English Language Arts Methods

CTEE 4020

Auburn University

**Department:** Curriculum & Teaching

**Program:** Elementary Education

**Course Title:** English Language Arts Methods

**Course Credit:** 4 hours

**Semester: Spring 2025**

**Instructor: Dr. Amy Fitchett**

**Email: azf0093@auburn.edu**

**Phone: 704-699-0496**

**Office:** Haley 5034

**Office Hours**: Mondays and Thursday 10 am- 1 pm- please make an appointment prior to arriving!

**Prerequisites: Admission to program**

1. **COURSE DESCRIPTION**

**Course Description**

With a multi-disciplinary lens, this course provides preservice teacher candidates with the knowledge and skills necessary to teach writing in all content areas. Based on scientifically proven principles regarding writing instruction for K-6 students, participants in this course will develop a deeper knowledge of core understandings regarding student writing development and informing explicit, systematic instruction in the core aspects of writing. Topics include understanding writing research, cognitive processes involved in writing, language development, and effective writing instruction and assessment for students in K-6. Additionally, the course emphasizes the theoretical foundations of expressive language and literacy development in children and its implications for teaching.

**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.

1. **REQUIRED TEXTS AND READINGS**

**Textbooks**

* 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.

**Additional Readings- In-Class or Homework**

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing Words to Life: Robust Vocabulary Instruction. New York, NY: Guilford Press Book/Childcraft International.

**Web Resources:** Will be linked in Canvas

1. **LEARNING OBJECTIVES**

**By the end of this course, you will recognize, explain, and apply:**

1. **Recognize** the key components of scientifically based writing research and its relevance to student writing development.
2. **Explain** the cognitive processes involved in expressive language and how they contribute to language development and writing.
3. **Apply** effective writing instruction and assessment techniques for students in grades K-6 based on a solid understanding of writing research.
4. **Demonstrate** an understanding of the theoretical foundations of literacy development in children and articulate its implications for teaching practices.
5. **ALABAMA LITERACY STANDARDS**

**Standard 1 / Foundations of Literacy Acquisition:** Teacher candidates recognize, explain, and apply the process of literacy development, understanding that literacy develops over time and progresses from emergent to proficient stages.

1.1 Recognize and explain the language processing requirements of proficient reading and writing (phonological, orthographic, semantic, syntatic, discourse).

1.2 Explain and apply the developmental progression of oral language and phonological awareness, phonemic awareness, phonics (decoding and encoding skills, vocabulary, fluency, comprehension, and written expression, and the need for explicit instruction in these areas.

**Standard 2 / Structured Literacy:** Teacher candidates can recognize, explain, and apply strategies from the Science of Reading, which includes the principles of structured literacy instruction, teaching language concepts in an explicit, systematic, cumulative manner, according to a planned scope and sequence of skill development, utilizing direct instruction and modeling.

Substandard A: Principles & Practices of Structured Literacy Instruction Teacher candidates recognize, explain, and apply a scientifically researched, cumulative progression of skills that build on one another using elements of explicit and teacher-directed lessons for the individual, small-group, and/ or whole-group instruction: explain, model/lead, provide guided practice, provide ample independent application, assess, and review.

2.1a Recognize, explain, and apply in practice a systematic and sequential scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing.

2.1b Recognize, explain, and apply in practice a rationale for adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

2.1c Recognize, explain, and apply in practice multisensory/multimodal routines to enhance student learning and memory.

2.1d Recognize, explain, and apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, and cumulative instruction.

Substandard B / Phonological & Phonemic Awareness: Teacher candidates recognize, explain, and apply the scientifically researched components of phonological and phonemic awareness and utilize a variety of approaches to help students develop this awareness and its relationship to written language.

2.2g Apply knowledge of various learners’ development (e.g., English learners, multilingual learners – including those who possess multiple dialects, and struggling readers – including those with the characteristics of dyslexia) to create a positive, equitable learning environment.

