**CTEE 4020-Curriculum in Language Arts**

**Fall 2020 Course Syllabus**

**Class Time**: Wednesdays, 10:00-12:00

**Class Location**: Room 2406 Haley Center

**Credit Hours**: 4 Semester Credit Hours

**Prerequisite**: Admission to Teacher Education

**Co-Requisite**: None

**Instructor(s):** Jennifer VanSlander/Dr. Victoria Cardullo

**Email Address**: Canvas or jzv0020@auburn.edu

**Phone Number**: (503)930-8092

**Virtual Office Hours (use class Zoom link)**: Thursdays, 5:00-6:00 p.m. (other meetings by request and appointment)

**Required Text:**

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

**Required Materials:**

Writing material found around the house

Books for Literature Circles (provided)

Composition Notebook

# 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 teacher/professor and schedule additional time to go over any misunderstanding or misconceptions.

**ASSIGNMENTS** *(See Canvas for Due Dates)*

**Two Literature Circles/SLACK:** *(25 points each round; work required in- and out-of-class)*

You will be assigned two books with a group and each member of the group will be responsible for a literature discussion online using SLACK. More information will be given during class.

***Daily Class Activities/Attendance/Participation:*** *(40 points, 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. \*\*\*\*Because of the schedule of alternating weekly classes with Group A/B, missing one class is equivalent to missing two classes. You will be penalized for two class periods missed.** If you do not contact me to make-up the activity, then you will receive a grade of zero.

***Writer’s Notebook:*** *(20 points, work required in- and out-of-class)*

You will create and keep a writer’s notebook throughout the course of the semester. While the writing will be personal, keep in mind it will be turned in to be reviewed for a grade (it will be returned to you). Participation in modeled class lessons, as well as additional writing outside of class is required.

***Analyzing Student Writing Collaboration:*** (20 points)

***Student Writing Analysis & Parent Letter***: (20 points)

***Video Reflections:*** (5-15 points each)

***Tracks of Thinking***: (0 points each, but included in class participation points)

***Lesson Plans:*** *(2 @ 50 points each for a total 100 points-outside class)*

Two lesson plans will be created and turned in prior to you teaching them during your field placements. Your lesson plan will need to follow the guidelines (Lesson Plan Template) and include all assessments, worksheets, center activities, etc. in your lesson plan. Lesson plans will be graded and feedback will be provided. You will choose ONE lesson to record, upload to GoReact, and provide descriptive and reflective commentary. If you are in a field placement that is teaching remotely, the instructor will collaborate with you to ensure the assignment requirements can be met.

***Lesson Plan #1 Focus-Integration***-You will integrate language arts into a content

area. For example, you might integrate language arts into science.

***Lesson Plan #2 Focus-Technology***-You will use technology as a tool to teach a language arts lesson.

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

Identify two pictures books that complement each other based on content or skill. Identify a writing principle and list academic vocabulary, essential questions, and a learning activity. See information in Canvas for more directions.

***Professional Development Article:*** *(100 points-in lieu of final exam)*

You should select a professional development **RESEARCH** article early in the semester. Read the text and decide how it can support your development as a teacher. Become familiar with the text and be prepared to hold a five-minute discussion via power point recording on the article.

* Decide on area of professional development
* Research article must be peer-reviewed
* State the approximate concept major theme or description
* You should identify how this text supports your professional development process
* Display key points or concepts *You must have your article pre-approved.*
* Be sure to submit your request no later than **FEBRUARY 3rd** for final approval.

# Class Policy Statements:

Participation: Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class or Zoom sessions, 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**

*Dates subject to change as the semester develops- updates will be emailed and/or posted to Canvas.*

All assignments due in Canvas by MIDNIGHT of listed date.

