

Augusta State University
College of Education
Department of Teacher Education

Course Title: Best Practices in Language Arts

Course: EDTD 6221

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Hours: 3 semester hours; Thursday 5:00 – 8:15

Prerequisites: Admission to Teacher Education

Text:

Literacy for the 21st Century: A Balanced Approach, Tompkins, Gail E., Pearson Merrill/Prentice Hall, 4E (required)

Course Description This course focuses on helping teachers learn the basic development and integration of skill in the areas of reading, writing, listening, speaking and how to effectively implement these skills in the classroom. Topics such as spelling, grammar, speaking and the writing process are also addressed along with practice in informal, formal, and authentic assessment.

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.
6. Plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
7. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social and physical development of the learner.
8. 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:

1. The student will be able to define the components of the language arts area and explain how they are interrelated.
2. The student will become familiar with the Language Arts Georgia Performance Standards and will use them in instructional planning and assessment.
3. The student will select, create, evaluate, and demonstrate the use of developmentally appropriate materials, equipment, and environments.
4. 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.
5. 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.

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.

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

Standard 1: Have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

1.3: Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

1.4: Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Standard 2: Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, candidates:

2.1: Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

2.2: Use a wide range of instructional practices, approaches and methods, including technology based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

2.3: Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Standard 3: Use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:

3.1: Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

3.3: Use assessment information to plan, evaluate and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Standard 4: Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

4.1: Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

4.4: Motivate learners to be lifelong readers.

Standard 5: View professional development as a career-long effort and responsibility. As a result, candidates:

5.2: Continue to pursue the development of professional knowledge and dispositions.

5.3: Work with colleagues to observe, evaluate, and provide feedback on each other's practice.

5.4: Participate in, initiate, implement, and evaluate professional development programs.

Course Policies:

1. Attendance: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the attendance policy in the Augusta State University Catalog, "A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors." This policy also addresses multiple absences: "If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences." Tardiness and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor's discretion.

2. Academic Honesty: "In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members" (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade. Also, unless specifically noted as a group project, all assignments are to be original and done on your own. (Although you may find ideas for some of your assignments in commercial books, teacher's editions, or the Internet, the completed projects should be your own creations. Do not simply copy units or lessons from these sources or from students that have recently taken this class.) 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.

3. Disability/Other-Ability: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall. 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.

4. Assignments: 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. Late assignments will be penalized 10 points per day. Assignments will not be accepted at all three or more days beyond the due date. All papers/projects are to be picked up no later than 3 weeks after the final class. They will be discarded after that time.

5. Cell Phones: No cell phones or beepers are allowed in class without advance permission of the instructor. Cell phones and beepers are not allowed in most schools.

7. Grievances: 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.

8. Technology: Students are expected to check their ASU Campus Pipeline Account on a regular basis as messages may be posted from your instructor.

Grades: Assignments have been given point values. Work is assessed based on the quality and depth of response. Final grade is based on total number of points earned during the course as follows:

90-100 points = A

80-89 points = B

70-79 points = C

<70 points = F

Major Assignments:

1. Journal Reviews: (10 points each)

Students will be expected to read and reflect on a minimum of **5** journal articles. Articles will be made available via the instructor. Reflections should be no more than **one typed page** and are due at the beginning of each class. Class discussions may refer to article content. Students are expected to follow proper APA guidelines.

2. Guided Reading Lesson: (15 points)

Students will be expected to create and present a guided reading lesson as explained in this course. All necessary resources, e.g., word cards, sentence strips, etc., will be necessary for the presentation.

3. Chapter Book Unit: (25 points)

Students will create a cross curricular book unit for a chapter book of his/her choice. Book unit should include, but is not limited to, weekly spelling words and vocabulary lists, student activities, and student homework assignments. Students will present this book unit to the class in notebook form (a one-inch ring binder us suggested). To make the presentation more interesting a power point slide show is suggested.

4. Class Portfolio: (10 points)

Students will create a portfolio of Best Practices for Language Arts. The portfolio should include student work, reflections, self video, and strategies to be used in the five different areas of language arts. The portfolio should be divided into manageable sections, e.g., comprehension strategies, vocabulary strategies, fluency activities, etc. (*self video: you teaching one of your best strategies)