

SOUTHERN WESLEYAN UNIVERSITY SYLLABUS

Use Arrow or Tab Keys to Move Cursor

Year 2013 Fall X Spring _____ May Term _____ Summer School _____

Course Number/Name EDUC 3702 Teaching ELA Methods for Elementary Teachers

Instructor Mr. Barry Burnett

The following check list indicates the information required for each SWU syllabus (see *Faculty Handbook C-130*).

- X Instructor's name, office number (or telephone number), and office hours
- X Course name and number (Including meeting room and time is helpful).
- X Objectives stated in terms of student learning OUTCOMES
- X Texts and other required material (author, title, publisher, year)
- X Grading procedures
- X Policies governing late work
- X Policies on attendance and tardiness
- X Assignments for semester, including reading, test dates (where possible)
- X Outline of the course/topics to be covered
- X One or more learning objectives relating to approaching issues from a Christian perspective
- X One or more activities with a research component
- X One or more activities giving the opportunity for the student to work with others

Also helpful:

- _____ Prerequisites
- _____ Reading list or bibliography

Signature Mr. Barry Burnett 8/23/13
Instructor Date

Dr. Sandra McClendon 8/23/13
Dean Date

Southern Wesleyan University
School of Education

“Educators who demonstrate scholarship within a Christian ethic of care”

Course Number and Title: EDUC 3702 Teaching Language Arts, Elementary

Number of Credit Hours: 2

Instructor and Title: Mr. Barry Burnett, Master of Education

Class Day and Time: Monday/Wednesday 3:25 p.m.

Office Location: N/A

Semester, Year: Fall 2013

Home Phone: 864-882-1855

Office Hours: No Office hours

School of Education Phone: 644-5362

E-mail Address: burnetwb@pickens.k12.sc.us

Fax Phone: 864-644-5906

Course Description:

Teaching Language Arts, Elementary is a survey course intended to provide prospective teachers with opportunity to explore how children learn to use the language arts of reading, listening, writing, and responding. Strategies will be explored that promote literacy instruction in diverse classroom settings. **As part of this course you will be expected to spend twelve (12) hours in a language arts classroom observing, teaching, and tutoring children.**

Rationale

Most educators believe that children require explicit instruction of those strategies that help them learn to read and write. This course will provide opportunities for teacher candidates to explore researched-based teaching strategies that can be used to teach language arts skills to children that are in diverse elementary classroom settings.

Prerequisites

Admission to the teacher education program, which includes Lock 1 and junior year status.

Relationship to Conceptual Framework: The theme of the unit is integrated with this course by acquainting future professional educators that teaching requires a passion for learning, compassionate and respectful interactions with learners and colleagues, and recognition that the community and its pluralist nature is an integral part of the learning process, in order to successfully prepare elementary pupils for lives of social, intellectual, and personal development. All of this is to be accomplished through a Christian ethic of care.

INTASC Standards: School of Education Teacher Candidate Principles

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses 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.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is 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 who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Principle #11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (not INTASC)

SPA Standards:

ACEI STANDARDS

DEVELOPMENT, LEARNING AND MOTIVATION

1. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM STANDARDS

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. ASSESSMENT FOR INSTRUCTION—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

ADEPT Performance Standards: In this course, APS standards 1, 2, and 5 are emphasized. There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teacher* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teacher* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Instruction
- APS 3 Planning Assessments and Using Data

Domain 2: Instruction

- APS 4 Establishing and Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

- APS 8 Maintaining an Environment That Promotes Learning
- APS 9 Managing the Classroom

Domain 4: Professionalism

- APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicator

Response to Dispositions: Courses in the School of Education seek to integrate the following dispositions:

- The teacher candidate demonstrates an ethic of care towards self by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- The teacher candidate demonstrates an ethic of care towards learners by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- The teacher candidate demonstrates an ethic of care towards colleagues by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- The teacher candidate demonstrates an ethic of care towards the community by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Of these four dispositions, this course emphasizes all dispositions.

General Course Objectives Upon completion of this course, teacher candidates will be able to...

