**CTEE 4020 – CURRICULUM LANGUAGE ARTS**

Spring **2024 Course Syllabus**

Department: Curriculum & Teaching

Program: Elementary Education

Course Title: Curriculum Language Arts

Course Credit: 4 hours

Semester: Fall 2023

Instructor: Dr. Amy Fitchett

Email: azf0093@auburn.edu

Phone: 704-699-0496

Office: Haley 5034

Office Hours: Monday 2-4, Wednesday12-2, Friday 12- 2 BY APPOINTMENT ONLY

Schedule: Tuesdays 8-11:50 am in Haley 2406 (Integrated schedule with 4010)

Prerequisites: Admission to Teacher Education Program

# COURSE DESCRIPTION

**Bulletin Description:** Pedagogical content knowledge in the major concepts and modes of inquiry for the integrated study of language arts for elementary learners.

**Writing Enriched Course**

This is a writing enriched (WE) course, meaning students will have the opportunity to practice and refine their writing skills. Students should expect to complete writing assignments with relevance to the discipline, profession, or field as a way of enhancing their communication skills and deepening their critical thinking skills. Students are encouraged to take their writing assignments to the [Miller Writing Center](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.auburn.edu%2Facademic%2Fprovost%2Funiversity-writing%2Fmiller-writing-center%2Findex.php&data=05%7C01%7Cazf0093%40auburn.edu%7C94bdc2b378a84f6cc57d08db2f970e43%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C638156098038355670%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=tc7VmjjrTWCXdxnbrJQnHh7j0i5NFlS%2B96ZipKZG4wM%3D&reserved=0) for a free, one-on-one appointment with a peer consultant.

**Required Text:**

* Hochman, J. C., & Wexler, N. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades*. John Wiley & Sons.
* Sedita, J. (2022). *The writing rope: A framework for explicit writing instruction in all subjects.* Brookes Publishing.
* Wright, W. E. (2010). Foundations for Teaching English Language Learners: Research, Theory. *Policy, and Practice. Philadelphia: Caslon Publishing*, 53-59. Chapters 7 & 9

Additional course readings will be made available through Canvas and can be accessed in the module for which the reading is assigned.

**Course Objectives:**

* Increase their knowledge of current language arts education reform regarding developmentally appropriate curriculum and methods.
* Recognize the importance of communication skills in themselves and the children, they teach, including strategies for reasoning, problem-solving, inquiry and debate.
* Explain and apply 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.
* Apply knowledge from course content 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 and explain 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 the elementary curriculum.
* Teach and apply science of writing and reading methodologies of language arts to children in real public school (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 Standards:**

**Course objectives include Knowledge and Practice Standards for Teaching of Reading \_●©2018, The International Dyslexia Association**

|  |
| --- |
| **Standard I: Foundations of Literacy Acquisition**  |
| 1.4  | Identify and explain aspects of cognition and behavior that affect reading and writing development.  |
| 1.5  | Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.  |
| 1.6  | Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.  |
| 1.7  | Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).  |
| 1.8  | Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.  |
| **Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia**  |
| 2.1  | Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.  |
| 2.2  | Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.  |
| 2.3  | Identify the distinguishing characteristics of dyslexia.  |
| **Standard 3: Assessment**  |
| 3.3  | Interpret basic statistics commonly utilized in formal and informal assessment.  |

|  |  |
| --- | --- |
| **Substandard F: Listening and Reading Comprehension**  |  |
| 4F.1 | Know/apply in practice considerations for factors that contribute to deep comprehension. |
| 4F.2 | Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation. |
| 4F.3  | Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension. |
| **Substandard G: Written Expression**  |
| 4G.1  | Understand the major skill domains that contribute to written expression.  |
| 4G.2  | Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive |
| 4G.3  | Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.  |
| 4G.4  | Know/apply in practice considerations for the developmental phases of the writing process.  |
| 4G.5  | Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.  |
| **Standard 5: Professional Dispositions and Practices**  |
| 5.1  | Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.  |
| 5.2  | Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. |
| 5.3  | Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.  |
| 5.4  | Respect objectivity by reporting assessment and treatment results accurately, and truthfully.  |
| 5.5  | Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.  |
| 5.6  | Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.  |
| 5.7  | Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.  |
| 5.8  | Support just treatment of individuals with dyslexia and related learning difficulties.  |
| 5.9  | Respect confidentiality of students or clients.  |
| 5.10  | Respect the intellectual property of others.  |

**Additional Course Resources:**

**Alabama Course of Study for Language Arts** [**https://www.alabamaachieves.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Course-of-Study.pdf**](https://www.alabamaachieves.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Course-of-Study.pdf)

**The Writing Rope** [**https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/**](https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/)

**Required Materials: for daily in-class use:**

1. Composition Book
2. Various writing materials (different color pens, pencils, whiteboard marker)
3. Working device

**Canvas:**

All course announcements and emails are sent using Canvas. You are responsible for ensuring the proper notifications are set in your Canvas student account. “Not seeing email or notifications” will not be accepted as an excuse for late or incorrect assignments.

# COURSE EXPECTATIONS

Expectations:

* Actively and thoughtfully participate in all class activities.
* Complete all assigned readings.
* Complete all tasks assigned on Canvas.
* Maintain a professional presence in all learning environments (i.e.,

 class, online discussion, field placement).

