

CTEE 4020- Curriculum in Language Arts

Summer 2016 Course Syllabus

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Class Time: See Lab Manual

Class Location: Haley Center

Lab Times: Monday through Friday, May 31-June 17 CTEE 4010/4020 Lab 7:30-12:00

Lab Location:

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.

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-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:
Visual Representation The Mysteries of Harris Burdick	20	May 24
Literature Circles	50	June 9
<i>1 Lesson Plans</i>	50	June 3
Integrated Writing	40	June 17
Publication	40	June 17
Voice Thread Activity	40	June 7
Chapter Exercises	86	Ongoing

Assignments:

1 Lesson Plans (50 points):

-The lesson plan will be created and turned in prior to you teaching 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)

Visual Representation- The Mysteries of Harris Burdick (20 points)

Integrated Writing Assignment-Directions will be given during writers' workshop. (40 points)

Literature Circles- Research Article (50 points)

Homework- Chapter Exercises (86 points)

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

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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 mathematically, 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.

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.

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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:
 - 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

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

	Readings	Assignments Due Day of	Concepts
May 20	Chapter 1	See Chapter Exercises Language and Literacy	Getting to know you, syllabus review, assignments, semester outcomes and expectations. Introduction to the language arts, begin discussion on literature circle . Grand Conversation
May 24	Chapter 2	See Chapter Exercises Assessment	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 Visual Representation The Mysteries of Harris Burdick
May 26	Chapter 3	See Chapter Exercises	Integrating literature, transactional model of reading, Questions and Prompts for Literature Discussion, writers workshop
May 31	Chapter 4	See Chapter Exercises	Language Development and Emergent Literacy

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June 3	Chapter 7	See Chapter Exercises	Writing the integration of Social Studies and Language Arts Lesson Plan Due June 3 rd Midnight
June 7	Chapter 8	See Chapter Exercises	Speaking Voice Thread Due June 7 midnight
June 9	Chapter 9	See Chapter Exercises	Viewing and Visual Representation Literature Circles Research paper Due June 9 midnight
June 13	Chapter 5		
June 15	Chapter 13	See Chapter Exercises	Reading Informational Text Integrated Writing Due June 15 midnight
June 17	Chapter 11	See Chapter Exercises	Grammar Publication of integrated Writing Due June 17 midnight