1

Class Time: Monday

Class Location: Haley Center

Lab Times:

Lab Location:

Lab Orientation:

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: 5066 Haley Center 5th floor

Office Hours: Mondays 2:30-4:30

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:

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| --- | --- | --- |
| **Assignment:** | **Total Max. Points:** | **Due Date:** |
| Book (2) Talk | 10 | See Calendar |
| *3 Lesson Plans* | 50 points each for a total of  100 points | See Calendar |
| Bulletin Board  (Related to one of your lessons) | 20 | See Calendar |
| Interview Presentation & Midterm | 100 | March 9 & 16 |
| Prized Possession | 40 | April 27 |
| Attendance and Participation in class activities | 40 | May 4 |
| Final Exam | 60 | May 4 |

Assignments:

* In lieu of a midterm exam *(100 points)* 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

* *3 Lesson Plans (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.**

Lesson Plan One: Spelling, Grammar, Punctuation

Lesson Plan Two: Language Arts & Social Studies Integrated Lesson

Lesson Three: Choice of Language Arts Skill integrating some form of technology

* Create a bulletin board related to one of your lesson plans (You will present this to the class via photos and brief discussion) 20 points
* Prized Possession-Writing Assignment ( Directions will be given during writers workshop. ( 40 points )
* Final Exam ( 60 points)

**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 course class work.

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

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| --- | --- | --- | --- |
| Dates | Readings | Assignments Due Day of | Concepts |
| Jan 26 | Welcome Chapter 1 |  | Getting to know you, syllabus review, assignments, semester outcomes, and expectations.  **LANGUAGE ARTS: LEARNING AND TEACHING** |
| Feb. 2 | Chapter2 | Book Talk Group # 1 | **LANGUAGE ARTS: ASSESSING AND DIFFERENTIATING INSTRUCTION** |
| Feb. 9 | Chapter 10 | Book Talk Group # 2 | **SPELLING** |
| Feb. 16 | Chapter 11 | Book Talk Group # 3 | **GRAMMAR, PUNCTUATION, AND HANDWRITING** |
| Feb. 23 | Chapter 3 | Book Talk Group # 4  Lesson Plan # 1  Due ONLINE submission | **INTEGRATED TEACHING WITH LITERATURE** |
| March 2 | Chapter 4 | Book Talk Group # 5  Bulletin Board Presentation  Group 1 | **LANGUAGE DEVELOPMENT AND EMERGENT LITERACY** |
| March 9 | Chapter 13 | Interview Presentations Groups k-1-2 | **READING AND WRITING INFORMATIONAL TEXTS** |
| March 16 | Chapter 6 & 7 | Interview Presentations Groups 3-4-5  Lesson Plan # 2  Due ONLINE submission | **READING & WRITING** |
| March 23 |  | Spring Break |  |
| March 30 | Chapter 8 | Bulletin Board Presentation  Group 2 | **SPEAKING AND LISTENING** |
| April 6 | Chapter 9 | Most Prized Possession  workshop | **VIEWING AND VISUALLY REPRESENTING** |
| April 13 | Chapter 12 | Most Prized Possession workshop | **READING AND WRITING LITERARY TEXTS** |
| April 20 | Chapter 5 | Lesson Plan # 3  Due Online Submission  Bulletin Board Presentation  Group 3 | **ENGAGING ENGLISH LEARNERS** |
| April 27 |  | No Class |  |
| May 4 | Final Exam |  | TBA |