1

Class Time: Mondays, Wednesday, & Fridays 8:00-12:00

Class Location: Haley Center 2213

 Lab Times: Monday through Friday, June 9-27 CTEE 4010/4020 Lab 7:30-11:30

Lab Location: Pick Elementary.

Lab Orientation June 6th 8:00-11:00 Haley Center 2213

Credit Hours: 3 Semester Credit Hours

Prerequisite: Admission to Teacher Education

Co-Requisite: None

Instructor: Dr. Victoria Cardullo

Email Address: Canvas email (Preferred method of

contact) or vmc0004@auburn.edu

Phone Number: 334-844-6882 (c ) 386-295-9346

Office: 5066 Haley Center 5th floor

Office Hours: by appointment

Required Text:

Cox, C. ( 2014). *Teaching Language Arts: A Student Centered Classroom-*7th Edition, Pearson Publisher.

Required Materials:

 See Canvas Module

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:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment:** | **Total Max. Points:** | **Due Date:** | **Grading Policy** |
| Structured Content Lesson | 20 | May 28th  |  |
| Landmark research  | 100 | May 30th  |  |
| *3 Lesson Plans* | 50 points each for a total of 100 points | May 21st, May 30th & June 4th  |
| Prized Possession  | 40  | May 30th |  |
| Voice Thread  | 40 | June 2nd  |  |
| *Daily Class Activities* | 40 | Ongoing  |  |
| WebQuest  | 60  | June 4th  |  |

Assignments:

*Landmark Research* In lieu of a midterm exam *(100 points):* GROUP ACTIVITY

-As a group, you will choose a Foundation Landmark Research to read and critique. You will not be required to read the entire text on your own, but everyone is required to read the introduction chapter. You will split the chapters among your partners and will do several in class jigsaw activities so that you can learn about the research you didn’t read.

-You will have a presentation on your program instead of a midterm. Your presentation will need to include the following (*rubric is located on Canvas*):

-Create a class presentation discussion an overview of the concept, the main idea of the research and the impact on language arts.

-Create a packet (2-4 pages) for your classmates that includes the following minimum:

 a. a brief summary of the research (bias of opinion)

b. a list of resources (websites, books, professional development) that correspond with the research

c. Facts related to your research topic

*Structured Content Lesson Presentation small group (20 points):*

 -you will lead a discussion related to SCL. (*rubric posted to Canvas*).

-You will need to choose a picture book for your intended grade level and content area topic in social studies.

-You will also turn in to Canvas an electronic copy of your Structures Content Lesson.

*Daily Class Activities (40 points):*

-We will conduct daily class activities that will involve creating work stations, reflecting and scoring writing samples, poetry activities, Readers Theater, comprehension toolkit, writing standards in kid friendly format, jigsaw activities, grammar practice, and literature circle article assignments.

-Daily attendance is adequate in order to receive these points unless you have a documented excuse; **then 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.

*3 Lesson Plans (150 points):*

-Three lesson plans will be created and turned in prior to you teaching them during your lab placements. ( You may not have an opportunity to teach this lesson)

-**Your lesson plan will need to follow the attached guidelines (Lesson Plan Template) and please include all assessments, worksheets, center activity, etc. in your lesson plan.**

Voice Thread -Writing Assignment ( Directions will be given during writers workshop. ( 40 points ) GROUP ACTIVITY

Prized Possession-Writing Assignment ( Directions will be given during writers workshop. ( 40 points )

In Lieu of a Final Exam you will create and present a WebQuest-Writing Assignment ( Directions will be given during writers workshop. (60 points )

Homework- (Double entry notes, vocabulary terms, poster will earn a complete or incomplete as their points are part of the Daily Class Activities)

**Class Policy Statements:**

Participation: Each student is expected to 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. 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 encourage to bring and use your laptop, iPad or other electronic device.

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/Calendar (attached) ALL READINGS AND ASSIGNMENTS ARE DUE THE DATE LISTED

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Classroom Hours  | Readings | Assignments Due Day of | Concepts |
| 16-May | Friday  | 2 hours  | Welcome |  | Getting to know you, syllabus review, assignments, semester outcomes and expectations. Introduction to the language arts  |
| 19-May | Monday | 4 hours | Chapter 1 | Double Entry Notes Chapter 1 (DUE MAY 19TH)  | Grand Conversation Chapter 1 double entry notes , Vygotsky, Piaget, Rosenblatt Close with the three questions for reading. Writers workshop |
| 21-May | Wednesday | 4 hours | Chapter2 | 10 key terms/ five different strategies DUE MAY 21ST  | Lesson plan discussion and outline review, evaluating authentic writing, how, what, why… Creating rubrics for assessment, Differentiating, RtI, Brainstorm assessment tools for writing, Writers workshop  |
| 23-May | Friday | 4 hours | Chapter 3 | Lesson Plan #1 & Classroom Poster demonstrating the writing process, Bring in a children's literature book that would be appropriate for third grade to teach a social studies unitDUE MAY 23RD  | Integrating literature, transactional model of reading, Questions and Prompts for Literature Discussion, writers workshop  |
| 28-May | Wednesday | 4 hours | Chapter 4 & 5 | Choice of ( 2 concepts) & Sheltered Concept LessonDUE MAY 28TH  | Language Development and emergent literacy, Varying Theories, Language structure Vocabulary, English as a second language, levels of proficiency, Sheltered concept lesson, Writers workshop  |
| 30-May | Friday | 4 hours | Chapter 6 & 7 | Landmark Studies, most prized possession & Lesson Plan # 2DUE MAY 30TH  | Research roundtable, landmark research discussion and writers workshop  |
| 2-Jun | Monday | 4 hours | Chapter 8 & 9 | Voice Thread Children's Book, Complex Concepts DUE JUNE 2ND  | Voice thread, using your theme from your lesson plans develop a children’s book using voice thread.  |
| 4-Jun | Wednesday | 4 hours | Chapter 10-12 | Identify a Grammar Book, grammar concept, & five poems that support that conceptDUE JUNE 4TH  | WebQuest putting it all together, concepts, writing suggestions, photos.  |