Class Time: See Canvas

Class Location: 2406 Haley Center Lab Times: See Canvas

Credit Hours: 4 Semester Credit Hours

Prerequisite: Admission to Teacher Education Co-Requisite: None

Instructor: Dr. Victoria Cardullo Email Address: canvas

Phone Number: 3862959346 (cell phone)

Office: Virtual

Office Hours: by appointment

**Required Text:** Tompkins, G. (2016). Language arts: Patterns of practice, Loose-Leaf Version

-9th Edition, Pearson

Required Materials:

Writing material found around the house

Book for Literature Circles

# 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

Detailed descriptions of assignments will be discussed in class and/or posted on Canvas. If you need additional clarification it is up to you to contact the professor and schedule additional time to go over any misunderstanding or misconceptions.

Course Requirements and Grading Policy: Assignments:

**Literature Circles/Thoughtful Log** *(50 points-mostly in class, with some outside class work required)*

 **Y**ou will be assigned a book with a group and each member of the group will be responsible for a literature discussion using SLACK. More information will be given during class.

***Daily Class Activities*** *(20 point, in class):*

We will conduct daily class activities that will involve creating work stations, reflecting and scoring writing samples, poetry activities, Reader’s Theater, comprehension toolkit, writing standards in kid friendly format, jigsaw activities, grammar practice, handwriting, and literature circle article assignments. Daily attendance is required in order to receive these points unless you have a documented excuse; **if you have a documented excuse you will need to contact me to make up the activity. \*\*\*\*Missing one class is equivalent to missing two classes during the fall or spring semester because we are an accelerated semester. You will be penalized for two class periods missed.** If you do not contact me to make-up the activity, then you will receive a grade of zero.

***Lesson Plans*** *(2 @ 50 points each for a total 100 points-outside class)*

Three lesson plans will be created and turned in prior to you teaching them during your lab placements. (You will need to teach at both lessons) Your lesson plan will need to follow the attached guidelines (Lesson Plan Template) and include all assessments, worksheets, center activity, etc. in your lesson plan. Lesson plans will be graded and feedback will be provided.

## Lesson Plan #1 FOCUS- Integration – You will integrate language arts into a content area. For example, you might integrate language arts into science.

##  Lesson Plan #2 FOCUS- Technology- You will use technology as a tool to teach a language arts concept remotely.

* + Micro Teach
	+ GoReact submission
	+ GoReact Commentary

***Analyzing Student Writing***(20 points)

***Parent Letter*** (20 points)

***ATLAS*** Discussion Postings and Evaluations (10 points each)

***Book Talk*** *(10 points-outside class)*

Identify two pictures books that complement each other based on content or skill. Create an infographic that includes CCSS, at least two objectives, and lesson activities. See example on Canvas for more directions.

**Professional Development Article** *(40 points)* In Lieu of a final exam:

You should select a professional development article early in the semester. Read the text and decide how it can support your development as a teacher.

Become familiar with the text and be prepared to hold a five-minute discussion via power point recording on the article.

Decide on area of professional development

State the approximate concept major theme or description

* + You should identify how this text supports your professional development process
	+ Display key points or concepts You must have your article pre-approved

Be sure to submit your request no later than June 2 for final approval they will be approved in the order they are submitted.

# 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 encouraged to bring and use your laptop, iPad or other electronic device during all class sessions.

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.

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	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

Tentative Class Schedule/Calendar

ALL READINGS AND ASSIGNMENTS ARE DUE THE DATE LISTED (Subject to change

as the semester develops- updates will be emailed and/or posted to Canvas)

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| Class Dates | Readings | Assignments | Concepts |
| May 20 | Chapter 1 Learning and the Language Arts | Tracks of Thinking Chapter 1 Introduction to the Language ArtsWelcome Back!Syllabus Review, Assignment Expectations, and Semester Outcomes | Grand Conversation Chapter 1- How Children Learn  |
| May 27 | Chapter 2 Teaching and Assessing the Language Arts | Tracks of Thinking Chapter 2  | Grand Conversation Chapter 2- Teaching and Assessing Language Arts |
| June 2 | Chapter 3 Emergent Literacy | Tracks of Thinking Chapter 3 Letter to Parent Evaluating Student Writing for Emergent Processes Parent Letter Due June 2Professional Article Request Due June 2Literature Circles Begin- SLACK SUBMISSION ONGOING  | Grand Conversation Chapter 3 Emergent Literacy-Letter Writing; Character DevelopmentLiterature Circle Discussion |
| June 4 | Chapter 4 Oral Language: Listening andSpeaking | Tracks of Thinking Chapter 4 Lesson Plan # 1 Integrated Lesson Plan PPDA review of lesson using ATLAS  | Grand Conversation Chapter 4 Oral Language: Listening and Speaking |

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| June 9 | Chapter 5 Written Language: Reading and Writing | Tracks of Thinking Chapter 5 in JournalAnalyzing Student Writing Due June 9 | Grand Conversation Chapter 5 Written Language: Reading and WritingWriter’s Workshop: Peer ReviewsLiterature Circle Discussion |
| June 11 | Chapter 6 Visual Language: Viewing and Visually Representing | Tracks of Thinking Chapter 6 in JournalReview of Lesson Plans #2 Conference time-available to meet one on one | Grand Conversation Chapter 6 Visual Language: Viewing and Visually Representing |
| June 16 | Chapter 7 Building Vocabulary | Tracks of Thinking Chapter 7 in JournalMicro Teach Lesson Lesson Plan #2Remote Teaching | Grand Conversation Chapter 7 Building Vocabulary.Literature Circle Discussion |
| June 18 | Chapter 8 Comprehending and Composing Stories | Tracks of Thinking Chapter 8 in JournalATLAS review Lesson evaluation using PPDA  | Grand Conversation Chapter 8 Comprehending and Composing Stories |

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| June 23 | Chapter 9 Investigating Nonfiction | Tracks of Thinking Chapter 9 in JournalDue June 23 Lesson plan #2 final submissionGoReact SubmissionGoReact CommentaryBook Talk  | Grand Conversation Chapter 9 Investigating Nonfiction Literature Circle Discussion |
| June 25 | Chapter 10 Exploring Poetry | Tracks of Thinking Chapter 10 in JournalATLAS review -evaluation of student talk (discussion posting)  | Grand Conversation Chapter 10 Writer’s Workshop: Compare and contrast NONFICTION/FICTION |
| June 30 | Chapter 11 Language Tools: Grammar, Spelling, HandwritingFinal Presentations | Tracks of Thinking Chapter 11 in JournalAll Slack Discussion- Literature Circles due June 30Professional Article Review and Presentation (FINAL) | Grand Conversation Chapter 11 Language Tools: Grammar, Spelling, HandwritingProfessional Text PresentationsFinal Literature Discussion |