**CTEE 4020 Curriculum in Language Arts**

**Spring 2017 Course Syllabus**

Class Time: Wednesdays 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: Mrs. Stacie Finley

Email Address: slf0024@auburn.edu

Phone Number: (c) 417-598-0760

Office: 5024 Haley Center (5th floor)

Office Hours: Tuesdays 10-12:30 and Thursdays 10-12:30, unless in the field.

Required Text:

Tompkins, G. (2016). *Language arts: Patterns of practice.* 9th Edition, Pearson Publisher.

Required Materials:

Composition Notebook “Thoughtful Log” (50 cents @ Target/Wal-Mart)

(paperclips, tabs, tape or something to divide 4 sections in the Thoughtful Log)

Poster Board (1 Dollar @ Dollar Tree)

**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

Detailed descriptions of assignments will be discussed in class and/or posted on Canvas. If you need additional clarification it is up to you to contact the professor and schedule additional time to go over any misunderstanding or misconceptions.

Here is a brief overview:

Assignments:

***Chapter Summaries*** *(3 points each, outside class)*

Weekly submission of chapter summary (online one paragraph), excessive incompletes can result in a full letter grade deduction.

***Literature Circles/Thoughtful Log*** *(50 points-mostly in class, with some outside class work required)*

-We will have two rotations. You will need one composition notebook for both rotations. The first rotation, I will assign the literature and the activities related to the literature. The second rotation you will select a book with a group and each member of the group will be responsible for a literature activity for one week. More information will be given during class.

***Daily Class Activities*** *(20 point, in class):*

We will conduct daily class activities that will involve creating work stations, reflecting and scoring writing samples, poetry activities, Reader’s Theater, comprehension toolkit, writing standards in kid friendly format, jigsaw activities, grammar practice, handwriting, and literature circle article assignments. Daily attendance is required in order to receive these points unless you have a documented excuse; **if you have a documented excuse 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.

***Holocaust iMOVIE*** *(20 points-in class)*

Directions will be given in class. You will be given a child from the Holocaust to research. You will then create a short video using pictures, words, and music to tell about the child.

***Visual Representations*** *(20 points-in class)*

Directions will be given in class. You will learn about the Mysteries of Harris Burdick and complete an art and writing project.

***Writer’s Workshop*** *(80 points)*

***Should Teachers Teach Handwriting? Opinion Writing*** *(20 points-in class)*

Writing Assignment; first rotation-Directions will be given during class. You further explore the writing process by developing an opinion/argumentative piece after hearing the prompt in class. This will be written during class with full participation in the Writer’s Workshop simulation expected. You will brainstorm, create a rough draft, revise, edit, peer-review, conference with the teacher, and create a final copy.

***Teaching Grammar Informative Writing*** *(20 points-in class)*

Writing Assignment; second rotation-Directions will be given during class. You further explore the writing process by developing an informational piece after hearing the prompt in class. This will be written during class with full participation in the Writer’s Workshop simulation expected. You will brainstorm, create a rough draft, revise, edit, peer-review, conference with the teacher, and create a final copy.

***Prized Possession & Photo Story Descriptive Writing*** *(40 points-outside class)*

Writing Assignment-Directions will be given during class. You further explore the writing process by selecting a selecting a prized possession and writing a descriptive piece about the possession. You will brainstorm, create a rough draft, revise, edit, peer-edit, and create a final copy by creating a photo story.

***Book Talk*** *(10 points-outside class)*

Identify two pictures books that complement each other based on content or skill. Create an info- graphic that includes CCSS, at least two objectives, and lesson activities. See example on Canvas for more directions.

***Bulletin Board*** *(20 points-outside class)*

Create an interactive bulletin board related to one of your lesson plans. You will create this for the classroom you are currently in, teach the students how to use it, and reflect on the effectiveness of the board. (You will present this to the class via photos and brief discussion).

***Lesson Plans*** *(3 @ 50 points each for a total 150 points-outside class)*

Three lesson plans will be created and turned in prior to you teaching them during your lab placements. (You will need to teach at least 2 of the 3 lessons) Your lesson plan will need to follow the attached guidelines (Lesson Plan Template) and include all assessments, worksheets, center activity, etc. in your lesson plan. Lesson plans will be graded and feedback will be provided. Any point deductions can be made up by resubmitting after making appropriate revisions. You will have 1 week after lesson plan has been graded to resubmit.

1. ***Lesson Plan #1 FOCU-S Technology- You will use technology as a tool to teach a language arts concept.***
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-Grammar- You will authentically embed grammar into a language arts lesson.***

***Midterm*** *(100 points)*

In lieu of a midterm exam: You complete a teacher interview and present as a group.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. See Canvas for full description.

