

**Augusta State University  
College of Education  
Department of Teacher Education**

**COURSE TITLE:** Language Arts Curriculum

**COURSE:** ECED 3252

**ECED 3252D Tuesdays (August 18<sup>th</sup> – October 6<sup>th</sup>) 5:30 – 8:45**

**PREREQUISITES:** Admission to Teacher Education

**COURSE MATERIALS:**

**Yellin, D., Blake Jones, M., & DeVries, B. (2008). *Integrating the Language Arts*. Scottsdale, Arizona: Holcomb Hathaway.**

**Fletcher, R. (1996). *A writer's notebook*. New York: Harper Trophy.**

**Students need to purchase a LiveText membership from the campus bookstore or online.** LiveText will be used extensively in every course in our program. This is a one time subscription fee.

**INSTRUCTOR:** Dr. Judi H. Wilson

[jwilso24@aug.edu](mailto:jwilso24@aug.edu)

706-667-4368

Office–University Hall 365

**Office Hours:** Monday 10-2, Tuesday 12-3, Thursday 10-1 and by appointment

**COURSE DESCRIPTION:** This course focuses on the procedures involved in the development of listening, speaking, reading, and writing skills with young children in PreK-5. Topics such as spelling, grammar, handwriting, and the writing process are also addressed.

**Conceptual Framework: Vision**

Prepare school professionals who transform P-12 learners into thinking, productive citizens.

**Conceptual Framework: Mission**

Educating prospective school professionals to be knowledgeable, effective, and ethical.

*Element: Prepared*

*Dispositions: Critical thinkers about the process of teaching, learning, and assessment.*

*Element: Able*

*Dispositions: Empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents and peers.*

*Element: Responsive*

*Dispositions: Creative, challenging, and flexible in teaching/professional practices.*

**SPECIFIC COURSE OBJECTIVES:**

The student will be able to define the components of the language arts area and explain how they are interrelated.

The student will become familiar with the Language Arts Georgia Performance Standards and will use them in instructional planning and assessment.

The student will select, create, evaluate, and demonstrate the use of developmentally appropriate materials, equipment, and environments.

The student will use informal and formal assessment strategies to assess young children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences including children with special needs.

The student will actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

**This course addresses all of the IRA/NCTE Standards for the English Language Arts. However, the following Standards are specifically reinforced throughout the course:**

Standard 3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Standard 4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 8 Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 12 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**The following Georgia Performance Standards will be addressed in this course:**

**Concepts of Print:**

ELAKR1: The student demonstrates knowledge of concepts of print.

ELA1R1: The student demonstrates knowledge of concepts of print.

**Vocabulary:**

ELAKR5 The student acquires and uses grade-level words to communicate effectively.

ELA1R5: The student acquires and uses grade-level words to communicate effectively.

ELA2R3: The student acquires and uses grade-level words to communicate effectively.

ELA3R2: The student acquires and uses grade-level words to communicate effectively.

ELA4R3: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

**Writing**

ELAKW1: The student begins to understand the principles of writing.

ELA1W1: The student begins to demonstrate competency in the writing process.

ELA2W1: The student demonstrates competency in the writing process

ELA3W1: The student demonstrates competency in the writing process.

ELA4W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

- ELA4W2: The student demonstrates competence in a variety of genres.  
ELA4W3: The student uses research and technology to support writing.  
ELA4W4: The student consistently uses a writing process to develop, revise, and evaluate writing.  
ELA5W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.  
ELA5W2: The student demonstrates competence in a variety of genres.  
ELA5W3: The student uses research and technology to support writing.  
ELA5W4: The student consistently uses a writing process to develop, revise, and evaluate writing.

