Class Time: Monday 10:00-11:50 am

Class Location: Haley Center 2406

Lab Times: Tuesday and Thursday (location to be announced)

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 | In Class Activity |
| Book Talk (2) | 10 | See schedule |
| Literature Circles | 50 | Ongoing in class activity |
| *3 Lesson Plans* | 50 points each for a total of 150 points |  |
| Bulletin Board (Related to one of your Lesson Plans) | 20 | Submit on or before your final lesson plan submission |
| Interview Presentations and Midterm | 100 | Feb. 29 & March 7 |
| Prized Possession & Photo Story | 40 |  |
| *Daily Class Activities* | 20 | Ongoing |
| Poetry | 30 |  |
| Professional Book Review and class presentation | 60 ( annotation) 20( presentation) 80 total points | April 18 & 25 |

Assignments:

***Literature Circles*** *(50 points) We will have two rotations*

Information will be given during class

***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.

***Visual Representation*** *(20 points)*

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

***Homework*** *(complete or incomplete)*

Weekly submission of chapter summary (online one paragraph)

***Prized Possession & Photo Story*** *(40 points)*

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

***Book Talk*** *(10 points)*

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

***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)

** ***What will I hand in for a grade on Canvas?***

***Your team ( table team ) will submit a montage of photographs depicting the bulletin board. You should take about four or five photos of your interactive bulletin board. One person from the team will then ‘load’ them all to a power point, which will be presented to the class.***

***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 all lessons)

-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.

*****What will I hand in for a grade on Canvas?***

1. ***Lesson Plan #1 FOCUS- Grammar, word play, structure***
2. ***Lesson Plan #2 FOCUS- Integration – You will integrate language arts into a content area. For example, you might integrate language arts into science.***
3. ***Lesson Plan #3 Technology- How will you integrate technology into language arts?***

***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)*

Weekly submission of chapter summary (online one paragraph)

***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

Interview your Classroom Teacher. Be sure to give yourself and the interviewee enough time for all of the questions. (DO NOT SEND AS AN EMAIL) this activity should be used to generate conversation.

1. Use your phone or other recording device and record and transcribe the interview (good practice for research)

2. Take good notes during the interview as well

3. Remember to expand on their response **a simple yes or no question will require probing**

3. Immediately following the interview review your notes, transcribe your recording and create a working copy of the question / answer session. You will type and submit for part of your final grade.

4. Send a thank you note to the interviewee for taking time to answer your questions.

5. After the interview and your transcription you will have time in class to discuss your responses with other like grade level students

6. As a group you will develop a cohesive presentation that describe your findings based on your grade level.

Ask them the following questions:

1. Can you tell me your name and your position at \_\_\_\_\_\_\_\_\_\_\_\_\_.
2. How long have you been in this position?
3. How long have you been teaching?
4. What grade level do you teach?

Explain that all of the questions will be framed around their writing program, interventions, and strategies they use at specific grade level. Thank them for their time and support.

1. Does the school have a specific writing program or instructional approach that provides systematic and explicit instruction for writing?
   1. Can you describe the writing program used in your grade level? (NOT the Reading Program)
   2. Is it research based?
2. Does the program or instructional approach provide flexibility for use with the range of learners in the various classrooms where it will be used? ( differentiated instruction)
   1. Are there assessment tools that assist teachers in identifying individual learning needs?
   2. Are there a variety of strategies and activities that are consistent for diverse learning needs?
   3. Does the program or instructional approach provide a scaffolding for all students?
   4. Does the program or instructional approach incorporate high-quality literary materials (trade books)  that are diverse in level of difficulty, genre, topic, and cultural representation to meet the individual needs and interests of the children with whom it will be used?
3. Do you use the data generated from student writing?
4. Did you have training to help you understand student writing, the writing program, and the data generated from student writing?  Again remind them not the reading program.
5. Did you have training to help you better align student needs with the data? Again remind them not the reading program.
   1. If so what was the hardest part of the training?
6. After analyzing the data generated from student writing do you use a sound research design when you implement strategies ( school based, classroom based, individual). Can you explain, what type of strategies or interventions you implement?
7. Can you give me an example of a high quality strategy or intervention based on the writing data analysis.
8. Are your strategies or interventions tied to student outcomes or are they based on other elements (please explain)?
9. Are students compared to similar students who do not receive the intervention?
   1. How do you know your interventions or strategies are working?
10. Can you share with me how you collect writing data, is it a state assessment, classroom assessment...
    1. How do you organize your assessment ( school, class, individual)
11. Are there other key personnel at the school, district ... that review the data?
12. Are there other key personnel at the school, district... that help implement strategies or interventions? If so who are they? and why.
13. What factors do you take into consideration when you review writing data (SES, IEP, Emotional, physical, social, cultural...) Again remind them not the reading program.
14. Do you share this data with parents if so how, if not why not? Again remind them not the reading program.

Remember to probe a simple yes or no answer will not suffice.

Reflection:

Were you surprised or startled by any of your responses? *One Paragraph Reflection.*

(This will be submitted along with your interview)

** ***What will I hand in for a grade on Canvas?***

1. *Power point presentation from the group*
2. *Typed interview and response. Be sure to include the questions in your write up.*
3. *One paragraph reflection about what surprised or startled you in the interview.*

***Final Exam***

*Professional Books, Journals and Websites (20 points)* **(groups of two) Power Point Presentations**

In Lieu of a final exam:

Become familiar with a variety of *Professional Books, Journals, children’s books and Websites*

* Decide and State the approximate grade level(s)
* You may only use professional text, journal articles, children’s books and professional websites
* Be sure to submit your (Concept) to the instructor ahead of time; Concepts will be approved in the order they are submitted.