OBJECTIVES	ACEI	ADEPT PS #	INTASC PRINCIPLES
1. Examine and discuss the role of language arts in the culturally responsive classroom environment.	1, 2.2, 2.8, 3.1-3.5, 5.1, 5.2		1
2. Examine and discuss current trends in the language arts, including reading, listening, writing, spelling, and responding as part of literacy and content area instruction in PK-6 classrooms.	1, 2.1		3, 7
3. Explore ideas and understanding of schema theory and reader response theory as they relate to children's improved comprehension.	1		2, 3, 4, 5
4. Demonstrate a basic knowledge of teaching techniques applicable to teaching language arts skill in the context of reading and content area lessons.	1, 2.1, 3.1-3.5, 4	4-9	1, 4, 6, 7, 8, 9
5. Write a long range instructional unit, and three sample daily lesson plans that include: objectives, procedures that incorporate writing, listening, poetry, and drama as part of the lesson, and that include at least two activities to accommodate learning styles, two ability levels, a list of materials, and evaluation.	3.1-3.5, 4, 5.1, 5.2	1, 2, 3	6, 7, 8

Instructional Methods will include modeling effective teaching methods by the instructor, class discussion, and development of lesson materials appropriate for diverse groups of students in the elementary classroom. Students will be provided opportunities to observe and tutor elementary grade students in the classroom environment.

Class Attendance Policy:

All attendance policies of the college as stated in the handbook will be enforced.

Academic Integrity:

The Honor Code is in effect for all assignments, in and out of class. The penalties will be enforced as stated in the handbook.

Late Work:

Lesson presentations and all activities will be due according to agreement between the instructor and individual students. No credit for the course will be give until all work is turned in using the

prescribed digital format (chalk and wire and/or thumb drive transferred to instructor's storage device).

Coursework Submission Dates: See Class Topics and Class Schedule.

Accommodations Statement: If you have a disability that interferes with your learning, test-taking, or completing assignments outlined in the syllabus, please contact Mrs. Carol Sinnamon, Director of Counseling and Health Services. She will help secure the right documentation, know what accommodations are appropriate, and authorize your teachers to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your teachers can provide accommodations unless you specifically request these each semester. Documentation must meet the guidelines of the Americans with Disabilities Act (ADA). We want you to have equal opportunity to learn and have fair assessment of that learning. Your abilities, skills, and efforts should determine your success or failure, not your disability.

Technology Integration: Students must access myscschools.com to utilize the state standards and objectives when writing unit/lesson plans to teach language arts in the elementary school.

Culturally Responsive Teaching: All chapters covered in this course address diversity within our schools. These chapters address different learning styles and varying abilities of students within our schools through school based experience activities and reflections.

Required Textbooks and Materials: Textbook:

- Diane Hood Nettles. Comprehensive Literacy Instruction in Today's Classrooms: The Whole, the Parts, and the Heart. Pearson/Allyn and Bacon. 2006. ISBN 0-205-516521.
- Project Read Handouts (provided by the instructor)

Additional Materials: As part of this course you will be expected to spend twelve (12) hours in a language arts classroom observing, teaching, tutoring children and making and using materials suitable for this task. You will need a notebook to use for reflections on this portion of the course. Final reflections need to be typed, 12 fonts, doubled spaced.

General Course Objectives: Upon the completion of this course, the student will be able to . . .

1. Examine and discuss the role of language arts in the culturally responsive classroom environment.
2. Examine and discuss current trends in the language arts, including reading, listening, writing, spelling, and responding as part of literacy and content area instruction in PK-6 classrooms.
3. Explore ideas and understanding of schema theory and reader response theory as they relate to children's improved comprehension.
4. Demonstrate a basic knowledge of teaching techniques applicable to teaching language arts skill in the context of reading and content area lessons.
5. Write a long range instructional unit, and three sample daily lesson plans that include: objectives, procedures that incorporate writing, listening, poetry, and drama as part of the lesson, and that include at least two activities to accommodate learning styles, two ability levels, a list of materials, and evaluation.

Instructional Methods: Lecture, class discussion, cooperative learning activities, and student presentations will be utilized as instructional methods.

Class Attendance Policy (refer to page 24 in the current edition of the University catalog)

Academic Integrity (refer to pages 21-22 in the current edition of the University catalog)

Coursework Submission Dates: See Tentative Course Outline

Assessments and Scoring Guides: Scoring Guides from the Clinical Experience will be provided for assessment.