### **Listening/Speaking/Viewing**

- ELAKLSV1: The student uses oral and visual skills to communicate.  
ELA1LSV1: The student uses oral and visual strategies to communicate.  
ELA2LSV1: The student uses oral and visual strategies to communicate.  
ELA3LSV1: The student uses oral and visual strategies to communicate.  
ELA4LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.  
ELA4LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.  
ELA5LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interaction.  
ELA5LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

### **Conventions**

- ELA3C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.  
ELA4C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.  
ELA5C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

## ECED 3252 Course Policies

1. Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is one. You may be dropped from the class on the second absence. **When absent, you are responsible for securing all handout copies and class information.** Each tardy will count as one-third of an absence. Be on time for class!
2. All assignments are due as you enter class. Please type all assignments professionally (correct spelling, grammar, punctuation, etc.). Points will be deducted for grammatical and spelling errors. Use APA style for references as needed. It is unprofessional to discuss grades during our class.
3. Late assignments will be penalized 20 points per day. They will be penalized 10 points if they are turned in on the day they are due, after the class has met. Assignments will not be accepted at all three or more days beyond the due date. If an assignment is late, write “late” at the top, along with the date and time assignment was turned in.
4. Some assignments may be revised for a higher grade upon the suggestion of the instructor. It is up to you to try for a higher grade under these circumstances. Revised assignments must be received by the stated date or it will be assumed that you have opted to keep the original grade.
5. Although you may find ideas for some of your assignments in commercial books and teacher’s editions, the completed project should be your own. Do not simply copy units or lessons from these or other sources, or from students that have recently taken this class. (See academic honesty statement below.)
6. The academic honesty policy outlined in the ASU Catalog applies in this class.
7. Please keep your cell phone turned off during class. You may make phone calls, text message, or check voice mail between classes. Cell phones and beepers are not allowed in most schools. Turn off laptops in class.
8. Student grievances should follow the policy as outlined in the ASU catalog. This means grievances must first be brought to the attention of the instructor.
9. Students with disabilities need to contact ASU’s Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.
10. Students are expected to check their ASU Campus Pipeline Account on a regular basis as messages might be forwarded from your instructor. Students are also expected to use LiveText to create and submit their assignments throughout the semester.
11. Children should not be brought to class.
12. All papers/projects are to be picked up no later than 3 weeks after the final class. They will be discarded after that time.
13. Relevant assignments should be posted to your e-portfolio by the last date of this class.

## ECED 3252 COURSE REQUIREMENTS

### **BOOK SHARING (100 points) (Able)**

You will sign up and creatively share one children's book with your classmates. You will present this story orally to the class and will follow up with one class activity related to the book. You must include drama in your presentation. Please make it interesting and dress professionally!!! Provide a handout for your colleagues' professional files clearly identifying the following: Title of book: Summary of book: Brief author's biography: Appropriate grade levels: Teaching suggestions for integration: Reading, Writing, Spelling, Grammar, Speaking, Listening, Science, Math, and Social Studies, Art, Music, and P.E. (a minimum of 12 activities – one per subject). Clearly identify each content area. Do not rely on worksheets – develop creative, interactive activities!

**Due: 9-1 (Submit in LiveText)**

### **CURRICULUM LAB SCAVENGER HUNT (Due: 9-15 = 20 points) (Prepared)**

**READER RESPONSE ASSIGNMENTS (Due: as assigned in class  
= 90 points) (Prepared, Able, and Responsive)**

### **LESSON PLANS AND LAB EXPERIENCE (120 points total) (Prepared, Able, and Responsive)**

During lab you will write and teach four lesson plans. **Use the lesson plan format provided via LiveText.** Following the teaching, you will write a reflection of the teaching experience noting strengths and weaknesses, successes or failures, and ways to improve. **Use the reflection format provided via LiveText.** Your four lessons must focus on a Language Arts area. (Reading, Writing, Grammar, and Vocabulary.) At least one of the lessons must include poetry. Your lab teacher must approve each lesson in advance! **Turn in the lesson plan that you have taught along with your reflection, and your teacher's evaluation via LiveText each week. Be sure to indicate if it was the reading, writing, grammar, or vocabulary lesson and if it contains the use of poetry.**

