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CTEE 4020

Language Arts Methods

Elementary Education

Spring 2014

Room 2406

Monday 10:00-11:50

Lab TH 7:30-2:30

**Instructor: Katie Forster**

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College of Education

Dept. of Curriculum & Teaching,

5040 Haley Center

Auburn University

Office Hours: by Appointment

**SYLLABUS**

1. **Course Number:** CTEE 4020 **Course Title:** Language Arts Methods

**Credit Hours:** 3 Lecture 2 Lab 1

**Prerequisites:** Admission to Teacher Education, junior standing

**Co-requisites:** CTEE 4010

2. **Date Syllabus Prepared:** January 2014

3. **Text or Major Resources:**

* Course Packet found in AU Bookstore
* The Common Core Writing Book, K-5: Lessons for a Range of Tasks, Purposes, and Audiences [Spiral-bound], by Gretchen Owocki
* Canvas pages & articles as assigned
* Print the Common Core Standards for grades K-5 (pages 9-30) from the following site: <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>
* Print the Alabama Course of Study Standards for English Language Arts for the grade of your lab placement [www.alex.state.al.us/browseStand.php](http://www.alex.state.al.us/browseStand.php)
* Lab supplies (to be discussed later)
* Name Badge (available in LRC—have it printed with Mr. Ms. or Mrs. and your last name)

**4. 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. During this course, the students will participate in the Alabama Reading Initiative (ARI) training for schools in the state of Alabama.

**5. Student Learning Outcomes**

As a result of participation in this course *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.

-understand the developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

-develop academic knowledge and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the Alabama courses of study for language arts including writing, spelling, and reading

-Utilize various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including, appropriate intervention methods  for  students  with  special  needs,   interdisciplinary  instruction,  flexible  grouping patterns, and strategies for facilitating cooperative and independent learning, study skills and decision-making skills.

-Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.

-Facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.

-Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.

6. **Course Content Outline**

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| Week 1 | **Syllabus, What is this class? What is it not?**  **Begin Common Core Discussion** |
| Week 2 | **Examining the Common Core Standards** |
| Week 3 | **Collaborative Conversations- “Text Talk Time”** |
| Week 4 | **Lesson Planning & Explicit Instruction** |
| Week 5 | **Reading & Responding to Literature** |
| Week 6 | **Reading & Responding to Informational Texts** |
| Week 7 | **Word Work- Spelling** |
| Week 8 | **Writing – Narrative** |
| Week 9 | **Writing – Informational** |
| Week 10 | **Teaching Language** |
| Week 11 | **Word Work- Vocabulary** |
| Week 12 | **Multisensory Teaching of Language Skills –** |
| Week 13 | **Fluency: Poetry& Reader’s Theatre** |

7. **Assignments/Projects: \*Detailed description of assignments found on Canvas.**

**Class Time Text Talk (100 points)**

I greatly value good discussion in the classroom. I think if we can talk about what we learn, with a focus on our readings, we learn it on a deeper level. We will have an emphasis on using the text to support our thinking and creating proof or evidence of our conclusions. In our class, you will be a part of an assigned small group. Your group will change mid-semester.

* Participate weekly in small group discussions. You will often have a specific assignment regarding the reading. If you are absent, for an excused reason, please submit your notes from the readings to receive participation credit. (80 points)
* Lead the discussion in your small group. Develop a few questions and determine a way for your group to come to conclusions about the readings. (20 points)

**Lab Assignments/Participation** **(350 points)**

**\*ALL assignments should be turned in as a hard copy during class. I do not want assignments submitted through Canvas.**

**You will turn in 4 lesson plans: 1 -Text Talk**

**1 -Either Literature Response or Informational Text**

**2 -Writing Lessons**

* **Text Talk Lesson Plan** - Due: 2/17

Take a video or audio recording (clear with your teacher first) in your lab placement implementing a collaborative conversation. Record your findings in a report to be turned in. A specific lesson plan format will be given for this unique assignment.(80 points)

*\*For the remainder of the lesson plans, use the lesson plan format for Language Arts lessons. The lessons can be turned in before or after teaching, but are expected to be taught.*

