Class Time: Thursday 9:30-12:00

Class Location: Haley Center 2406

Lab Times: Monday, Wednesday, Friday

Credit Hours: 3 Semester Credit Hours

Prerequisite: Admission to Teacher Education

Co-Requisite: None

Instructor: Dr. Victoria Cardullo

Email Address: Canvas email (Preferred method of

contact) or vmc0004@auburn.edu

Phone Number: 334-844-6882 (c ) 386-295-9346

Office: 5070 Haley Center 5th floor

Office Hours: by appointment

Required Text:

Cox, C. (2014). *Teaching Language Arts: A Student Centered Classroom-*7th Edition, Pearson Publisher.

**Course Description:**

This course includes the principles, current thinking, and approaches to the teaching of elementary school language arts. It also includes the relationship between pedagogy and literacy understanding appropriate for the instruction of children in kindergarten through sixth grade.

**Objectives:** *Students will…*

-increase their knowledge of current reform in language arts education in regard to developmentally appropriate curriculum and methods.

-recognize the importance of communication skills in themselves and in the children they teach, including strategies for reasoning, problem solving, inquiry and debate.

-have knowledge of techniques for using manipulative materials and play as instruments for enhancing development and learning.

-recognize and develop lessons that use techniques such as enrichment, manipulative materials, and technology to enhance development and learning.

-develop and implement appropriate lessons and curricular materials for the (K-6) classroom that reflect the area of language arts and build on prior knowledge.

-recognize the importance of special factors that influence learning and how to provide for them.

-demonstrate knowledge to be used in selecting, organizing, and evaluating available space, resources, experience, and equipment for elementary curriculum.

-teach language arts to children in real public schools (K-6) classrooms using Alabama state guidelines, including planning, integration of content areas, implementation, and reflection/evaluation.

-demonstrate knowledge of the characteristics of appropriate and effective learner-centered lessons and units that integrate technology, and the resources for enhancing professional growth using technology.

Course Requirements and Grading Policy:

|  |  |  |
| --- | --- | --- |
| **Assignment:** | **Total Max. Points:** | **Due Date:** |
| Visual Representation The Mysteries of Harris Burdick | 20 |  |
| Book Talk (2) | 10 | See schedule |
| Literature Circles | 50 | Ongoing |
| *3 Lesson Plans* | 50 points each for a total of 150 points |  |
| Bulletin Board (Related to one of your Lesson Plans) | 20 |  |
| Interview Presentations and Midterm | 100 |  |
| Prized Possession & Photo Story | 40 |  |
| *Daily Class Activities* | 20 | Ongoing |
| Poetry | 30 |  |
| Informational Text Book Display | 40 | Dec 3 |

Assignments:

*Midterm (100 points)*

In lieu of a midterm exam *GROUP* ACTIVITY & Teacher Interview

-As a group, you will identify what teachers are doing in your grade level to teach writing.

-You will develop a presentation on your writing program in lieu of a midterm. Your presentation will need to include the following (*rubric is located on Canvas*):

-Create a class presentation discussion

*Bulletin Board (20 points)*

Create a bulletin board related to one of your lesson plans (You will present this to the class via photos and brief discussion)

*Literature Circles (50 points)*

Information will be given during class

*Book Talk (10 points)*

Identify two books that complement each other based on content or skill. (See Canvas for more details)

*Daily Class Activities (20 points):*

-We will conduct daily class activities that will involve creating workstations, reflecting and scoring writing samples, poetry activities, Readers Theater, comprehension toolkit, writing standards in kid friendly format, jigsaw activities, grammar practice, and literature circle article assignments.

-Daily attendance is required in order to receive these points unless you have a documented excuse; **then you will need to contact me to make up the activity.** If you do not contact me to make up the activity then you will receive a grade of zero.

*Lesson Plans (3 @ 50 points each for a total 150 points):*

-Three lesson plans will be created and turned in prior to you teaching them during your lab placements. (You may not have an opportunity to teach this lesson)

-Your lesson plan will need to follow the attached guidelines (Lesson Plan Template) and please include all assessments, worksheets, center activity, etc. in your lesson plan.

*Visual Representation (20 points)*

Visual Representation- The Mysteries of Harris Burdick Directions will be given in class.

*Prized Possession & Photo Story (40 points)*

Writing Assignment-Directions will be given during writers’ workshop.

*Homework (complete or incomplete)*

(Double entry notes, vocabulary terms, poster will earn a complete or incomplete as their points are part of the Daily Class Activities)

*Informational Text Book Display (40 points)* **(Can work in groups of two) Table top presentations**

In Lieu of a final exam:

Become familiar with a variety of informational text locating children's books by themes.

* Decide on a theme for which you may want a selection of books to guide or supplement the study.
* State the approximate grade level for which you plan to prepare this Table Top Presentation.
* Bring books to class and display along with a mini-bulletin board as the backdrop or some other tabletop display.
  + You should identify writing and reading strategies to support these text
* This assignment may be completed alone, or with a partner.
* You may only use informational text
* Be sure to submit your theme to the instructor ahead of time; themes will be approved in the order they are submitted.
* **You need to have 10 books minimum, if working alone; 15 books minimum, if two people working together.**

**Class Policy Statements:**

Participation: Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, not being prepared for class, and talking when someone else (a peer or instructor) is speaking. Students are expected to participate in all class discussions and participate in all exercises in class and outside of class. It is the student’s responsibility for initiating arrangements for missed work.

Attendance/Absence Policy: Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Tiger Cub* must provide appropriate documentation to the instructor the day the student returns to class. Each unexcused absence may result in the lowering of the final course grade by one letter grade. An excessive number of excused absences will require a conference with the instructor.

