CTEE 4020- Curriculum and Teaching: Language Arts

Kristin Zimbelman, Ph.D.

Course Information:

Location: 2406 Haley Center

Time: \*see schedule below

Lab: June 11th- 29th

Credit Hours: 3 Credit hours (2 Lecture, 1 Lab)

Preparation Date: May 2018

Contact Information:

Office: 5028 Haley Center

Hours: \*available upon request

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Cell Phone: (334) 595-2525

Required Text:

Tompkins, G. (2016). *Language arts: Patterns of practice.* 9th Edition, Pearson Publisher.

Required Materials:

* Composition notebook
* Binder- 1 inch or greater
* Tabs
* Post-It notes

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.

Course Objectives:

As a result of participation in this course 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 (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/Assignments:

\*All assignments must be completed in order to earn credit for this course, even if turned in late for partial credit. Students MUST have satisfactory marks in all areas of the COURSE AND THE FIELD PLACEMENT by the end of the course in order to receive credit for this course. Students will be counseled throughout the course by written notification (email), and for more serious matters in person (signed letter or contract), if they are not meeting SATISFACTORY expectations.

When completing assignments, students in this course will be expected to:

* *use Canvas, the Internet, and email for communication and instruction.* All assignments must be submitted in Microsoft Word format unless directions were given to use another format. It is the students’ responsibility to check the assignment, once submitted, to ensure it went through properly. **Please save all files with your last name and assignment type in the filename.**
* *demonstrate basic skills in reading, writing, and speaking.* Assignments that have multiple grammatical, or spelling errors will have to be revised correctly at a letter grade point loss.
* *submit coursework by the deadlines provided by the instructor.* 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. Late weekly assignments will not receive credit. In class activities cannot be made up in the event of an absence.**
* Assignment 1: Chapter Readings, In Class Activities, & Professionalism (30 points)
	+ This course is designed to allow opportunities to ask questions, contribute to class discussion, and share relevant experiences. Therefore, *participation and professionalism are extremely important.*  Requirements for acceptable participation include prompt, timely, and consistent attendance, attentiveness, verbal contributions to small group and whole class discussions, reflection of a positive attitude about learning and class participation, and respecting and supporting the needs of others, including the instructor. Participation includes completing all assignments which facilitate the class and or cohort experience including displaying materials, sharing teaching ideas and examples of classroom incidents, writing productively and correctly in all written assignments, and bringing in other materials/information as requested.  Actively participate in class in ways that reflect your preparation including thoughtful completion of required readings.
	+ For the reading of the common text and journal articles you will create 3 Column Notes in your composition notebook as outlined below. Include 3-5 ‘ah-has’ from each reading in one color ink. During group discussion, in another color ink, add at least one additional ‘ah-ha’ provided from a classmate. The instructor reserves the right to collect notebooks at anytime throughout the semester to give credit and provide feedback. Assigned readings are listed below in the course schedule, but are subject to revision.

|  |  |  |
| --- | --- | --- |
| Page # | Sentence/Paragraph/Example | Reflection(Ah-has! How has this impacted your future teaching practice?) |
|  |  |  |

* Assignment 2: Professional Development Book (20 points)
	+ Select a professional text. Complete 3 Column Notes on each chapter as you read.
	+ Think critically how this text can support your development as a teacher.
	+ Write an annotated bibliography.
	+ Create a brochure and share copies of it with your classmates.
	+ Prepare and present a five-minute presentation in class on the selected text.
	+ Criteria and grading information will be posted on Canvas.
* Assignment 3a: Writer’s Workshop-Prized Possession (3 points)
	+ Develop a descriptive piece on your most prized possession. During Writer’s Workshop you will: brainstorm, create a rough draft, revise, edit, peer-review, conference with the teacher, and create a final copy by creating a photo story.
	+ Criteria and grading information will be posted on Canvas.
* Assignment 3b: Writer’s Workshop- Nonfiction Text Features Book (10 pts)
	+ In small groups, develop a nonfiction book that includes text features such as a table of contents, headings, pictures, captions, etc. Student created books will be on topics related to robotics, structures, and force and motion. Books will be created during the Writer’s Workshop and will go through the process of brainstorming, creating a rough draft, revision, editing, peer-review, conference with teacher, and creation of a final product.
	+ Criteria and grading information will be posted on Canvas.
* Assignment 4: Lesson Plans
* Over the course of the semester, develop two formal lesson plans for submission. Lesson plans must follow program guidelines, and have attached all assessments, worksheets, PowerPoints, center activities, etc. The due dates listed on the attached schedule are the final date to turn in each lesson plan. You may turn in plans before the assigned date. **Lesson plans must be submitted on Canvas two days before being taught in the field. Reflections on each taught lesson must be submitted on Canvas no later than two days after teaching the lesson.** Reflections should be one page in length, double-spaced.
* Criteria and grading information for each lesson plan assignment will be posted on Canvas.
	+ - 4a: Integrated Plan 1 (during methods) (5 points)
			* Create a lesson plan that integrates language arts and either math, science, or social studies. Standards, objectives, and assessments for both subject areas must be selected for true integration.
		- 4b: Integration 2 (during stem camp) (15 points)
			* Create a lesson plan that integrates language arts and either math, science, or social studies. Standards, objectives, and assessments for both subject areas must be selected for true integration.
* Assignment 5: Literature Circle (10 points)
	+ In small groups, you will be involved in reading and completing in class activities on an instructor-selected text. Reading of the text will be done outside of class and will be crucial for the success of the in-class activities.
	+ Criteria and grading information will be posted on Canvas.
* Assignment 6: Book Talk (2 points)
	+ Select one piece of children’s literature that is new to you and was published in the last 10 years. Your selected text should be one that could be used in the social studies, math, or science classroom.
	+ Present your ‘sales pitch’ to the class in five minutes or less.
	+ Create a Wordle with the selected passage you will read aloud.
	+ Criteria and grading information will be posted on Canvas.
* Assignment 7: Lab Placement (5 points)
	+ Students will have a placement in the summer STEM camp. The time spent in the laboratory experience 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 responsibility will result in a failure of this course.**
	+ The following are requirements for the lab placement for this course:
		- Document your attendance, professional dispositions, and planning and teaching abilities.
		- Demonstrate good teaching and professionalism. You must meet the minimum level of *emerging* on all standards.
		- Field experience hours are linked to certification. You must complete the hours of the field experience as stated in the laboratory handbook for credit in this course.

