**CTEE 4020: Curriculum and Teaching: Language Arts**

**Spring 2012**

Mrs. Carrie Skaggs

Office: 5026 Haley Center

Cell phone: 334.268.8561

Email: [cls0037@auburn.edu](mailto:cls0037@auburn.edu) or

carrieskaggs@gmail.com

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:  No Required Text**

**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.
2. **Lesson Plans (100 pts):** You will be required to construct four discipline-based learning cycle lesson plans focusing on Language Arts.
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.

**Course Calendar CTEE 4020**

**Fall 2011**

*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.*

**Monday, January 9th**

* *Go over syllabus*
* *Q & A*

**Monday, January 16th**

* *No class, MLK Holiday*

**Monday, January 23rd**

* *Onomatopoeia Activity*

**Monday, January 30th**

* *Nicky Noun and Victor Verb Activity*
* *Lesson Plan #1 Due*

**Monday, February 6th**

* *4 Types of Sentences Lesson—come to class with a written summary and example of each type of sentence. (interrogative, imperative, exclamatory and declarative)*

**Monday, February 13th**

* *Idiom Lesson—come to class with 10 examples of idioms and their real meanings.*

**Monday, February 20th**

* *Jumble Story Activity*

**Monday, February 27th**

* *Readers Theater Activity*

**Monday, March 5th**

* *Descriptive Writing Lesson—Hershey Kisses*

**Monday, March 12th**

* *Lesson Plan #2 Due*
* *Bring to next class a list of 5 verbs and 5 adjectives on index cards. (use ½ index card for each)*

**Monday, March 19th**

* *Verb/Adjective Charades*
* *Bring to next class a list of 10 vocabulary words used in your classroom and 3 props to use in a mini play in which you will be acting out scenes using the vocabulary words. (Get in groups for this)*

**Monday, March 26th**

* *One Act Plays—Vocabulary Fun!!!*

**Monday, April 2nd**

* *Which Meaning?—using homophones*
* *Class Presentations*

**Monday, April 9th**

* *Snowball Fight—Vocabulary Fun!!!!*
* *Class Presentations*
* *We’re in a Pickle Lesson Plan*

**Monday, April 23rd**

* **No Class**