***Final Exam*** *(100 points)*

In lieu of an exam: You should select a professional development book early in the semester (Feb 1st). You will read the text, completing the Three Column Notes. Become familiar with the text, and decide how it can support your development as a teacher. Write an annotated bibliography. Create a presentation and be prepared to hold a five-minute discussion on the book. See Canvas for full description.

**Class Policy Statements:**

Participation: Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting message during class either through cell phone or computer, 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 or more than one tardy may result in the lowering of the final course grade by one letter grade. An excessive number of excused absences or tardies 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 having multiple mathematical, 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. You should only use these devices for personal matters if there is an emergency during 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.

*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 is 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.

Tentative Class Schedule/Calendar

ALL READINGS AND ASSIGNMENTS ARE DUE THE DATE LISTED (Subject to change as the semester develops- updates will be emailed and/or posted to Canvas)

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| --- | --- | --- | --- |
| Class Dates | Readings | Assignments Due Day of | Concepts |
| Jan. 11 |  |  | Welcome Back!  Syllabus Review, Assignment Expectations, and Semester Outcomes  Introduction to the Language Arts  \*\*Begin Literature Circle 1 |
| Jan. 18 | Chapter 1 | One paragraph summary of chapter | Lab Placement Meeting  Grand Conversation Chapter 1-  Learning and the Language Arts  Language Arts Block Overview-Fitting it ALL in  Interactive Read-Alouds  Literature Circles  Writer’s Workshop: Prompt |
| Jan. 25 | Chapter2 | One paragraph summary of chapter  Book Talks 1-13 due  Bring in both of the children's literature book that you are using for your book talk ( required) | Grand Conversation Chapter 2-  Teaching and Assessing Language Arts  Book talks  Literature Circles  Writer’s Workshop: Brainstorm/Prewriting |
| Feb. 1 | Chapter 3 | One paragraph summary of chapter  Book Talks 14-25 due  Bring in both of the children's literature book that you are using for your book talk ( required) | Grand Conversation Chapter 3  Emergent Literacy  Book Talks  Literature Circles  Writer’s Workshop: Researching |
| Feb. 8 | Chapter 4 | One paragraph summary of chapter  Lesson Plan #1  Holocaust iMOVIE | Grand Conversation Chapter 4  Oral Language: Listening and Speaking  Holocaust iMOVIE  Literature Circles  Writer’s Workshop: Rough Drafts |
| Feb. 15 | Chapter 5 | One paragraph summary of chapter | Grand Conversation Chapter 5  Written Language: Reading and Writing  Literature Circles  Writer’s Workshop: Revising and Editing |
| Feb 22 | Chapter 6 Reading | One paragraph summary of chapter  Descriptive Writing: Prized Possession and Photo Story  Visual Representation The Mysteries of Harris Burdick | Grand Conversation Chapter 6  Visual Language: Viewing and Visually Representing  Visual Representation The Mysteries of Harris Burdick  \*\*\*End Literature Circle #1  Writer’s Workshop: Peer Reviews |
| March 1 | Chapter 7 | One paragraph summary of chapter  Lesson Plan #2  Opinion Writing Assignment | Grand Conversation Chapter 7  Building Vocabulary  Select Groups and Books for  Literature Circle # 2  Writer’s Workshop: Final Copies |
| March 8 | Chapter 8 | One paragraph summary of chapter  Writing Program Interview  Presentations (MIDTERM) | Grand Conversation Chapter 8  Comprehending and Composing Stories  MIDPOINT Interview presentations |
| March 22 | Chapter 9 | One paragraph summary of chapter | Grand Conversation Chapter 9  Investigating Nonfiction  Start Literature Circle # 2  Writer’s Workshop: Prompt/Introduction |
| March 29 | Chapter 10 | One paragraph summary of chapter  Lesson Plan #3 | Grand Conversation Chapter 10  Exploring Poetry  Literature Circles  Writer’s Workshop: Brainstorm |
| April 5 | Chapter 11 | One paragraph summary of chapter | Grand Conversation Chapter 11  Language Tools: Grammar, Spelling, Handwriting  Literature Circles  Writer’s Workshop: Rough Draft |
| April 12 | Chapter 12 | One paragraph summary of chapter  Interactive Bulletin Board Fair | Grand Conversation Chapter 12  Putting It All Together  End Literature Circle #2  Writer’s Workshop: Revising and Editing |
| April 19 |  | Professional Book Review and Presentation (FINAL) | Professional Text Presentations  Writer’s Workshop: Peer Review |
| April 26 |  | Professional Book Review and Presentation (FINAL)  Informational Writing Assignment | Professional Text Presentations  Writer’s Workshop: Final Copies |