab Placement |  |
| Tuesday11/16/10HC 240610-11:50 | **Due Today: Workshop Presentations** |   |
| Thanksgiving Break11/22 and 11/23 |  | **Class Does Not Meet** |
| Monday 11/29/108-10:59 | Lab Placement  |   |
| Tuesday11/30/10HC 240610-11:50  | **Due Today: Workshop Presentations****\*\*Final Due\*\*** |   |
|  |  |   |
|  |   |   |

**Group Presentations: (August 31at)**

1. Blakely Barnett and Victoria Barron—The Process of Learning
2. Anna Bates and Sara Buzbee—Learning Strategies
3. Bailey Debardeleben and Amelia Dixon—Social Contexts of Learning
4. Hannah Dupre and Carly Ellis—The Four Language Systems: Phonological and Syntactic
5. Ashley Farrow and Erika Gam—The Four Language Systems: Semantic and Pragmatic
6. Dee Globetti and Kristina Goodwin—Academic Language
7. Andrew Garcia and Katherine Griggs-Culturally and Linguistically Diverse Students
8. Barbara Hall and Ashley Heavener—Critical Literacy
9. Caitlin Hollis and Megan Hunter—Creating a Community of Learners
10. Alizabeth Irwin and Megan Kuenzli—Motivation for Learning
11. Lauren Milligan and Kacie Nickles—The Six Language Arts
12. Michael Norris and Bailey Taylor—The Goal of Language Arts Instruction