



University of North Alabama
College of Education and Human Sciences
Department of Elementary Education

Course Number: EED 373W

Course Title: Teaching Language Arts in Grades 3-6

Semester Hours: 3

Prerequisites: Admission to Educator Preparation Program

Revised: January 2017

Instructor: Dr. Lorie Johnson

Office: Stevens 518

Email: ljohnson15@una.edu

Office Phone: (256) 765-4723

Cell Phone: (205) 352-8977

Office Hours:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|----------------|-------------|---------------|----------------|
| 10:45-12:15 pm 2-4 pm | By appointment | 11-12:30 pm | 9:15-11:15 am | By appointment |

CATALOG DESCRIPTION

This course is designed to support understanding, application, and appreciation of language arts concepts and uses in the elementary school curriculum and in life-related experiences. The course is based on the relationships of oral and written language that are explored through authentic experiences. It supports the development of pre-service teachers to effectively teach in the language arts

elementary classroom.

TEXTS

- 1) Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2014). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. New Jersey: Pearson-Prentice Hall. (4th & 5th editions are both acceptable. Please purchase your preference.)
- 2) Fletcher, R., & Portalupi, J. (2000). *Writing Workshop: The Essential Guide*. Massachusetts: Heinemann.
- 3) Tradebooks may also be required.

REQUIRED MATERIALS

- 1) A plastic 3-ring binder is required for your clinical portfolio.
- 2) A composition notebook is required for your Reader's Response Notebook.

COURSE OBJECTIVES

Candidates in will demonstrate: 1. Knowledge of academic content and methods to plan and provide developmentally appropriate curriculum for elementary students in accordance with the Alabama course of study: English Language Arts including writing and spelling, reading, oral language development, 290-3-3-.06(2)(b)1.(ii)(I). CF 1-6 Listening, viewing, and visually representing. 2. Knowledge of the importance of classroom culture in motivating students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into human experience 290-3-3-.06(2) (b) 1.(ii)(VIII). CF 1,3,5 3. Knowledge of norms and structures that contribute to a safe and stimulating learning environment 290-3-3-.03(2) (c) 3. (i). CF1,3,4 4. Knowledge of the role of language in learning 290 3-3-.03(2)(c)1.(ii) CF 1 5. Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures 290-3-3-.03(4)(c)1.(iii) CF1,5, Global Initiative 6. Knowledge of developmental issues related to how students learn. 7. Knowledge of and an ability to teach the writing process 8. knowledge of and

ability to teach grammar concepts 9. knowledge of and the ability to teach handwriting instruction 10. An ability to read and apply information from professional journals and other sources of information to improve professional practice. 11. an ability to evaluate resources for teaching and learning, including current emerging technologies and software 12. Knowledge of safe, responsible, legal, and ethical uses of technology including fair use and copyright laws along with how technology supports assessment, planning and instruction 13. Knowledge of and an ability to use basic competence in oral and written grammar.

COURSE CONTENT

Possible topics for discussion:

1. Introduction

Language Arts Curriculum Overview

Alabama Course of Study: English Language Arts, Core Standards. Writing, reading, spelling, oral language development, listening, viewing, visually representing. 290-3-3-.06(2)(b)1.(ii)(1).CF1,6

2. How Children Learn Language Arts

The Process of Learning

Piaget: Equilibrium, Disequilibrium, Bandura: Social Learning Theory

Four Language Systems

Meeting the Needs of English Learners

Culturally and Linguistically Diverse Students

Role of Language in diverse cultures Including one's own 290-3-3.03(4)(c)1(iii) CF1,5 Global Initiative

Classroom Culture that Promotes Learning Language Arts (290-3-3- 06(2) (b) (1). (ii) (V111). CF 1,3,5

Creating a Caring, Collaborative Community of Learners

Characteristics of Effective Classrooms that Provide a Safe and Stimulating learning environment 290-3-3.03(2) (c) 3(i). CF 1, 3,4.

3. Language Arts Content

Reading and Writing Process

Key Features of the Reading Process

Key Features of the Writing Process

Qualities of Effective Writing

Introduction and Implementation of Writer's Workshop

Vocabulary Instruction

History of English Language

Words and Meanings

Teaching students about Words

Personal Writing

Types of Journals

Letter Writing

Listening

Efferent

Aesthetic

Critical

Reading Aloud

Talk in the Classroom

Conservation

Talk as a learning Tool 290 3-3--.03(2)(c)1.(ii) CF 1

Drama

Storytelling

Reading and Writing Stories

Concept of Story

Elements of Story Structure

How Writers Craft Stories

Reading and Writing Information

Informational Texts

Text Structure

Researching and Writing Reports

Biographies

Spelling

Invented Spelling

Students Spelling Development
Components of a Spelling Program
Grammar
Components of Grammar Instruction
Guidelines for Teaching Grammar
Meeting the Needs of English Language Learners
Handwriting Forms
Handwriting Development
Guidelines for Teaching Handwriting
Keyboarding Instruction

COURSE ACTIVITIES

Assignments:

Reader's Response Notebook: You will be asked to reflect on assigned readings in a reader's response notebook, an important component of reader's workshop. You will create your own reader's response notebook, following guidelines introduced in class, in a composition notebook. This notebook should be brought to each class meeting. At times you will be given a guideline for your responses. At other times, you will respond independently to assigned readings. Notebooks will be checked in class. Late notebooks will not receive points. If you are absent and your absence has been excused, you may submit your notebook during the next class meeting.

