

Course Number: CTEE 7420  
Course Title: Curriculum and Teaching Language Arts  
Credit Hours: 3 semester credit  
Prerequisites: Graduate standing

Date Syllabus Prepared: January 2010

**Texts or Major Resources:**

**Required Texts:**

Reading Packet available at the Bookstore in Haley Center

**Additional Resources:**

*Standards for the English Language Arts* (IRA and NCTE national standards)  
Alabama Course of Study for Language Arts  
International Reading Association ([www.reading.org](http://www.reading.org))

**Course Description:** Throughout this course, learners will explore age-appropriate content and pedagogical practices which enhance the instruction of children in kindergarten through grade six in the language arts to promote meaningful learning across the elementary school curriculum.

**Course Objectives:**

As a result of participation in this course students will:

- A. discuss concepts, principles, theories, and inquiry tools associated with language arts [Assignment 6]
- B. read, reflect, and discuss assigned readings [Assignment 5]
- C. discuss the role of the following in the language arts: reading, writing, listening, speaking [Assignment 2,3,4]
- D. design and assess learner-centered lessons that use appropriate and effective learner-centered lessons that integrate technology and address identified ACOS and NCTE guidelines [Assignments 1,2,3,4]
- E. select and support the use of instructional strategies that meet the needs of diverse learners [Assignments 1,2,3,4]
- F. demonstrate effective oral and written communication [Assignments 1,2,3,4,5,6]
- G. identify the resources for enhancing professional growth using technology [Assignments 3,4,6]
- H. utilize culturally responsive pedagogy in developing student-centered learning activities [Assignments 1,2,3,4]
- I. demonstrate reflection and self-evaluation as a basis for professional growth [Assignment 5]
- J. demonstrate knowledge of safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines and Internet user protection policies [Assignment 6]

**Course Content and Schedule:**

See attached calendar

## **Course Requirements/Evaluation**

The papers and projects will be given in lieu of a midterm and a final exam.

Assignment 1: Book Reviews (20 points)

Assignment 2: Book Talk (25 points)

Assignment 3: Mini-Unit (35 points)

Assignment 4: Author Study (35 points)

Assignment 5: Journal (25 points)

Assignment 6: Literature Review (50 points)

Assignment 7: Professionalism (10 points)

## **Course Assignments**

- Assignment 1: Book Reviews (2 @ 10 points each for a total of 20 points)
  - This assignment provides an opportunity for you to explore high quality children's literature and consider how it might be utilized in the elementary classroom. For each review you complete you will bring one copy to turn in and one copy for each of your classmates. Assignment and grading criteria will be posted on the class website.
- Assignment 2: Book Talk (25 points)
  - You will develop and present a book talk that will entice elementary school students to engage in reading high-quality literature. The book talk must include the title, author/illustrator/ a brief synopsis of the book, and a hook that would make elementary students wish to read the selection. Assignment and grading criteria will be posted on the class website.
- Assignment 3: Mini-Unit (35 points)
  - In this assignment, you will determine a thematic or conceptual basis for unit you might implement in an elementary classroom. You will assemble books (fiction and non-fiction), poetry, art, and other media. Additionally, you will provide instruction for teaching a writing skill. To support this instruction, you will devise two writing based activities that complement the conceptual basis of the unit. Assignment and grading criteria will be posted on the class website.
- Assignment 4: Author, Author/illustrator Study (35 pts)
  - You will select an author or author/illustrator of books for primary or elementary readers and prepare a paper that provides information on: the author or author/illustrator; their body of work or one genre of their work, and at least three activities that would allow children to explore the work of this individual.
- Assignment 5: Journal (25 points)
  - Engaging in reflective practice is an essential aspect of being a professional educator. Throughout the course of the semester, you will reflect on readings, class activities, and assignments. A copy of your journal will be submitted at the

end of the course. Assignment and grading criteria will be posted on the class website.