Points Earned/Grades:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

Course Policy Statements:

* **Participation**: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
* **Cell Phones/Electronic Devices**: Students are expected to keep all cell phones off during class time. **No use of electronic devices or text messaging will be permitted.** Violations of these policies will negatively influence the professionalism grade.
* **Attendance/Absences Policy**: Attendance is required at each class meeting and scheduled labs. Expected professional dispositions and performance competencies in this field-based course require students to meet attendance requirements.
	+ **Excused Absences**: Excused absences, as defined in the *Tiger Cub* must provide appropriate documentation to the instructor the day the student returns to class. 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 this 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 [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>). **At two *excused* absences from class students will be required to meet in conference to discuss continuing in this course.**  [See Lab Manual for similar lab attendance policy]. Students will be counseled and placed on an attendance contract in order to continue in the course.
	+ **Unexcused Absences:** Each unexcused absence may result in the lowering of the final course grade by one letter grade. **At two *unexcused* absences students will be referred to the Office of Student Affairs to be withdrawn from the course.**  Three unexcused tardies will be counted as one unexcused absence. Leaving class early counts as an absence without prior (not same day) approval.
* **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
* **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 office hours, an alternate time can be arranged. To set up this meeting, please contact me by email. 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**: All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Some assignments will involve integrating readings and websites into your reflections and lessons. **Plagiarism is the act of representing words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own.**Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. Please be sure to cite any outside sources used in work. Also all work is to be done individually unless otherwise specified. All submitted assignments are subject to a plagiarism check.
* **Course Contingency**: If normal class and/or lab activities are disrupted due to 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 your syllabus and/or course assignments will replace the original materials.
* **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

Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, and talking when someone else – a peer or instructor – is speaking. Students are expected to participate in all class discussions, exercises and readings.

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 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 a teachers.

Cell phones and personal iPads need to be turned off during class and lab experiences unless otherwise instructed by the professor. In addition, students should not work on university course assignments that are not field based during their lab experience. During lab experiences students are expected to be fully and actively involved in the classrooms in which they are placed.

Class Schedule

\*Subject to Change per Instructor\*

|  |  |  |
| --- | --- | --- |
| Meeting 1Week 1 | Friday May 18th 9:30-1:30  | **Welcome to 4020****What are the Language Arts?****Journaling** **Book Talks****Literature circles- Part I** |
| **Assignments to Assign** | * Assignment #1: Visit library and checkout at least 3 nonfiction texts appropriate for use in the elementary classroom
* Assignment #1: Literature Circle ah-has on articles
* Assignment #1: Close Reading ah-has on articles
* Assignment #2: Professional Development Book
* Assignment #3a: Writer’s Workshop- Prized Possession- Step 1
* Assignment #6: Book Talks
 |
| **Due for Today** | * Assignment #1: Journaling ah-has on 4 articles
* Assignment #1: All- Chapter 1- *Learning and the Language Arts* (pages 16-18)

Last Name A-G- Chapter 4- *Oral Language: Listening and Talking*  Last Name H-Mc*-* Chapter 5- *Written Language: Reading and Writing*  Last Name M-Z- Chapter 6*- Visual Language: Viewing and Visually Representing*(Complete in notebook before class)* Bring to class:

