CTEE 4020: Curriculum and Teaching: Language Arts

Dr. Theresa M. McCormick

Office: 5024 Haley Center

Office Phone: 334.844.6795

Cell phone: 256.572.9018

Email: mccortm@auburn.edu

Office Hours: Posted on office door

Credit Hours: 3 semester credit 2 lecture 1 lab

Prerequisites: Admission to Teacher Education, junior standing

Co requisites: CTEE 4010

Date Syllabus Prepared: Updated May 2010

**Texts or Major Resources: No required textbook. We will be using various journal readings.**

**Additional Resources:**

**National Council for Teachers of English Position Statements at** [**http://www.ncte.org/about/over/positions/category**](http://www.ncte.org/about/over/positions/category)

**Alabama State Department of Education Course of Study for Language Arts** at [**http://www.alsde.edu/html/CoursesOfStudy.asp**](http://www.alsde.edu/html/CoursesOfStudy.asp)

**Practitioner journals located in the Learning Resource Center**

Read, Write, and Think website <http://www.readwritethink.org/standards/>

**Course Description:** Exploration and pedagogy for age-appropriate instruction of children in kindergarten through grade six in order to develop rational and participatory citizens.

NCTE's mission statement as it appears in the NCTE Strategic Plan (8/90):

*"The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language."*

The Language Arts Standards are organized into three strands:

* Reading and Listening for Comprehension;
* Writing and Speaking for Expression; and
* Literature and Media.

**Essential Question:** What does an integrated language arts curriculum look like? How do effective teachers integrate instruction within the language arts? How do effective teachers integrate language arts instruction with the rest of the curriculum?

**Course Objectives:**

Overall goal of the course:

As a result of participation in this course students will

1. describe the central role of literacy in elementary classrooms and the significance of integrating Language Arts across the curriculum [Assignment 1, 2, 3, & 5].
2. read, reflect, and discuss assigned readings [Assessment 1 2, 3, 4, & 5]
3. Use language arts methods as a vehicle for integrating subjects across the curriculum [Assignment 3, 4, & 5]
4. Apply various strategies and methodologies through instruction with elementary students [Assignment 4]
5. Demonstrate comprehension and application of the Alabama State Curriculum Standards in planning and instruction [Assignment 3]
6. Will demonstrate critical thinking skills through a variety of assignments involving reading, writing, and speaking [Assignment 1, 2, 3, 4 & 5].

**Course Content and Schedule:**

See attached calendar with CTEE 4010 syllabus

**Course Requirements/Evaluation**

**Assignment 1 & 2**

**Article Critique:** (10 pts each) Pre-service teachers will utilize theoretical research by writing a critique of **two** journal articles related to the teaching of language arts (reading and listening for comprehension; writing and speaking for expression; and literature and media)

The critiques should be double spaced, typed and no more than three pages in length. The first page should be a brief summary of the article highlighting the major points. The remaining two pages should be a critical analysis of the concepts presented in relation to discussions in class, information in the textbook, other readings, and your experience in the classroom. Address the following questions:

1. What strategies are effective when integrating the language arts in content areas such as social studies?
2. How will the reading of this article impact your future teaching? Why or why not?

Be prepared to share your article with the class.

**Assignment 3**

**Mini-Workshop Presentation:** (15 pts) Pre-service teachers will work in small assigned grade level groups to present a mini-workshop that would be appropriate for a workshop setting. The scope of this mini-workshop is narrow and is based on a literacy strategy, skill or concept that can be integrated into a social studies theme or topic. The presentation of the mini-lesson will be no longer than 45 minutes.

**Assignment 4: Lab Grade: (**35 pts = 2.5 pts per day)

Lab Criteria - Students will have a placement in the public schools. The time spent in laboratory experience in the public schools is crucial to the understanding and implementation of methods and approaches discussed in class. **Failure to successfully complete all lab requirements i.e. attendance, punctuality, professionalism, and teaching responsibilities per handbook instruction will result in a failure of this course.**

**Assignment 5: Class Participation/Assigned Readings/Activities (**30 pts) Refer to the course calendar for reading assignments and due dates of assignments.

**Course Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. \*Lack of professionalism during class meeting will result in the lowering of points from the Class Participation [Assignment 4] points.

Cell Phones/Electronic Devices: Students are expected to keep all cell phones on vibrate/silent ring during class time. **No use of electronic devices or text messaging will be permitted. Failure to respect this policy will result in a deduction of class participation points.**

Attendance/Absences Policy: Attendance is required at each class meeting and scheduled labs.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’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. Students who wish to have an excused absence from class for any other reason must contact the instructor **in advance** of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Unexcused absences: 5 points will be deducted from the final grade for any unexcused absence from class and/or lab placement. At 3 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course. Three unexcused tardies (or leaving early) will be counted as one unexcused absence.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by email. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the *Tiger Cub Rules and Regulations* pertaining to Cheating will apply to this class.

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

Professionalism: Students in this course and throughout their studies in the Elementary Education program are expected to demonstrate a commitment to the education profession and conduct themselves in a manner that reflects their commitment to becoming a professional educator. This includes demonstrating an ethical behavior, maintaining a positive attitude during and outside of class, being punctual and regularly attend class, being prepared and contributing to the agenda of the course, a willingness to share information and ideas with others, working well with others to develop opportunities for peer and student learning, being honest and trustworthy in all communications and interactions with others, valuing collaboration with other professionals within the schools and demonstrating professional and ethical judgments. As students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework and the Alabama Quality Teaching Standards. These professional commitments or dispositions include, but are not limited to:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality
* Diversity of learners