

Language Arts Methods

EDEE 424

Block 1

Spring 2012

**Wednesdays, 2:00-3:15 pm
On Campus, E-104
&
Online at Laulima.com**

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*Preparing Knowledgeable, Skillful, Responsive Educators for a **Global** Society*

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**LANGUAGE ARTS METHODS
Block 1**

Fall 2012

EDEE 424, WI

**Wednesdays, 2:00-3:15 pm
&
Online at Laulima.com**

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COURSE DESCRIPTION

Prerequisite: Admission to Professional Teacher Education (APTE)

Co-requisites: EDEE 426: Block 1 Practicum with Seminar & EDEE 422 Reading Methods.

Language Arts Methods focuses on theories and research-based practices in developmental approaches to teaching and learning in grades K-6. Emphasis is placed on methods of teaching and assessing the English Language Arts: oral language, listening, reading, writing, visualizing, and visually representing. Particular emphasis is placed on direct instruction in writing, within the context of the composing process. Teacher Candidates put literacy theory and research into practice via co-requisite Block 1 practicum with seminar and Reading Methods. This 3-credit course fulfills one upper division writing intensive (WI) graduation requirement.

Praxis II, Test 0014: Elementary Content Knowledge. Methods Block I prepares you for the *Language Arts* section of Praxis II, Test 0014: Elementary Content Knowledge. Test 0014 is a licensure requirement of the Hawai'i Teacher Standards Board (HTSB). Based upon passage of Test 0014 (passing score of 153), UHWO recommends candidates to the HTSB as "program completers" and thus ready to be licensed. Please note the following effective dates and recommendations:

- Candidates admitted to Professional Teacher Education before August 1, 2011, must pass Test 0014 **prior to** the completion of their student teaching semester, in order to be designated "program completers" and recommend for licensure by UHWO to the HTSB.

- Candidates admitted to Professional Teacher Education on or after August 1, 2011, must pass Test 0014 *prior to* placement in student teaching. Upon successful completion of the student teaching semester, candidates will have completed the program and be recommended for licensure by UHWO to the HTSB.

FAQ: When should I take Praxis II, Test 0014?

Block 1 candidates should immediately begin preparing for the exam, which covers content in the core disciplines: Language Arts, Mathematics, Science, and Social Studies. Candidates are advised to take test 0014 approximately two semesters *prior to* the anticipated student teaching semester. Study guides and other Praxis exam resources are located at the ETS.org website. Candidates might also consider making an appointment with a staff member in the No‘eau Learning Center for assistance in preparing for the exam.

UHWO TEACHER EDUCATION MISSION STATEMENT

The University of Hawai‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

CONCEPTUAL FRAMEWORK. The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

ACADEMIC INTEGRITY

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own.

Statement on Plagiarism. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

Turnitin.com. Any assignment that is suspected of having been plagiarized will be automatically submitted to the Turnitin.com website for analysis. Turnitin.com compares uploaded assignments to thousands of documents (e.g., books, journal articles, newspapers, magazines, websites, unpublished papers, etc) in its data base.

Academic Honesty. The following examples of unethical behavior on the part of students are expressly forbidden:

1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class, during practicum, or at an educational event that is part of the course requirement.
2. Turning in for credit a duplicate or revised research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.
3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.
4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O`ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

Students with Disabilities. You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design.

TEXTBOOK & TRADEBOOKS

Tompkins, Gail E. (2009, 7th edition). *Language Arts: Patterns of Practice*. New York: Pearson

Literature for Children and Young Adolescents. You are required either to *purchase* or *check out* from the library a minimum of three books that are developmentally appropriate for children in grades 4-6. These books will be used during *Fiction, Nonfiction, and Poetry* Book Club activities.

Access to Technology

Laulima On-line Course Website. Access to a reliable computer and the Internet is required. You will be participating in interactive on-line discussions via the course website on Laulima. All writing assignments will be submitted via the Laulima course website and returned to you electronically.

TaskStream Account. Prior to finals week, you will be required to upload to TaskStream the final draft *Signature Assignment*. Go to www.taskstream.com to register or renew your account.

STANDARDS, INSTITUTIONAL LEARNING OUTCOMES, & OBJECTIVES

FOUNDATIONS

UHWO Institutional Learning Outcomes 1 & 2: Written & Oral Communication: Demonstrate clear and effective written and oral communication to an intended audience.

HTSB Standard 1: Focuses on the child. The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.

ACEI Standard 1: Development, learning, & motivation. 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.

Evidence: Chapter Quizzes & In-class, interactive activities

CONTENT

HTSB Standard 5: Demonstrates knowledge of content: The effective teacher consistently demonstrates competency in content area(s) (The English Language Arts) to develop student knowledge and performance.

ACEI Curricular Standard 2.1 Reading, Writing, and Oral Language—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.

Evidence: Participation in and completion of Book Club assignments and other in-class activities; chapter quizzes

ASSESSMENT

HTSB Standard 8: Uses assessment strategies: The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

ACEI Standard 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.

Evidence: Case Study of a Struggling Reader/Writer (EDEE 430 Signature Assignment/Final Exam)

ACHIEVEMENT REQUIREMENTS

Readings

A. Textbook, Journal Article, & Module Readings

You are responsible for all information contained in the reading assignments. The assignment schedule indicates the chapters, articles, and/or PowerPoints, and dates on which they will be discussed and responded to during class. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to teaching the English language arts in grades K-6. You will be taking 12 online chapter quizzes, worth 10 points each.

B. Literature for Children and Young Adolescents

You will be participating in three in-class Book Clubs, each focusing on a different genre: fiction, nonfiction, and poetry. In preparation for Book Club, you are required to select, read, and share a book that is developmentally appropriate for children in grades K-6. Detailed instructions for each Book Club will be provided in advance of the respective due dates.