Substandard C / Phonics and Word Recognition: Teacher candidates recognize, explain, and apply the scientifically researched importance of decoding, word recognition, and encoding to reading and provide many opportunities for students to improve word analysis abilities using multisensory/multimodal strategies.

2.3f Apply a wide variety of explicit instructional strategies to support word reading, spelling, and writing skills in readers and writers.

Substandard E / Vocabulary:Teacher candidates recognize, explain, and apply scientifically researched principles of vocabulary development related to reading instruction, applying evidence-based strategies before, during, and after reading using direct and indirect methods.

2.5c Recognize, explain, and apply in practice considerations for the sources of wide differences in students’ vocabularies.

Substandard F / Listening and Reading Comprehension: Teacher candidates recognize, explain, and apply the scientifically researched importance of reading for understanding, know the components of comprehension, and teach students strategies for comprehending texts.

2.6a Recognize, explain, and apply comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that are appropriate for the selected text.

2.6c Recognize, explain, and apply in practice considerations for instructional routines appropriate for each major genre: narrative, information, and poetry.

Substandard G / Written Expression: Teacher candidates recognize, explain, and apply an understanding of how students use writing conventions, and apply scientifically researched knowledge to help students develop those conventions.

2.7a Recognize and explain the major skill domains that contribute to written expression.

2.7b Recognize, explain, and apply in practice considerations for evidence-based principles for teaching letter formation, both manuscript and cursive.

2.7c Recognize, explain, and apply in practice considerations for evidence-based principles for teaching written encoding and punctuation.

2.7d Recognize, explain, and apply in practice considerations for the developmental phases of the writing process.

2.7e Recognize, explain, and apply in practice considerations for the appropriate use of assistive technology in written expression

**Standard 3 / Knowledge of Diverse Reading Profiles, including Dyslexia:** Teacher candidates recognize, explain, and apply the distinguishing characteristics of dyslexia and related learning disabilities such as ADHD, dysgraphia, and developmental language comprehension disorder as students progress through the grades in response to development and instruction.

3.1 Recognize and explain the tenets of dyslexia and other reading and language deficiencies

3.2 Recognize and explain state / federal laws that pertain to learning disabilities, including dyslexia and other reading and language deficiencies.

**​​Standard 4 / Assessment & Instruction of Developing Literacy:** Teacher candidates recognize, explain, and apply the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for students.

4.1 Recognize, explain, and apply how to select, evaluate, administer, and analyze data from evidence-based assessments (screening, diagnostic, progress monitoring, and outcome-based assessment).

4.4 Recognize, explain, and apply differentiated instruction by selecting and using appropriate assessments, including amount of teacher regulation of learning, feedback, group size, instructional time allotment, frequency, duration, research-based instructional materials, and opportunities to respond.

4.5 Recognize, explain, and apply a variety of different types and formats of assessments for different purposes when assessing reading (e.g., screening, progress monitoring, diagnostic, summative).

1. **FIELD EXPERIENCES/LAB 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. During this placement, you will have increasing 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.

During your field placement, you will have 2 key assessments that must be completed during the placement: The Case Study and 3 Day Learning Segment (you will only be required to teach 1 of the three planned days, however, ideally you would teach all three days)

The field experience Case Study assignment comprises four components: a whole-group lesson plan to assess student writing using a research based and widely accepted measure of student written expression, a small-group lesson plan based on identified learning needs based on the assessment data, providing critical feedback to enhance and ensure student growth, and creating an actionable report in the form of a parent letter.

### **CTEE 4020 Elementary Education: Key Assessment - Case Study**

This case study provides a comprehensive overview of the key assessment for CTEE 4020 Elementary Education, emphasizing the importance of scientifically based research. The study begins by addressing contextual factors, including school information, grade level, and classroom features, to set the stage for understanding the environment in which students learn. It also highlights the students' prior knowledge, capabilities, and ongoing learning processes, focusing on how their personal, cultural, and community assets relate to the lesson's central focus. Each student's profile—Student A, Student B, and Student C—is detailed with anecdotal observations and teacher input to provide a nuanced understanding of their individual learning experiences.