**4 Lesson Plans -15 points each**

**4 Reflections – 15 points each**

**Lesson Plan and Reflection Due Dates:  
9-8, 9-15, 9-22, and 9-29 (Submit in LiveText)**

### **BOARD GAME (100 points) (Prepared, Able, and Responsive)**

You will create an original board game that addresses a Language Arts concept. Your game must:

**Have a title.**

**Be an original board game created by you. (Not the Monopoly board from your closet.)**

**Game pieces/tokens/dice to play the game (These can be from other games.)**

At least 20 content area questions included as part of the game itself. (Trivia/bonus questions, etc.) (These can be located on the board itself or as questions on cards that the player draws at a specific time in the game.)

An instruction booklet that explains the rules and how to play the game. (2-3 paragraphs)

A list of the Georgia Performance Standards addressed by the game.

Grade level of the game

Make sure the game is free of grammar, spelling, and mechanics mistakes.

Make sure the game is neat and attractive.

**Due: 10-6**

#### **VI. End of Class Reflection (50 points) (Responsive)**

You will create an end of class reflection that focuses on your thoughts and ideas about Language Arts, Reading, and Writing and the changes and adjustments you have made to your view of the aforementioned concepts from the beginning of the semester to the end. More information will be given about this assignment in class.

**Due: 10-6 at 1:00 pm (Submit in LiveText)**

#### **VII. CLASS ATTENDANCE, PARTICIPATION, AND LAB EXPERIENCE (20 points)**

Class attendance, preparation, and participation are expected. This will count towards your participation grade. You will be allowed one excused absence and one excused tardy. Five points will be deducted from your final grade for each additional absence. Two points will be deducted for each additional tardy accumulated. In addition, all lab hours and lab assignments must be completed to receive any credit for lab. **You cannot pass this class if you do not successfully complete the lab experience requirements.**

#### **Grading Scale**

**450 - 500 = A    400 – 449 = B    350 – 399 = C    300 – 349 = D    < 300 = F**

**ECED 3252 Course Calendar – Fall 2009**

\*Dates are tentative based on the progress of the class.

**\*READ THE ASSIGNED CHAPTERS BEFORE CLASS!**

- 8-18 Course overview and introductions, Syllabus Information, Word Walls, Introduce writer's notebook, Book Sharing,
- 8-25 **Curriculum Lab Scavenger Hunt Due!** Writing lesson plans, Lab Overview/Requirements, **Read Fletcher Chapters 1-3 and Chapters 1-3 in the Yellin book and complete reader response activity.**
- 9-1 **Book Sharing Due! Read Chapters 4-5 in the Fletcher book and Chapters 4-5 in the Yellin book and complete reader response activity.**
- 9-8 ASU Furlough Day: No Class-Project Day  
**Lesson Plan and Reflection #1 Due!**
- 9-15 **Lesson Plan and Reflection #2 Due! Read Chapters 6-7 in the Fletcher book and Chapters 6-7 in the Yellin book and complete reader response activity.**
- 9-22 **Lesson Plan and Reflection #3 Due! Read Chapters 8-9 in Fletcher book and Chapters 8-9 in the Yellin book and complete reader response activity.**
- 9-29 **Lesson Plan and Reflection #4 Due! Read Chapters 10-12 in the Fletcher book and Chapters 10-12 in the Yellin book and complete reader response activity.**
- 10-6 **Board Game Due! End of Class Reflection Due! Read Chapter 13 in the Yellin book and complete reader response activity**

## Bibliography

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- Fletcher, R. (1996). *A writer's notebook*. New York: Harper Trophy.
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- Harvey, S. and Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland: Stenhouse Publishers.
- Keene, E.O. (2008). *To understand: New horizons in reading comprehension*. Portsmouth: Heinemann.
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- Ray, K. (2001). *The writing workshop: Working through the hard parts and they're all hard parts*. Urbana: National Council of Teachers of English.
- Routman, R. (2005). *Writing essentials*. Portsmouth: Heinemann.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland: Stenhouse Publishers.