Written Requirements (WI) [To be submitted via Lulima & Taskstream]

Informal Writing Assignments: approximately 16 pages

- 6-Trait Writing Analysis (K-6 student work samples)
Minimum 3-5 pages
- Book Club Preparations: Fact Sheets & Genre Writing Assignments
Minimum 3-4 pages per book club = 10-12 pages

Formal Writing Assignment: minimum 2 drafts; final draft, minimum 10 pages

Case study initial draft sections will be peer and instructor reviewed during in-class writers' workshops, prior to submission of the final draft on May 4.

- Case Study of a Struggling Writer: Signature Assignment uploaded to Taskstream & Lulima

Attendance

Good class attendance is essential to the learning process and role will be taken every class period. Students are expected to attend all sessions. More than one unexcused absence will lower your final grade one grade level – ***there are no exceptions***. You are responsible for

ASSIGNMENT SCHEDULE *At-A-Glance*

Schedule is subject to change

DATE

TOPICS & READINGS

January 11	Introduction to Language Arts Methods In-person & Online Venues Course overview & Assignment Schedule
January 18	Chapter 1 (Tompkins) Becoming an Effective Literacy Teacher PPT: The English Language Arts Introduction to Signature Assignment (SA): <i>Case Study of a Struggling Literacy Learner</i>
January 25	Chapter 2 (Tompkins) Assessing Literacy Learning Reading & Writing Assessment PPT
February 1	Chapter 3 (Tompkins) The Reading & Writing Process PPT: Process & Genre Prepare for Fiction Book Club
February 8	Chapter 4 (Tompkins) Emerging into Literacy
February 15	Chapters 9 (Tompkins) Reading and Writing Stories SA Workshop: <i>Introduction</i> DUE
February 22	Fiction Book Club (In-class activity) Fictional Narrative Fact Sheet Writing Assignment
February 29	Chapters 7 & 8 (Tompkins) Listening to Learn Sustaining Talk in the Classroom

March 7	Chapter 5 (Tompkins) Looking Closely at Words
March 14	Chapter 6 (Tompkins) Personal Writing SA Workshop: <i>Data Collection & Interpretation</i> DUE
March 21	Chapter 10 (Tompkins) Reading & Writing Information
March 28	Happy Spring Break!
April 4	Nonfiction Book Club (In-class activity) Nonfiction/Information book Fact Sheet Writing Assignment
April 11	Chapters 12 & 13 (Tomkins) Spelling, Grammar & Handwriting SA Workshop: <i>Intervention Plan & Conclusions</i> DUE
April 18	Chapter 11 (Tompkins) Reading & Writing Poetry
April 25	Poetry Workshop Selected Poems Fact Sheet Writing Assignment Author's Chair
May 4	<i>Case Study Signature Assignment</i> DUE Online at Laulima & uploaded to Taskstream

ONLINE at LAULIMA: Tests, Tasks, & Surveys

QUIZ SCHEDULE *At-A-Glance*

Schedule is subject to change

DUE DATE & TIME

CHAPTER (Tompkins, 2009)

January 17 @ 11:59 pm	Chapter 1: Learning & the Language Arts (Practice)
January 24 @ 11:59 pm	Chapter 2: Teaching and Assessing Language Arts
January 31 @ 11:59 pm	Chapter 3: The Reading and Writing Process
February 7 @ 11:59 pm	Chapter 4: Emerging Into Literacy
February 14 @ 11:59 pm	Chapter 9: Reading and Writing Stories
February 28 @ 11:59 pm	Chapters 7 & 8: Listening to Learn Sustaining Talk in the Classroom
March 6 @ 11:59 pm	Chapter 5: Looking Closely at Words
March 13 @ 11:59 pm	Chapter 6: Personal Writing
March 20 @ 11:59 pm	Chapter 10: Reading & Writing Information
April 10 @ 11:59 pm	Chapter 12: Learning to Spell Conventionally
April 10 @ 11:59 pm	Chapter 13: Grammar & Handwriting (BONUS)
April 17 @ 11:59 pm	Chapter 11: Reading & Writing Poetry
April 24 @ 11:59 pm	Chapter 14: Putting It All Together (Extra-Credit)

[ONLINE at LAULIMA: EDEE 424 Assignment Link](#)
[SIGNATURE ASSIGNMENT SCHEDULE *At-A-Glance*](#)

Schedule is subject to change

DUE DATE & TIME

CASE STUDY SECTION
(See online instructions & models)

February 13 @ 11:55 pm
March 12 @ 11:55 pm
April 9 @ 11:55 pm
May 4 @ 5:00 pm

Draft #1: *Introduction*
Draft #1: *Data Collection & Interpretation*
Draft #1: *Intervention Plan & Conclusions*
*Final Draft: *Case Study (All sections)*

Upload your final draft *Case Study of a Struggling Literacy Learner* to the Laulima assignment link and to your **Taskstream** account on or before 5:00 pm, May 4 (Friday).

[ONLINE at LAULIMA: EDEE 424 Assignment Link](#)

[BOOK CLUB SCHEDULE *At-A-Glance*](#)

Schedule is subject to change

DUE DATE & TIME

BOOK CLUB TOPIC & ASSIGNMENTS
(See online instructions & models)

February 20 @ 11:55 pm

Fiction Book Club (In-class activity)
Fictional Narrative
Fact Sheet
Writing Assignment

April 2 @ 11:55 pm

Nonfiction Book Club (In-class activity)
Nonfiction/Information book
Fact Sheet
Writing Assignment

April 23 @ 11:55 pm

Poetry Workshop
Poetry Collections
Fact Sheet
Writing Assignment
Author's Chair