In the whole-group lesson decision-making section, the study summarizes instructional decisions based on collective observation of lesson data. It identifies instructional strengths and challenges for each student, supported by evidence. For instance, the strengths and challenges observed in Students A, B, and C are analyzed, providing a detailed account of each student's learning journey. The assessments used to identify these strengths and challenges are described and justified, explaining why specific methods were chosen.

Critical feedback is another crucial component of this case study. The feedback given to students is described in detail, along with how it was used to guide instruction, develop learning goals, and support students. This feedback loop is essential for continuous improvement and student success.

The transition to small group reteaching involves a 10-minute GoReact recording and an edTPA commentary, which offer insights into instructional strategies and their effectiveness. Each student's instructional strengths and challenges in the small group lesson are examined, providing evidence-based claims. This section also describes and justifies the assessment used in small-group instruction.

The study concludes with a report of student writing strengths and areas for growth in the form of a letter to a guardian. This helps students practice communicating information regarding a student to stake holders in a professional manner based upon data and research.

**Key Assessment- 3 Day Learning Segment**

The learning segment provides students the opportunity to plan for multiple days of instruction towards the end goal of teaching a key essential literacy strategy related to composing text using the writing process. Students also are required to be reflective practitioners and reflect on their instructional decision making and pedagogical practices during their instruction by reviewing and reflecting on their work using GO React.

 Students will plan a 3-day learning segment to use explicit and systematic instruction towards the development of a key understanding of the essential composing literacy strategy with a central focus based upon the state standards. When making these plans, students must consider and explicitly plan for the range of learners in their classroom, considering their individual assets and interests, as well as their identified areas of support. Students will define and develop daily learning objectives that systematically build upon one another towards this end goal. Students will develop assessments based on the criteria set forth to demonstrate mastery of the literacy strategy and provide in the moment and timely feedback throughout the learning segment based on the criteria set forth.

Students will teach the lesson(s)- this is dependent on clinical educator’s schedule and time availability. At a minimum, student will teach 1 of the days planned for in the learning segment.

Students will record their lessons and select a 10 minute segment to evaluate their practices further by tagging their videos for evidence of specific teaching behaviors using the GO React platform. Students will then write a reflection on their lesson(s) and set goals for themselves and consider next steps for their classroom.

Additional Coursework:

Quizzes

Interviews

Journey Through Writing

In class assignments

Readings

Daybook TOTS

***VI. GRADING***

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

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.

Major Graded Assignments include the Case Study, 3 Day Learning Segment, Daybooks, and edCamp Presentation.

Minor assignments may include in class writing, discussion posts, in class quizzes, etc…

Participation and Professionalism are expectations and alack thereof will result in a deduction of points and grade in the course.

1. ***Expectations***

Expectations:

* Actively and thoughtfully participate in all class activities.
* Complete all assigned readings and demonstrate understanding through note taking and class discussions.
* Complete all tasks assigned on Canvas and in class adhere to the assignment specifications and put forth your best effort.
* 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.

**Excused Absences:** Candidates are granted excused absences from class for the following reasons: Illness of the candidate or serious illness of a member of the candidate’s immediate family, death of a member of the candidate’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Submission of all appropriate documentation for all excused absences is required no later than one week after the absence. After this timeframe, the absence will be marked unexcused. The candidate's responsible for initiating communication of any absence and providing appropriate documentation within the stated timeframe for the absence to be considered excused. When feasible, the candidates must notify the instructor before any excused absences, but such notification shall not occur more than one week after the absence. See the Student Policy eHandbook for more information on absences. Candidates who wish to have an excused absence from this class for an additional reason must contact the instructor before the absence (not on the class day) to request permission. The instructor will weigh the merits of the request and render a decision.

**Tardiness:** Tardiness indicates an unprofessional disposition. Continued tardiness (3 times or more) will be considered an unexcused absence. Leaving class early counts as an absence without prior (not same day) approval. A tardy consists of being more than five minutes late past the class scheduled beginning time or leaving class ten or more minutes from the course’s scheduled end time.

