

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

**COURSE TITLE:** Language Arts Curriculum

**COURSE:** ECED 3252

**ECED 3252A 10:00 – 11:15 MW UH 357**

**ECED 3252B 8:30-9:45 MW UH 357**

**PREREQUISITES:** Admission to Teacher Education

**COURSE MATERIALS:**

**Selected articles and journals**

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

**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:** Rebecca Harper

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Office – University Hall 379

**Office Hours:** Monday and Wednesday 11:15-4:15, 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.*** *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:*

***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:*

***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:*

**CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:**

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and is able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social and personal development.
3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
7. Plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, other professionals in the learning community) and actively seek the opportunity to grow professionally.

**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 non print 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 10% 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.
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. Please note:  
  
**PLAIGARISM WILL NOT BE TOLERATED! DO NOT COPY AND PASTE DIRECTLY FROM THE INTERNET OR FROM ANY OTHER SOURCE. YOU MUST GIVE CREDIT NOT ONLY TO PASSAGES THAT ARE NOT IN YOUR OWN WORDS, BUT YOU MUST GIVE CREDIT FOR ANY FACT THAT YOU ARE REPORTING THAT YOU WERE NOT ALREADY AWARE OF. IF YOU DO PLAIGARIZE, YOU WILL RECEIVE A ZERO FOR THAT ASSIGNMENT. ADDITIONAL ACADEMIC CONSEQUENCES MAY RESULT AS WELL. IN ADDITION, WHEN YOU SUBMIT AN ASSIGNMENT TO ME VIA LIVETEXT YOU ARE SUBMITTING IT WITH THE ASSURANCE THAT THE WORK YOU ARE SUBMITTING IS YOURS AND YOURS ALONE.**
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 end of this semester (final date of class).

## **ECED 3252 COURSE REQUIREMENTS**

### **Lesson Plan Incorporating a Picture Book (100 points) (A-3) (Due 02/01)**

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 by giving us a brief overview of the lesson plan you developed. 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 be held on 02/01.**

### **PEN PAL PROJECT (100 points) (Tentative Due Date 04/28) (P2, R5)**

You will correspond over the semester with an elementary student. You will be expected to keep a folder with copies of your correspondence throughout the semester with your pen pal. You will complete a reflection (about 1 page) addressing what you learned from this project as well as the impact you believe you had on your pen pal. (We will discuss this more in class.)

### **THE WRITING ON THE WALL: (100 points) (P1, P2, R5)**

**First Observations and Hypotheses due: 02/22**

**Final Observations, Hypotheses, and reflection due: 04/26**

During your lab experience, you will observe your lab teacher and his/her teaching practices. You are to pay careful attention especially to the method of instruction utilized but also to the types of materials used in the classroom. These may include, but are not limited to: textbooks, supplemental class novels/additional books in classroom library, teaching materials posted on the walls, etc. Based on your observations, you will develop a hypothesis, supported by evidence obtained in the classroom, of your teacher's theoretical orientation with regard to Language Arts. (Think about your teacher's approach to Language Arts. Does he/she focus on the Whole Language philosophy, phonics-based instruction, integrated instruction, etc?) You will discuss your findings with a group after both lab experiences. We will visit this assignment after both lab experiences (the first week and after the four week experience). There are several parts to this assignment. They are as follows:

During the first week of lab, you will compile a list of observations made during the lab week. Using the list, you will develop a hypothesis of your teacher's theoretical orientation with regard to Language Arts. You will bring both your observations and hypothesis to class after the first week or lab to discuss in a group setting. After the extended lab experience (four weeks) you will add additional observations to your list made at the beginning of the semester. At the end of the lab experience, you will revisit your original hypothesis and make additions, changes, refinements, etc. You must make sure that you support your hypothesis with observations from the classroom as well as with sound theoretical research. You will also complete a 1-2 page reflection paper synthesizing the observations, notes, hypotheses you recorded which are backed up by sound theoretical research. (Possible

**theorists/researchers that you may note, include, but are not limited to: John Dewey, Brian Cambourne, Howard Gardner, Luis Mol, Ken Goodman, Noam Chomsky, etc.)**

**LESSON PLANS AND LAB EXPERIENCE (400 points total) (P1, P3, R2, P4, R4, R1, R3, A1)**

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, Listening/Speaking, 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.**

**Each lesson plan with the reflection is 100 points each.**

**Lesson plan and reflection due dates:**

**03/22**

**03/29**

**04/12**

**04/19**

**BOARD GAME (100 points) (P1, P3, R2, R1, R4, A1, A2, A5)**

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: 03/01**

**VI. WHERE DO YOU STAND? WHERE YOU WERE AND WHERE YOU ARE HEADED..... (100 points) (P1, R5)**

At the beginning of the semester, you will complete a reflection detailing your thoughts and ideas about Language Arts. At the end of the semester, you will revisit this assignment by re-evaluating your thoughts and ideas about Language Arts after the semester is over. You should note the changes, new ideas, and your growth as a scholar over the semester. You should reference various theorists and researchers we have discussed in class. I will explain this more in class. (1-2 pages)

**Due: 04/28**

## **VII. CLASS ATTENDANCE, PARTICIPATION, CLASS ASSIGNMENTS, AND LAB EXPERIENCE**

**(100 points) (These may consist of reflections, blog posts, exit slips, our class novel *A Writer's Notebook* by Ralph Fletcher (Reading Assignments and activities assigned with the novel) Curriculum Lab Scavenger Hunt, etc.)**

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**

**930-1000 = A    860-929 = B    770-859 = C    700-769 = D    < 700 = F**

## 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.
- Fletcher, R. and Portalupi, J. (2001). *The writing workshop*. Portsmouth: Heinemann.
- Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever*. San Diego: Hartcourt.
- Frey, N. and Fisher, D. (2006). *Language arts workshop*. Columbus: Pearson.
- 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.
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- 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.