- Assignment 6: Literature Review (50 Points)
  - This assignment provides an opportunity for you to explore extant literature on a topic of your choice related to language arts. Potential resources and formats will be discussed in class. Assignment and grading criteria will be posted on the class website.
- Assignment 7: Professionalism (10 Points)
  - This assignment entails the personal conduct of learners. Students are expected to participate actively in class discussions and to complete assignments in a timely manner. A commitment to active learning, diversity, and professional ethics are expected.

#### **Points Earned/Grade Earned**

180-200 = A

160-179 = B

140-159 = C

120-139 = D

0-119 = F

#### **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.

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.

Attendance/Absences 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. Unexcused absences may result the lowering of a letter grade.

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 do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center at 844-2096.

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

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

## Class Schedule

<b>Wednesday 1/13</b>	<b>Topic: Introduction to Language Arts</b>
<b>Due Today:</b>	<b>No assignments due</b>
<b>Wednesday 1/20</b>	<b>Topic: Culturally Relevant Pedagogy</b>
<b>Due Today:</b>	<b>Reading:</b> Ladson-Billings; Gay
<b>Wednesday 1/27</b>	<b>Topic: Multicultural Literature</b>
<b>Due Today:</b>	<b>Reading:</b> Louie; 2 from: Al Hazza & Butcher; Hefflin; Di Nicolo & Franquiz <b>Book Review #1</b>
<b>Wednesday 2/3</b>	<b>Topic: Reading: Read Aloud &amp; Comprehension</b>
<b>Due Today:</b>	<b>Reading:</b> Santoro et al; Pilonieta & Molina or Bass & Woo
<b>Wednesday 2/10</b>	<b>Topic: Small Group Topics on Reading</b>
<b>Due Today:</b>	<b>Articles for executive summaries</b> <b>Book Talks – Group 1</b>
<b>Wednesday 2/17</b>	<b>Topic: Research Workshop</b>
<b>Due Today:</b>	<b>Reading:</b> IRA position statement on Developmentally Appropriate Practice @ <a href="http://www.reading.org/resources/issues/positions_high_stakes.html">http://www.reading.org/resources/issues/positions_high_stakes.html</a> <a href="http://www.reading.org/resources/issues/positions_high_stakes.html">http://www.reading.org/resources/issues/positions_high_stakes.html</a> <b>Book Talk – Group 2</b>
<b>Tuesday 2/24</b>	<b>Topic: Writing Process</b>
<b>Due Today:</b>	<b>Reading:</b> Morgan, Hessler, & Konrad; Gibson or Dix

<b>Wednesday 3/3</b>	<b>Topic: Writing Content/Genre</b>
<b>Due Today:</b>	<b>Reading:</b> Barry; Newkirk <b>Mini-Unit</b>

<b>Wednesday 3/10</b>	<b>Topic: Small Group Topics on Writing</b>
<b>Due Today:</b>	<b>Articles for executive summaries</b> <b>Book Review #2</b>

<b>Wednesday 3/17</b>	<b>No Class – Spring Break</b>
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<b>Wednesday 3/24</b>	<b>Topic: Oral Communication / Poetry</b>
<b>Due Today:</b>	<b>Reading:</b> Pick 2: Kovalik & Certo; Combes et al; Sekers & Gregg

<b>Wednesday 3/31</b>	<b>Topic: Visual Literacy</b>
<b>Due Today:</b>	<b>Reading:</b> Callow; Williams <b>Author Study</b>

<b>Wednesday 4/7</b>	<b>Topic: Reading and Writing in the Content Areas</b>
<b>Due Today:</b>	<b>Reading:</b> Newfeld; Moss or Knipper & Duggan

<b>Wednesday 4/14</b>	<b>Topic: English Language Learners</b>
<b>Due Today:</b>	<b>Reading:</b> Mohr & Mohr; Clark <b>Journals</b>

<b>Wednesday 4/21</b>	<b>Topic: Literature Review Presentations</b>
<b>Due Today:</b>	<b>Literature Review – Group 1</b>

<b>Wednesday 4/28</b>	<b>Topic: Literature Review Presentations</b>
<b>Due Today:</b>	<b>Literature Review – Group 2</b>