**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. Lack of participation may result in a loss of points for student grades. Students are responsible for initiating arrangements for missed work.

**Plagiarism/Use of AI:**

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.

The use of AI is generally discouraged in this course.

As per the CTEE Handbook regarding AI use:

Throughout the program, you will be encouraged to use established resources to support lesson design and complete other assignments. To maintain academic integrity, students must request permission from the instructor of record to use AI-generated material. When the assignment is submitted, you must also disclose any use of AI-generated material. As always, students must properly use attributions, including APA in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**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 during 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.
* Actively participate and engage during your lab placement. You are a guest in a classroom and are expected to adhere to the school policies. You also are a student and are there to learn. Please make a concerted effort to engage and learn. You should offer to take on increasing levels of responsibility and support the classroom teacher and learning of the students within the lab placement.
* 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.

*Another way to think about this is:*

**PROFESSIONAL**: A person who does something with great skill and is worthy of the high standards of a profession.

A professional is someone who, without supervision or regulation:

 Is responsible, dependable, and punctual

 Is competent, caring, and committed

 Has a continuing growth plan to achieve and further develop competence

 Participates in self-evaluation and reflection to enhance competence

 Strives continuously to raise the level of expectation for oneself and others.

 Respects others and their beliefs

 Communicates fluently using appropriate and grammatically correct oral and written language.

 Seeks to implement the recommendations from evaluations of his/her personal performance

 Communicates respectfully, striving to understand the other’s point of view.

**Assignment Requirements:**

All assignments must be typed using 12-point font, double space, with 1” margins unless otherwise noted by the instructor. If your assignment contains excessive writing errors, *it will not be accepted*. Make sure to proofread any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use Word files when uploading to Canvas.

### Late Assignments

Graded course assignments are to be submitted by the listed due date and must be completed in a thorough manner. Major assignments that are incomplete or submitted after the listed due date will be reduced by 10% for each day, they are submitted late for up to three calendar days. All assignments must be completed, whether credit is given, to pass the course. Late weekly assignments will not receive credit. Unexcused late assignments are unacceptable. It is the candidate’s responsibility to contact the instructor if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work. Candidates must satisfy all course objectives to pass the course. Note: Technology failure and *E-mail errors will not negate late penalties.*

1. ***TENTATIVE SCHEDULE \* subject to change***

See link here: [Spring 2025 Tentative Course Schedule 4020- still in progress](https://docs.google.com/document/d/1IVzT_IVQIzKkvm6pdIAqztmMXQpOWv8Q/edit?usp=sharing&ouid=102767464404570515549&rtpof=true&sd=true)

1. ***UNIVERSITY AND COLLEGE POLICIES***

### Student eHandbook:

Please refer to [http://www.auburn.edu/student\_info/student\_policies/ for](http://www.auburn.edu/student_info/student_policies/for) all AU student policies.

### Accommodations:

Candidates who need special accommodations in class, as provided by the American Disabilities Act, should arrange a confidential meeting with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. You must provide a copy of your Accommodation Memo and an Instructor Verification Form. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

### Writing Center:

The Miller Writing Center provides free support on any writing you do at Auburn, whether for a course or not. Trained consultants can work with you as you plan, draft, and revise your writing. For candidates in distance courses and Candidates temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter)](http://www.auburn.edu/writingcenter%29) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu .

* + 1. Academic Honesty Policy:

All portions of the Auburn University Student Academic Honesty Code (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

### Title IX:

Auburn University is committed to providing an environment free from discrimination and harassment based on a protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please visit: <http://auburn.edu/administration/aaeeo/title-ix/>.

**CHANGES TO THE SYLLABUS**

As educators become acquainted with their students' backgrounds, strengths, needs, and knowledge, they decide how best to teach to that audience. The instructor of this course will make changes to the syllabus as needed during the semester. *All changes will be communicated to candidates through Canvas, university email, or during class.*