**BRING TECHNOLOGY DEVICE AND WRITER’S NOTEBOOK TO EACH CLASS**

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| --- | --- | --- |
| **Date** | **Assignments/Activities** | **Canvas Due Dates** |
| **January 13-Module 1** | **Group A & B (remote)-Synchronous**   * WELCOME BACK! * Syllabus review; review major course assignments and outcomes * Grand Conversation Chapter 1 * The Writer’s Notebook-Mapping the Heart * Literature Circle Directions * Walk through Canvas * **HAVE COMPOSITION NOTEBOOK READY** (Writer’s Notebook) | **Assignments Due**   * Chapter 1 TOT (have prepared for Zoom class)-upload in Canvas-Jan. 17 * Upload Writer Autobiography Sketch to Flipgrid-Jan. 20 |
| **January 20-Module 2** | **Group A & B (remote)-Synchronous**   * Grand Conversation Chapter 2 * Literature Circles * The Six Language Arts * Writing off the Page | **Assignments Due**   * Chapter 2 TOT-Jan. 20 * Elementary Handbook-Jan. 20 * Writer Autobiography Sketch (2 peer responses in Flipgrid)-Jan. 27 * Post in SLACK |
| **January 27-Module 3** | **Group A On-Campus**   * Grand Conversation-Chapter 3 * Literature Circles * Analyzing student writing * Big Green Monster | **Assignments Due**   * Chapter 3 TOT-Jan. 26 * Post in SLACK |
| **Group B Asynchronous**   * Read Chapter 3 * Video Reflection #1 * Literature Circles |
| **February 3-Module 3** | **Group A Asynchronous**   * Read Chapter 4 * Video Reflection #1 * Literature Circles | **Assignments Due**   * Chapter 4 TOT-Feb. 2 * Video Reflection #1-Feb. 3 * Request for approval of professional text-Feb. 3 * Post in SLACK |
| **Group B On-Campus**   * Grand Conversation Chapter 4 * Literature Circles * Analyzing student writing * Big Green Monster |
| **February 10-Module 4** | **Group A On-Campus**   * Grand Conversation-Chapter 5 * Literature Circles * Interactive read aloud * Guided Reading | **Assignments Due**   * Chapter 5 TOT-Feb. 9 * Students Writing Evaluation & Parent Letter-Feb 10 * Post in SLACK |
| **Group B Asynchronous**   * Read Chapter 5 * Video Reflection #2 * Literature Circles |
| **February 17-Module 4** | **Group A Asynchronous**   * Read Chapter 6 * Video Reflection #2 * Literature Circles | **Assignments Due**   * Chapter 6 TOT-Feb. 16 * Video Reflection #2-Feb. 17 * Lesson Plan #1 Integrated-Feb. 17 * Post in SLACK |
| **Group B On-Campus**   * Grand Conversation Chapter 6 * Literature Circles * Interactive read aloud * Guided Reading |
| **February 24-Module 5** | **Group A On-Campus**   * Grand Conversation Chapter 7 * Literature Circles * Descriptive Writing * The Adventures of Harris Burdick | **Assignments Due**   * Chapter 7 TOT-Feb. 23 * Most Prized Possession-Feb 24 * Post in SLACK |
| **Group B Asynchronous**   * Read Chapter 7 * Video Reflection #3 |
| **March 3-Module 5** | **Group A Asynchronous**   * Read Chapter 8 * Video Reflection #3 | **Assignments Due**   * Chapter 8 TOT-March 2 * Video Reflection #3-March 3 * Literature Circle Round 1 (all tasks complete)-March 7 * Post in SLACK |
| **Group B On-Campus**   * Grand Conversation Chapter 8 * Literature Circles * Descriptive Writing * The Adventures of Harris Burdick |
| **Module 6: Week of March 8-12**  **Full week in field placement (Post in SLACK)** | | |
| **March 17-Module 7** | **Group A On-Campus**   * Grand Conversation Chapter 9 * Literature Circles * Book Talks * Argument Writing | **Assignments Due**   * Chapter 9 TOT-March 16 * Group A Book Talk-March 17 (presentation due date) * Lesson Plan #2 Technology-March 17 * Post in SLACK |
| **Group B Asynchronous**   * Read Chapter 9 * Video Reflection #4 * Literature Circles * Book Talks |
| **March 24-Module 7** | **Group A Asynchronous**   * Read Chapter 10 * Video Reflection #4 * Literature Circles Round 2 | **Assignments Due**   * Chapter 10 TOT-March 23 * Video Reflection #4-March 24 * Group B Book Talk-March 24 (presentation date for Group B and Canvas upload due date for ALL students) * Post in SLACK |
| **Group B On-Campus**   * Grand Conversation Chapter 10 * Book Talks * Literature Circles * Argument Writing |
| **March 31-Module 8** | **Group A On-Campus**   * Grand Conversation Chapter 11 * Literature Circles * Speaking and Listening * Visual representations * Poetry | **Assignments Due**   * Chapter 11 TOT-March 30 * Group A Writer’s Notebooks-March 31 * Analyzing Student Writing Collaboration-March 31 * Post in SLACK |
| **Group B Asynchronous**   * Read Chapter 11 * Video Reflection #5 * Literature Circles |
| **April 7-Module 8** | **Group A Asynchronous**   * Video Reflection #5 * Literature Circles | **Assignments Due**   * Video Reflection #5-April 7 * Group B Writer’s Notebooks-April 7 * Post in SLACK |
| **Group B On-Campus**   * Literature Circles * Speaking and Listening * Visual representations * Poetry |
| **April 14-Module 9** | **Group A On-Campus**   * Literature Circles * Professional Article Presentations | **Assignments Due**   * Group A Professional Article Presentation-April 14 (presentation date for Group A) * Post in SLACK |
| **Group B Asynchronous**   * Literature Circles * Work on final assignments |
| **April 21-Module 9** | **Group A Asynchronous**   * Literature Circles * Work on final assignments | **Assignments Due**   * Group B-Professional Article Presentation-April 21 (presentation date for Group B and Canvas due date for ALL students) * Literature Circle Round 2-all tasks complete-April 25 * Extra Credit (Optional)-April 25 * Professional Article Peer Evaluations-April 25 * GoReact Video Submission with Commentary for ONE lesson-April 25 |
| **Group B On-Campus**   * Professional Article Presentations |

**COVID Related Policies**

**Statement on Physical Distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas. If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**Assignments & Schedule subject to change due to pandemic**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student in the class tests positive:**

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event I test positive**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.