- hardcopy of syllabi - composition notebook, binder, tabs |
| Meeting 2Week 3 | TuesdayMay 29th 9:30-1:30 | **Language Arts Topics****Interactive Read Alouds****Close Reading & Text Evidence** **Literature Circles- Part II** |
| **Assignments to Assign**  | * Assignment #1: Chapter 9- *Investigating Nonfiction*
* Assignment #3a: Writer’s Workshop- Prized Possession- Step 2
* Assignment #4a: Lesson Plan-Integrated 1
* Assignment #4b: Lesson Plan-Integrated 2
* Assignment #5: Literature Circle- Reading 1
 |
| **Due for Today** | * Assignment #1: Literature Circle ah-has on articles
* Assignment #1: Close Reading ah-has on articles
* Assignment #2: Instructor Approval of Text

(Bring to class on 5/29/18) |
| Meeting 3Week 4 | MondayJune 4th 9:30-1:30 | **Language Arts Topics****Nonfiction** **Writer’s Workshop- Brainstorming & Researching** **Literature Circles- Meeting 1** |
| **Assignments to Assign**  | * Assignment #1: Chapter 7- *Building Vocabulary*
* Assignment #3b: Writer’s Workshop- Nonfiction Text Features Book
* Assignment #5: Literature Circle- Reading 2
 |
| **Due for Today** | * Assignment #1: Bring 3 nonfiction texts to class
* Assignment #1: Chapter 9- *Investigating Nonfiction*

(Complete in notebook before class)* Assignment #3a: Writer’s Workshop- Prized Possession

(Submit Voicethread by 6/3/18 to Canvas)(Submit notebook on 6/4/18 in class)* Assignment #5: Literature Circle- Reading 1

(Complete in notebook before class) |
| Meeting 4Week 4 | TuesdayJune 5th 9:30-1:30 | **Language Arts Topics****Vocabulary** **Writer’s Workshop- Rough Draft** **Literature Circles- Meeting 2** |
| **Assignments to Assign** | * Assignment #1: Chapter 11- *Language Tools: Grammar, Spelling, and Handwriting*
* Assignment #5: Literature Circle- Reading 3
 |
| **Due for Today** | * Assignment #1: Chapter 7- *Building Vocabulary*

(Complete in notebook before class)* Assignment #5: Literature Circle- Reading 2

(Complete in notebook before class) |
| Meeting 5Week 4 | WednesdayJune 6th 9:30-1:30 | **Language Arts Topics****Spelling & Handwriting****Writer’s Workshop- Revising & Editing** **Literature Circles- Meeting 3** |
| **Assignments to Assign** | * Assignment #5: Literature Circle- Reading 4
 |
| **Due for Today** | * Assignment #1: Chapter 11- *Language Tools: Grammar, Spelling, and Handwriting*

(Complete in notebook before class)* Assignment #5: Literature Circle- Reading 3

(Complete in notebook before class) |
| Meeting 6Week 4 | ThursdayJune 7th 9:30-1:30 | **Language Arts Topics****Grammar****Writer’s Workshop- Peer Reviews** **Literature Circles- Meeting 4** |
| **Due for Today** | * Assignment #1: Chapter 11- *Language Tools: Grammar, Spelling, and Handwriting*

(Complete in notebook before class)* Assignment #3a: Writer’s Workshop- Nonfiction Text Features Book

 (Submit notebook on 6/7/18 in class) (Present final product in class on 6/7/18)* Assignment #4a: Lesson Plan-Integrated 1

(Submit on 6/6/18 to Canvas by 11:59 pm)* Assignment #4b: Lesson Plan-Integrated 2

(Submit to Canvas by 11:59 pm on the Thursday BEFORE the week you teach)* Assignment #5: Literature Circle- Reading 4

(Complete in notebook before class)* Assignment #5: Literature Circles- Notebook Check

(Submit on 6/7/18 in class) |
| Meeting 7Week 5 | MondayJune 11th 1:30-3:00 | **Language Arts Topics****Book Talk Presentations** |
| **Due for Today** | * Assignment #6: Book Talks

(In class presentation) |
| Meeting 8Week 5 | WednesdayJune 13th 1:30-3:00 | **Language Arts Topics****Book Talk Presentations** |
| **Due for Today** | * Assignment #6: Book Talks

(In class presentation) |
| Meeting 9Week 5 | FridayJune 15th 1:30-3:00 | **Language Arts Topics****Book Talk Presentations** |
| **Due for Today** | * Assignment #6: Book Talks

(In class presentation) |
| Meeting 10Week 6 | TuesdayJune 19th 1:30-3:00 | **Language Arts Topics****Professional Development Book Presentations**  |
| **Due for Today** | * Assignment #2: Professional Development Book 3 Column Notes

(Submit on 6/18/18 to Canvas by 11:59 pm)* Assignment #2: Professional Development Book Annotated Bibliography

(Submit on 6/18/18 to Canvas by 11:59 pm)* Assignment #2: Professional Development Book Presentation & Brochure

(In class presentation) |
| Meeting 11Week 6 | ThursdayJune 21st 1:30-3:00 | **Language Arts Topics****Professional Development Book Presentations**  |
| **Due for Today** | * Assignment #2: Professional Development Book Presentation & Brochure

(In class presentation) |

Syllabus created with support from: Dr. Megan Burton, & Dr. Victoria Cardullo