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

Basic Skills: Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments have multiple mathematic, grammatical, or spelling errors will have to be revised correctly or a letter grade may be lost.

Late Assignments: Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major assignments that are incomplete or not done on time will lose points equal to one letter grade for each day late up to three days. All assignments must be completed, whether or not credit is given, in order to pass this course.

Unannounced Quizzes: There will be no unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes- or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* rules and regulations pertaining to cheating will apply to this class.

Cell Phones: You will need to place your phones on vibrate during class and lab but you are encouraged to bring and use your laptop, iPad or other electronic device during all class sessions.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

-Engage in responsible and ethical professional practices.

-Contribute to collaborative learning communities.

-Demonstrate a commitment to diversity.

-Model and nurture intellectual vitality.

*The following standards will be honored to create a professional learning environment.*

1. Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students.
2. It is a good idea to develop a buddy system with others in class in case of unexpected absences. You will need to find out from a classmate what you’ve missed.
3. Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussion and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
4. Attend carefully to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others. Developing strong relationships with colleagues is one of the most important things we do as teachers.
5. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

Tentative Class Schedule/Calendar (attached) ALL READINGS AND ASSIGNMENTS ARE DUE THE DATE LISTED

|  |  |  |  |
| --- | --- | --- | --- |
| Class Dates | Readings | Assignments Due Day of | Concepts |
| Aug 20 |  | Welcome | Getting to know you, syllabus review, assignments, semester outcomes and expectations. Introduction to the language arts, begin literature circle. |
| Aug 27 | Chapter 1 Learning and Teaching | Double Entry Notes Chapter 1 | Grand Conversation Chapter 1 double entry notes-Writers workshop & Literature Circles |
| Sept 3 | Chapter2  Assessing and differentiating Instruction | Identify 5-10 words that are considered Academic Language Vocabulary from Chapter 2 | Lesson plan discussion and outline review, evaluating authentic writing, how, what, why… Creating rubrics for assessment, identifying Academic Language Differentiating, RtI, Brainstorm assessment tools for writing,  Writers workshop & Literature Circles |
| Sept 10 | Chapter 3  Integrated Teaching with Literature | Lesson Plan #1 & Bring in both of the children's literature book that you are using for your book talk | Integrating literature, transactional model of reading, Questions and Prompts for Literature Discussion  Writers workshop & Literature Circles  Book Talks 1-12 due |
| Sept 17 | Chapter 4  Language Development and Emergent Literacy |  | Language Development and emergent literacy, Writing samples and scoring, development of primary rubric  Book Talks 13-23 due  Varying Theories, Language structure Vocabulary,  Writers workshop & Literature Circles |
| Sept 24 | Chapter 5 Engaging English Learners | Using your two books identify academic language needed for student understanding for EL students. Be prepared to discuss in class, bring both books with you to class. | English as a second language, struggling readers/writers, levels of proficiency  Writers workshop & Literature Circles (Last Day for Literature Circles ) |
| Oct 1 | Chapter 6 Reading |  | Think-Pair-Share Activity on How you were Taught to Read  Visual Representation The Mysteries of Harris Burdick |
| Oct 8 | Chapter 7 Writing | Classroom Poster demonstrating the writing process | Writers workshop Bring in photos of your most prized possession, writing, peer editing, stages of the writing process  You will need the item or a photo of the item. |
| Oct 15 |  | Lesson Plan #2 | Fall Break |
| Oct 22 | Chapter 8 Speaking and Listening |  | In addition to this assignment, you will need 10-15 photos to support your item.  Prized possession and Photo Story  Photo Story Presentations  NEW Literature Circles (The Holocaust) |
| Oct 29 | Chapter 9 Viewing and Visual Representation | Develop questions for literature discussion:   1. Literal 2. Inferential 3. Text dependent   In addition, develop TWO question to get a deep conversation started. | Stories of the Shoal (iMovie)  Writers workshop & Literature Circles |
| Nov 5 | Chapter 10 Spelling | Spelling development  Bring in a sample of  High, medium and low writing sample | Writers workshop & Literature Circles  Developmental Spelling  Interview Presentations ( 10 minute presentations) |
| Nov 12 | Chapter 11 Grammar, Punctuation, and Handwriting | On page 372 & 373 in the margins there is a list of great books, go to the library and find one of the recommended books, bring to class and be prepared to read it aloud and discuss who you would use this particular text to teach grammar, punctuation,, language structure, language patterns  Lesson Plan #3 | Writers workshop & Literature Circles  What is grammar?  How should we teach, assess, and differentiate instruction in grammar, punctuation, and handwriting?  Read Aloud and Discussion  Bulletin Board Presentations ( Choose one person in the group to create one PowerPoint with all of your photos complied) |
| Nov 19 | Chapter 12 Reading and Writing Literary Text | Write 7 poems related to family and giving thanks  Literary text  Identify a book that uses Verse in writing example: Out of the Dust Bring to class be prepared to read a section out loud and have a discussion | Writers workshop & Literature Circles  Read aloud and discussion Verse Novels  Poetry books MATERIAL NEEDED for Poetry Books  Bulletin Board Presentations ( Choose one person in the group to create one PowerPoint with all of your photos complied) |
| Nov 26 |  |  | Thanksgiving |
| Dec 3 | Chapter 13 Reading and Writing Informational Texts | Informational Text Table ( as a group of 2) identify a theme for your informational unit of study, find 10 books that are informational and create a poster board ( information will be given in class) | Writers workshop & Literature Circles  Readers Informational Book Fair Display/ brief book talk |