* **Literature Response Lesson Plan**- Due: 3/3

Plan a literature reading experience with your lab class. This can be whole class or small group. It can be completed in one lesson or a number of lessons depending on the needs of your teacher. (80 points)

OR

* **Informational Text Lesson Plan**- Due: 3/17

Plan an informational text experience with your lab class. This can be whole class or small group. It can be completed in one lesson or a number of lessons depending on the needs of your teacher. (80 points)

* **Narrative Writing Lesson Plan-** Due: 3/31

Develop and teach a lesson plan for a narrative writing piece. Focus on a specific craft of writing (elaboration, figurative language, a good lead, etc.) Make your decision based on the needs of your teacher and on the needs of your students. (80 points)

* **Informational Text Writing Lesson Plan-** Due: 4/7

Develop and teach a lesson plan for an informational writing piece. Focus on a specific element of writing (introducing the topic, using statistics, concluding statements, etc.). This depends on the needs of your teacher and on the needs of your students. (80 points)

* **Participation & Professionalism-** You will receive a class participation and professionalism grade from me based on observations and cooperating teacher feedback. (20 points)

**Language Arts Philosophy (50 points)** Due: 4/14

Develop a working philosophy regarding Language Arts Methods Instruction. Readings, in-class instruction, small group discussion, and your lab placement should influence your thinking. Your final product will be due at the end of the semester. However, you will work on it during many class periods. You will work in groups in developing ideas and then refine your thinking individually for your final finished product.

**Field Experience:** As part of our class you will have a field experience placement in a classroom for 2 full days a week. You will teach Language Arts and Social Studies lessons as well as other subjects. Field experience hours in this course are linked to certification standards. You must complete a minimum of 125 field experience hours to receive credit for this course.

**8. Grading Scale**

A total of 500 points are possible for the semester.

A = 450-500 points

In Class Text Talk Assignments (100 points, 20% of grade)

Language Arts Philosophy (50 points, 10 % of grade)

Lab Plans & Professionalism (350 points, 70% of grade)

B = 400-449 points

C = 350-399 points

D = 300-349 points

F = 299 points or below

\*The instructor reserves the right to make modifications if needed and students will be notified.

9. **Class Policy Statements:**

1. ***Attendance****:* Student attendance is expected at every session. Any foreseeable absences should be discussed with the instructor in advance.
2. ***Excused/Unexcused Absences****:* Written, *University approved*, documentation should be provided for any absence resulting from extenuating circumstances (as outlined in the Student Policy eHandbook). <http://www.auburn.edu/student_info/student_policies/> Failure to provide such documentation within one week of the student’s return to class will result in the absences being classified as “unexcused.”

\* If the absence is unexcused, 10 points will be deducted from final total points and class participation points will not be earned.

\*NOTE ON EXCESSIVE ABSENCES: If the total number of absences exceeds two (excused or unexcused), you may be asked to withdraw from and retake the course.

1. ***Make Up Work****:* Students are responsible for initiating arrangement for missed work.
2. ***Academic Misconduct:*** The University Academic Honesty Code will be followed in the event of academic misconduct. See Student Policy eHandbook for more specific information. <http://www.auburn.edu/student_info/student_policies/>
3. ***Accommodations:*** Students who need accommodations are asked to arrange a meeting the first week of classes, or as soon as possible if accommodations are needed immediately. 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 (V/TT).
4. ***Professionalism:***

***Late Arrival:***  Be on time!! This is important.

***Assignment Submission:*** Submit assignments on time in hard copy format.

***CELL PHONES/LAPTOP POLICY:*** Cell phone use for receiving calls or text messaging during a class or lab session is viewed as extremely unprofessional. Cell phones must be turned off and put away when you enter the classroom and especially when you enter the school for the lab. Please only use laptops for class purposes only. Thank you!

Personal Note:

I am happy to be your instructor. My goal is to support you in becoming an excellent teacher. I try to achieve that through careful planning and teaching that includes clear instruction, modeling, guidance, and feedback. I care a great deal about you and about the importance of the teaching profession. Let’s all work hard to do our best!

***Katie Forster***