

Augusta State University
College of Education
Department of Teacher Education

COURSE TITLE: Language Arts Curriculum

COURSE: ECED 3252B 8:30-9:45 UH 357

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 with disabilities need to contact ASU's Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.

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

INSTRUCTOR: Jeanie Hill ahill@aug.edu 706-729-2346

Office Hours: Monday and Wednesday - 10:00-2:00, 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.

Augusta State University

Conceptual Framework: Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Professional Development School Network.

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. *The disposition to think critically is about the process of teaching and learning is tendency to question that which may be assumed. It involves probing, digging deeper, establishing quality and using dialogue as a means to work toward that end. It may be deconstructive in its nature and seek to unpack the black and white nature of statements, and simplistic nature of responses, procedures or assignments. Well prepared candidates:*

- Demonstrate strong content and pedagogical preparation in their respective

subject area or professional field.

- Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.
- Participate in graduate study is to extend and refine the knowledge base of educators to build expertise.
- Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.
- Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.
- Demonstrate a knowledge of how to implement effective verbal, nonverbal, and information and utilize technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able

Dispositions: Empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents and peers. *This disposition is characterized by the propensity to view learning as encompassing a variety of approaches to meet individual learner needs focusing on differentiating instruction. The education professional sees multiple ways of framing learning, solving problems, approaching instruction, and providing examples. The professional is disposed to act as a guide and think in an inquiry oriented mode and views facts and knowledge as a means to build toward understanding. The professional is disposed to focus on goal setting and taking next steps toward improvement. Student competence is assumed and all students are pushed toward high levels of achievement. High quality educator preparation produces stronger candidates and thus more effective classroom teachers, counselors, and administrators who can:*

- Understand, use and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
- Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
- Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Element: Responsive

Dispositions: Creative, challenging, and flexible in teaching/professional practices. *The education professional is disposed to be responsive to students' developmental needs and characteristics and exhibits responsiveness to students as diverse individuals including their personal lives and experiences. Learning is viewed as relevant and connected to students' lives. Families and parents are embraced as partners in the learning process and community is valued as an asset to learning. Peers are treated as partners and resources in a collaborative manner. This disposition is a thinking-based orientation that is reflective in many dimensions in terms of needs and actions of the learner, their developmental characteristics, their cultural background and experiences, their levels of understanding, student questions, student work samples, the learning context and expectations of the profession and society as a whole. All partners including students, parents, and colleagues are valued as providing input into important decisions in the learning process. Candidate who are responsive demonstrate:*

- A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.
- Preparation in the subject area(s) to be taught or the professional field of study

must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

- Ability to teach and work in authentic settings with diverse populations of learners
- Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.
- Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally
- Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

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 two. You may be dropped from the class on the third 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.
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 end of this semester (final date of class).

ECED 3252 COURSE REQUIREMENTS

CLASS NOVEL *A Writer's Notebook* by Ralph Fletcher (Reading Assignments and activities assigned with the novel) (90 points)

COLLABORATIVE BOOK SHARING (100 points) (CFP -7) (Due 09/09)

You will sign up and creatively share one children's book with your classmates. You will present this story orally to the class and you will follow up with one class activity related to the book. In addition to the presentation, you will submit a Language Arts lesson plan utilizing the children's book you chose. You must use the lesson plan format outlined in class. Please make it interesting and dress professionally!!! Email a copy of your lesson plan to your classmates.

Book Sharing will begin on September 9, 2009.

CURRICULUM LAB SCAVENGER HUNT (Due: 09/02 = 10 points)

READER RESPONSE BLOG POSTS (Due: 08/24, 08/26, 09/02, other days as assigned= 40 points)(CFP -1,2,3,4)

Each posted reflection/response should be a minimum of one paragraph and should reflect your thinking and ideas in response to the reading. Feel free to respond to your classmates as well.

LESSON PLANS AND LAB EXPERIENCE (120 points total)

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, or Vocabulary.) 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 listening, speaking, writing, reading or grammar 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:

10/26 -

11/02

11/09

11/16

BOARD GAME (100 points)

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

Have a title.

An original board 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 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: 11/18

VI. End of Class Reflection (20 points)

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: 12/02

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.**

VIII. E-Portfolio (to receive final grade)

Three pieces of documentation must be placed in your e-portfolio – further information will be given in class.

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!**

- 08/17 Course overview and introductions, Syllabus Information, *Building Walls of Words* article and Double Entry Journal assigned for next class meeting
- 08/19 *Building Walls of Words*, Traveling Word Wall, Chapter 1 assigned for next class meeting, post reflection to Chapter 1 one class blog.
- 08/24 Chapter 1 Discussion, Chapter 2 pp.31-43 assigned for next class meeting, post reflection to class blog
- 08/26 Chapter 2 Discussion, Writing lesson plans, Chapter 3 pp.77-92 assigned for next class meeting, post reflection to class blog
- 08/31 No Class-Project Day
- 09/02 Chapter 3 Discussion, Multiple Intelligences and Learning Styles
Curriculum Lab Scavenger Hunt Due
- 09/09 Introduce *A Writer's Notebook*, Class Novels, Reader Response Journals, Double Entry Journals, Lab Overview/Requirements, Read Chapters 1 and 2 in the Fletcher book, complete reader response activity for next class.
Book Share and Lesson Plan Due
- 09/14 Discuss *A Writer's Notebook* reading and response activity, Book Talks, Literature Circles, Author's Study, Book Pass, Guided Reading, Read Chapters 3 and 4 in the Fletcher book, complete reader response activity for next class.
- 09/16 Discuss *A Writer's Notebook* reading and response activity, Strategies for reading and reading comprehension
- 09-21-09-25 Lab Experience (No Class)
- 09/28 Lab Debriefing, Readers' Theatre, Read Chapters 5 and 6 in the Fletcher book, complete reader response activity for next class.
- 09/30 Discuss *A Writer's Notebook* reading and response activity, Listening Skills
- 10/05 Poetry Unit, Read Chapters 7 and 8 in the Fletcher book, complete reader response activity for next class.
- 10/07 Discuss *A Writer's Notebook* reading and response activity, Gallery Walk, Speaking skills, Read Chapters 9 and 10 in the Fletcher book, complete

reader response activity for next class.

10/12 Discuss *A Writer's Notebook* reading and response activity, Introduction to Writing, Programs used to teach Writing, Read Chapters 11 and 12 in the Fletcher book, complete reader response activity for next class.

10/14 Wrap up *A Writer's Notebook*, Writing Workshop

10/19-11/13 Lab Experience (No Class)

Lesson Plan and Lesson Plan Reflection are due each week via LiveText!

11/16 Lab Debriefing, The Writing Process, Pre-Writing, Brain Storming

11/18 The Writing Process, Drafting

11/23 The Writing Process, Writing Surgery

11/30 The Writing Process, Revision, Conferencing

12/02 The Writing Process, Rubrics, Assessments, Portfolios, Class Wrap Up

Bibliography

- Allen, J. (2000). *Yellow brick roads: Shared and guided paths to independent reading 4-12*. Portland: Stenhouse Publishers.
- Fletcher, R. (1996). *A writer's notebook*. New York: Harper Trophy.
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- Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever*. San Diego: Hartcourt.
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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.
- Keene, E.O. and Zimmerman, S. (2007). *Mosaic of thought*. Portsmouth: Heinemann.
- Lane, B. (1993). *After the end*. Portsmouth: Heinemann.
- Mueller, P. (2001). *Lifers*. Portsmouth: Heinemann.
- 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.