**To Do: Create a power point for the class presentation**

**To Do: Create an annotated bibliography using APA citation**

* **Requirements: 3 professional books, 1 journal articles, 2 children’s books and 3 websites.**

**Annotated Bibliography (60 points) and Class Presentation (20 points)**

**Use APA format please** [**https://owl.english.purdue.edu/owl/**](https://owl.english.purdue.edu/owl/)

Class Presentation and Professional text review with annotated bibliography.

1. Find *three professional books, 1 journal articles, 2 children’s books and 3 websites*  related to your concept, read and take notes
2. After reading create an annotated bibliography of all material
3. Prepare a class presentation

* Identify a key information for Reading.
* Develop a presentation for the class using the following criteria
* Background information derived from your annotated bibliography
  + Synthesis of information
  + Compare and contrast artifacts
  + Discuss Findings
  + All annotated bibliographies will be posted in web course discussion BEFORE presentations
* Presentations should be no longer than 15 minutes
  + Plan your time wisely
  + Too short and you won’t have enough information
  + Too long and you will go over your time
  + You SHOULD NOT read your slides ( you should be able to hold a conversation about the slide)
  + Limit your information on each slide

WHAT DOES AN ANNOTATED BIBLIOGRAPHY DO?

* A good annotated bibliography encourages you to think critically about the content of the works you are using, their place within a field of study and your ideas.
* proves you have read and understand your sources.
* provides a way for others to decide whether a source will be helpful to their research if they read it.
* could help interested students determine whether they are interested in a topic by providing background information

**WHAT ELEMENTS MIGHT AN ANNOTATION INCLUDE? (See example below)**

Feinberg, J. (2014). *Wordle.* Retrieved on Dec 2015 from <http://www.wordle.net/create>

[Wordle](http://www.wordle.net/) is an online application that creates Word Clouds (pictures made of words) based on the frequency of the words that are entered in the Wordle Site. It is a “Graphical representation or word frequency that presents a picture of the most common words used with those used more often displayed larger.” Wordle can be used in multiple ways: A) small groups of students can work together to copy and paste text from poems or stories read in class. Then present a short oral analysis of their word clouds and what clues the word frequency might give us about the poem/story theme, mood, tone etc. This could lead to some interesting insight about word choice and how that affects the text and the impact on the reader. B) Wordle can also be used to illustrate high frequency words in writing. Students can copy and paste their writing and create a Wordle to display the most common words used. They can take common words and identify synonyms to replace high frequency words identified. Class discussion would focus on word choice and frequency of word used during writing.

** ***What will I hand in for a grade on Canvas?***

1. ***annotated bibliography***
2. ***power point presentation***

**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 |
| Jan. 25 |  | Welcome | Getting to know you, syllabus review, assignments, semester outcomes and expectations. Introduction to the language arts, \*\*begin literature circle 1 |
| Feb. 1 | Chapter 1 Learning and Teaching | One paragraph summary of chapter | Grand Conversation Chapter 1 Writers workshop & Literature Circles |
| Feb. 8 | Chapter2  Assessing and differentiating Instruction | One paragraph summary of chapter after your summary  Identify 5-10 words that are considered Academic Language from Chapter 2  Lesson Plan #1 | 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  Visual Representation The Mysteries of Harris Burdick |
| Feb. 15 | Chapter 3  Integrated Teaching with Literature | One paragraph summary of chapter  Bring in both of the children's literature book that you are using for your book talk ( required) | Integrating literature, transactional model of reading, Questions and Prompts for Literature Discussion  Writers workshop & Literature Circles  Book Talks 1-12 due |
| Feb. 22 | Chapter 4  Language Development and Emergent Literacy | One paragraph summary of chapter  Bring in both of the children's literature book that you are using for your book talk ( required) | 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  \*\*\* End Literature Circle # 1 |
| Feb. 29 | Chapter 5 Engaging English Learners | One paragraph summary of chapter  Using your two books from your book talk identify academic vocabulary (5 words) 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  MIDPOINT Interview presentations |
| March 7 | Chapter 6 Reading | One paragraph summary of chapter | Think-Pair-Share Activity on How you were Taught to Read  MIDPOINT Interview presentations  Select Books for  Literature Circle # 2 |
| March 14 | Spring Break | | |
| March 21 | Chapter 7 Writing | One paragraph summary of chapter  Lesson Plan #2 | 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.  Start Literature Circle # 2 |
| March 28 | Chapter 8 Speaking and Listening | One paragraph summary of chapter | In addition to this assignment, you will need 10-15 photos to support your item.  Prized possession and Photo Story  Photo Story Presentations |
| April 4 | Chapter 9 Viewing and Visual Representation | One paragraph summary of chapter  Lesson Plan #3 | Writers workshop & Literature Circles  Bulletin Board Presentations ( Choose one person in the group to create one PowerPoint with all of your photos complied) |
| April 11 | Chapter 10 Spelling | One paragraph summary of chapter  Spelling development  Bring in a sample of a high, medium and low writing sample | Developmental Spelling  End Literature Circle #2 |
| April 18 | Chapter 11 Grammar, Punctuation, and Handwriting | One paragraph summary of chapter | Professional Text Presentation |
| April 25 | Chapter 12 Reading and Writing Literary Text | One paragraph summary of chapter | Professional Text Presentation |