Clinical Portfolio: At the end of the semester, you will be asked to submit a clinical portfolio in the form of a binder containing all student work samples, lesson plans, reflections, writing analyses, context for learning, planning commentary, etc. that you completed and collected for this course. Please build this portfolio throughout the semester rather than waiting until the end of the semester to complete this assignment. You will present a summary of your students' writing development to our class. Guidelines for organizing your portfolio will be provided in Canvas.

Professionalism: You are expected to attend all class meetings and clinicals and to conduct yourself in a professional manner at all times. This includes dressing professionally, interacting with peers, instructors, students and teachers

appropriately, and completing all assignments. Tardiness is not permitted in class or clinicals. Please see the class policy regarding absences and tardies below.

Words Their Way Spelling Assessment and Analysis: You will administer a Words Their Way spelling inventory to one student during your clinicals. You will analyze the inventory and provide instructional recommendations based on your analysis using a form posted in Canvas.

Lesson plans: You are required to create and teach word sort and writing workshop lesson plans using the lesson plan templates assigned in class. Lesson plans must be submitted in Canvas by the due date given in class and **must be approved by your professor** before being taught.

Clinical Observations: Your professor will evaluate your teaching during a clinical using the rubric posted in Canvas.

Writing Analysis: You will analyze student writing to determine (1) the phase of spelling development and (2) writing proficiency. You will submit your analysis in Canvas.

Community Asset Plan: You will work with a small group to create a multi-disciplinary unit that teaches Language Arts across the curriculum utilizing community assets.

Grading Plan:

Reader's Response Notebook: 200 points

Clinical Portfolio: 100 points

Professionalism: 50 points

Spelling Assessment and Analysis: 25 points

Lesson Plans: 200 points

Clinical Evaluation: 50 points

Writing Analysis: 50 points

Community Asset Project: 100 points

Total Points Possible: 775

GRADING PROCEDURE

. A (100 - 93%)

. B (92 - 84%)

. C (83 - 75%)

. D (74 - 65%)

F (64% and below)

A professional subjective judgment will be made on all work attempted in this class.

All Course Requirements Correlate with the UNA College of Education Conceptual Framework. Please note the following course policies and requirements: 1. "Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit" (UNA Bulletin).

- Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you submit a doctor's excuse (for yourself) or are participating in a UNA-sponsored event (notice must be received from UNA administration). Excuses from a physician must be presented in the professor's office and a request must be made to make up work at that time. **It is your responsibility to make contact with the professor. You will be allowed to make up only two excused absences.**

- Two tardies equal one unexcused absence.

- Assignments will **NOT** be administered early or late unless it is an emergency **and prior** personal contact is made with the instructor.

- If you miss a clinical without prior approval, you will lose the administration or implementation points based on the day that you missed. You will still have to make up the clinical.

- If you miss days that we prepare in class for the clinical without approval from

the professor, you will not be allowed to teach your lesson.

- All assignments are to be submitted in Canvas unless notified by the professor. They are due at the time of the class. Your assignment is “timestamped” upon posting in Canvas. You will lose 5 points for each day that it is late. It is your responsibility to have a saved document and printed assignment at all times.
- Assignments and tests will be due/administered during the next class session if UNA is closed due to inclement weather. If we are scheduled for a clinical and the school system closes due to weather, class will be canceled. Please check for TV/Internet weather updates. If UNA is closed but the elementary school is open, you will follow the UNA schedule.
- Unprofessional behavior during class or during clinicals will result in a letter grade deduction on your final grade for each occurrence.
- **Cell phones should be turned off prior to class and will not be allowed out of your bag, etc.** If you have a family emergency, please let me know before class begins. Points will be deducted for failing to comply with any of these behaviors.

Use Canvas for all class communications and access supplementary class materials from that site. I usually respond to emails within 24 hours. If you have emailed me and have not received a message from me within 24 hours, please email me at ljohnson15@una.edu or call/text my cell phone (205) 352-8977.

MAKE-UP POLICY

Making up missed assignments will be decided on an individual basis depending on the reason the work was missed. You are responsible for scheduling an appointment with the instructor to discuss missed assignments.

ACCOMMODATION STATEMENT

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities

Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

TITLE IX

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

Confidential Reporting:

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with: Student Counseling Services 256-765-5215 University Health Services 256-765-4328

Women's Center 256-765-4380 Rape Response 256-767-1100 (hotline)/256-765-0025 (office) Safe Place (domestic violence) 256-767-6210 (hotline)/256-767-

3076 (office)

Formal Reporting:

If a reporting party would like the University to investigate an incident, the reporting party may speak with: UNA Police 256-765-4357 Title IX Coordinator 256-765-4223

EMERGENCY PROCEDURES

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

- ☐ Assist persons with physical disabilities, if needed.

- ☐ Do not use the elevators.

- ☐ Time permitting, close all doors and windows.

- ☐ Alert others in the building as you exit. Faculty, staff, and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

ACADEMIC HONESTY Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy. Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.

If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Tk20 Syllabus Statement

Tk20 is the official assessment management system of the University of North Alabama's College of Education and Human Sciences. All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system. It is the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student's University account. The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at tk20@una.edu.

BIBLIOGRAPHY

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2014). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. New Jersey: Pearson-Prentice Hall.

Buckner, Aimee (2013). *Nonfiction Notebooks: Strategies for Informational Writing*. Maine: Stenhouse Publishers.

Fletcher, R., & Portalupi, J. (2000). *Writing Workshop: The Essential Guide*. Massachusetts: Heinemann.

Syllabus & Honor Code Statements

I have received a copy of the syllabus for EED 373. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name_____

Date_____

I understand that EED 373 works on the honor system. Therefore, I will not discuss test items with individuals who are not in my class; I will not ask to examine a previous 373 student's work, nor will I allow anyone to look at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

Name_____

Date_____