* Frequently check the course website for updates, emails, and assignments.

**Attendance/Absences Policy:** Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Elementary Education Handbook,* 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.

**Participation**: Students must 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. Students are responsible for initiating arrangements for missed work.

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness/emergency, or crisis, the syllabus and other course plans and assignments may be modified to allow course completion. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials

**Basic Skills**: Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments with multiple mathematical, grammatical, or spelling errors must be revised correctly at a letter grade point loss.

**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 Rules and Regulations about cheating will apply to this class. If plagiarism is detected in any assignment, the student will receive a zero. ***No exceptions***. Use appropriate APA formatting and guidelines (7th edition) for citations and references.

**Cell Phones/Technology**: You will need to place your phones on vibrate during class, but you are encouraged to bring and use your laptop, iPad, or other electronic devices during all classroom sessions. Please follow individual school policies about cell phone use during lab placements.

**Face Covering**

The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details

**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
* Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students.
* 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.
* Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
* 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 the 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.
* 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: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity (d) model and nurture intellectual vitality.

**Course Requirements and Grading Policy:**

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

A=100% to 90% B=89% to 80% C=79%-70% D=69% to 60% F=59% and below

**Late Assignments**: Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major incomplete assignments or not done on time will lose points equal to one letter grade for each day late up to three days.

NOTE: **All assignments must be completed, whether or not credit is given, to pass this course.**

 **Unannounced quizzes**: There will be no unannounced quizzes

# Graded Assignments:

|  |  |
| --- | --- |
| **Assignment** | **Pts** |
| **Journey Through Writing** | **10 pts** |
| **Because of Winn Dixie Novel Study/Exemplar Text** | **50 pts** |
| **Team Teaching** | **50 pts** |
| **Analyzing Student Writing- Collaboration** | **20 pts** |
| **Student Writing Evaluation and Parent Letter** | **25 pts** |
| **Teacher Interview**  | **25 pts** |
| **Lesson Plan 1** | **50 pts** |
| **Lesson Plan 2** | **50 pts** |
| **Go React Commentary and Submission**  | **50 pts** |
| **Daybook** | **100 pts** |
| **Weekly Quizzes** | **5 pts each**  |

**THIS IS SUBJECT TO CHANGE BASED ON THE NEEDS OF THE CLASS AND INSTRUCTOR DISCRETION**

**Tentative Class Schedule/Calendar**

**Language Arts CTEE 4020 Fall 2023**

**Writing Rope= WR The Writing Revolution=TWR Foundations for Teaching=ELL**

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Topic | Book and Chapter  |  |
| 1 | Introduction to the writing rope the challenges of learning to write.  | WR-ch.1TWR Introduction p.1-6  | LectureGuided Learning Experiences |
| 2 | Effective writing instruction | wr-ch. 2ELL pages 234-236 TWR ch 1 | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided Activities |
| 3 | transcription skills | wr-ch.3twr-ch 1ell-ch.7  | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and getting to know class |
| 4 | writing craft  | wr-ch 4twr-ch 2 | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacher |
| 5 | critial THINKING: STAGES of the writing process  | wr-ch. 5twr-ch. 3 | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacherLab- Implementation of first task- Assessing student writing |
| 6 | syntax and sentence structure  | wr-ch. 6twr-ch. 4 | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacherLab- Implementation of first task- Assessing student writing |
| 7 | text structure: paragrapgh skills | wr-ch. 7twr-ch. 5 | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacher |
| 8 | text STRUCTURE: THREE types of writing | wr-ch. 8 | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacher |
| 9 | Week Long Lab |  | Lab- observations and supporting classroom teacherStructured interviews with clinical educator |
| 10 | critical thinking: summary writing | wr-ch. 9twr-ch.6  | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacherStructured interviews with clinical educator |
| 11 | critical thinking writing from text sources | wr-ch. 10twr-ch.6  | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacherImplementation of Teaching Task 2- The writing process |
| 12 | Putting it Altogether-Content area instruction | wr-ch. 11twr-ch.7 ell ch. 9 | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacherReflection of lesson |
| 13 | writing across the curriculum | twr-ch. 8 ell- ch. 10  | LectureGuided Learning ExperiencesStudent led Teaching Team Presentations with Guided ActivitiesLab- observations and supporting classroom teacherReflection of lesson |
| 14 | Professional presentation (final) |  | LectureResearch based presentations with peer feedback |
| 15 | Professional presentations (continued) |  | LectureResearch based presentations with peer feedback |

**\*\*\*This Syllabus is subject to change anytime by the instructor\***

**COVID Related Policies**

We will follow the recommendations of the CDC and the University guidelines for safety protocols regarding Covid.

**CIEP requirements**

**CTEE 4020: Curriculum and Teaching of Language Arts.**

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.

-increase their knowledge of current reform in language arts education regarding 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.

**Field Placement:**

This course requires a field placement where you will have one elementary classroom placement for CTEE 4010, CTEE 4020, and CTRD 3013; you will complete no less than 70 clock hours over 10 weeks (Mondays and Wednesdays). During this placement, you will have increasingly more responsibilities and opportunities to practice teaching. You are placed in schools to have a chance to teach children according to the theory and methods presented in their university courses, along with the guidance and modeling their clinical educator provides, which meet state and national standards. We expect you to be working with children and co-teaching as much as you possibly can during this field placement.