Computation of Final Grade:

Course Evaluation will be based on the following:

10% -- Article Reviews with written reflections

20% -- Language Arts unit with five lesson plans

40% -- Quizzes on **Nettles Text** and **Project Read**

30% -- Practicum with the instructor and written reflections

Calendar for Monday/Wednesday classes fall 2012

Class Topics and Class Schedule (Tentative Course Outline)

1 Wed. 8/21	Introduction to the course and course materials. Planning for tutoring and practicum experience at Clemson Elementary School, Nettles Text Ch.1 The Children You Teach, The Social and Cultural Context, The Politics of Literacy, Philosophy of the Project Read Model , Homework : Read Ch. 1 How Classroom Theory Influences Classroom Instruction
2 M 8/26	Nettles Text Ch. 1 How Classroom Theory Influences Classroom Instruction, Nettles Text Ch. 2 Reflecting on a commonly taught lesson, A model of comprehensive instruction, Extrinsic rewards/Intrinsic motivation, Project Read : sentence frame, subjects, Homework : Read Ch. 2 Explicit Teaching
3 Wed 8/28	Practicum experience (schedule with the instructor). Students will type reflections on classroom experiences. Instructor will discuss guidelines for the reflections.
4 M 9/2	Nettles Text Ch. 2 Explicit Teaching, On going Assessments, Balancing Content and Instruction, Project Read : Predicates, Expander « where » « The Saga of the Hungry Bug » Homework : Read all of Ch. 4 Assessing Reading and Writing
5 Wed 9/4	Practicum experience (schedule with the instructor). The students will have hands-on experiences in the classroom with elementary students.
6 M 9/9	Nettles Text Ch. 4 Project Read : Predicate expanders « how », « why » , and » when » Homework : Read Ch. 6 Daily Read Alouds, Sentences have Boundaries Three article reflections are due !
7 Wed 9/11	Practicum experience (schedule with the instructor). Students will have hands-on experiences with elementary students.
8 M 9/16	Nettles Text Ch. 6 Daily Read Alouds, Sentences Have Boundaries, Project Read : Sentence variety, Writing with Adjectives Homework : Read Ch. 6 Using a Word Wall, Children Become Writers, Early Writing Development, Ways to Encourage Writing, and Teacher Interventions
9 Wed 9/18	Practicum experience (schedule with the instructor). Students will have hands-on experiences with elementary children.
10 M 9/25	Nettles Text Ch. 6 Using a Word Wall, Children Become Writers, Early Writing Development, Ways to Encourage Writing, Teacher Interventions Project Read : Writing with Adjectives, Quiz #1 on Chapters covered from Nettles Text and Project Read
11 Wed 9/30	Practicum experience (schedule with the instructor). Students will have hands-on experiences with elementary students.
12 M 10/2	Nettles Text Ch. 9 Scaffolding Reading and Writing Chart page 284 Ways to Scaffold Writing, Independent Writing, Rehearsal, Drafting, Revising, Publishing, Project Read : Direct Objects Homework : Read Ch. 9 Writing Workshop, Managing Journal Writing, Managing Writing Instruction

	**Five reflections due for practicum experience
13 Wed 10/4	Practicum experience (schedule with the instructor). Students will have hands-on experiences with elementary students.
Fall Break 10/7	
14 M 10/14	Nettles Text Ch. 9 Writing Workshop, Managing Journal Writing, Managing Writing Instruction Project Read : Paragraph Development Three article reflections are due !
15 Wed 10/16	Practicum experience (schedule with the instructor) Students will have hands-on experiences with elementary students.
16 M 10/21	Nettles Text Ch. 13 Response Journals Project Read: Types of Writing: Descriptive and Procedural Homework: Ch. 15 Read Reteaching Everyone, Learning Modalities, Student Interests, Quiz #2 on chapters covered from Nettles Text and Project Read
17 Wed. 10/23	Practicum experience (schedule with the instructor). Students will have hands-on experiences with elementary students.
18 M 10/28	Nettles Text Ch. 15 Reteaching Everyone, Learning Modalities (Review), Student Interests, Project Read : Types of Writing : Compare/Contrast, Persuasive, Expository
19 Wed 10/30	Practicum experience (schedule with the instructor). Students will have hands-on experiences with elementary students.
20 M 11/4	Continue with different writing genres for elementary students. Project Read.
21 Wed. 11/6	Practicum experience (schedule with the instructor) Students will have hands-on experiences with elementary students
22 M 11/11	Narrative writing using story elements.
23 Wed. 11/13	Practicum experience (schedule with the instructor) Students will have hands-on experience with elementary students.
24 M 11/18	VAKT strategies on conventions, organization, voice, content
25 W 11/20	Practicum experience (schedule with the instructor) Students will have hands-on experience with elementary students.
26 M 11/25	Four reflections due for practicum experience. Quiz #3 on chapters from Nettles text and Project Read.