Professional Education Unit
Early Childhood, Elementary, and Special Education Department

LANGUAGE ARTS FOR EARLY ELEMENTARY (Face-to-Face)
EDEE 323 – 090
Wednesdays 9:10-11:50am
Spring, 2012

Instructor: **Jennifer C. McCain, Ed.D.**
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Office Hours: **Monday: 12:00-4:00pm**
Thursday: 9:00-11:30am
Or by appointment

COURSE DESCRIPTION: Role of language arts in the early elementary curriculum. Diagnosis of children's communications skills, needs, and subsequent teaching techniques are central to the course. Areas of emphasis include language development, listening and thinking skills, speaking, written expression, spelling, and handwriting. Field experience is an integral part of this course.
Prerequisites: EDEE 327 & EDEM 330. Co-requisites: EDEE 322 and EDEE 331. Requires TEP admission.

REQUIRED FIELD EXPERIENCE HOURS: [Level III Field Hours] Candidates must successfully complete a minimum of 10 hours of participation experiences in a P-5 school setting. Field experience will include teaching three KTIP lessons to small groups of students.

CONCEPTUAL FRAMEWORK:

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia--preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

CONCEPTUAL FRAMEWORK OUTCOMES (CFO's):

1. Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to "whole" student learning in education settings.

2. Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.

3. Demonstrate professional dispositions.

4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5. Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

STUDENT LEARNING OUTCOMES (SLO's): By the end of this course:

1. The candidates will identify theories of language acquisition and language development, infancy through middle childhood.

2. Candidates will choose and use teaching methods, instructional and assessment strategies to develop expressive and receptive language of reading, writing, listening, and speaking.

3. Candidates will select and use types of materials and resources for language arts instruction.

4. Candidates will use Kentucky's Core Academic Standards, Learning Goals and Academic Expectations, and assessment strategies that apply to reading, writing, speaking, listening, and technology instruction and assessment of each content area.

5. Candidates will modify instruction for diverse populations of students.

6. Candidates will utilize resource tools and technology.

7. Candidates will collaborate and participate in teamwork.

8. Candidates will reflect and complete self-assessment.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

	Program: Elementary (P-5) EDEE 323 Language Arts for Early Elementary				
Aligned with → **Assessment ↓ (point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Core Academic Standards (KCAS) Eng./Lang. Arts**	**Education Professional Standards Board (EPSB)**	**NCATE**	**Association for Childhood Education International (ACEI)**
Attendance (80) CFO: 3 SLO: N/A	7, 8	N/A	N/A	N/A	N/A
Chapter Reflections (50) CFO: 1, 4 SLO: 1, 2, 3, 4, 5	1, 7	Lang. Anchor Stand.: 1, 2, 3, 4, 5, 6 Writing Anchor Stand: 1, 2, 3, 4, 8, 9,,10	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 4	1, 2,1, 3, 4, 5
Language Arts 3-Ring Binder (175) CFO: 1, 2, 4 SLO: 1. 2. 3. 4. 5. 6	1, 6, 7	Lang. Anchor Stand.: 1, 2, 3, 4, 5, 6 Writing Anchor Stand: 2, 3, 4, 5, 6, 8,,10	Diversity, Assessment Literacy, Closing the Achievement Gap	1, 4	1, 2.1, 3, 4
Handwriting Demonstration (10) CFO: 1, SLO: 1, 2, 3, 4	1	Lang. Anchor Stand.: 2, 3 Writing Anchor Stand: 4, 5	Literacy, Assessment	1	1, 2.1, 3, 4
Spelling Development Fair (30) CFO: 1, 4 SLO: 1, 2, 3, 4	1, 6, 7	Lang. Anchor Stand.: 2, 3 Writing Anchor Stand.: 2, 4, 5,6 Speaking/Listening Stand.: 1, 2, 4, 5, 6	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 4	1, 2.1, 3, 4
Field Experience Hours (200)	1, 2, 3, 4, 5, 6, 7,8	Lang. Anchor Stand.: 1, 2, 3, 4, 5, 6	Diversity, Assessment,	1, 3, 4	1, 2.1, 3, 4, 5

CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 8		Writing Anchor Stand.: 2, 4, 5, 6, 10 Speaking/Listening Stand.: 1, 2, 3, 4, 5, 6	Literacy, Closing the Achievement Gap		
2 KTIP Lesson Plans (60 each) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 8	1, 2, 3, 4, 5, 6, 7, 8, 9	Lang. Anchor Stand.: 1, 2, 3, 4, 5, 6 Writing Anchor Stand.: 2, 4, 5, 6, 10 Speaking/Listening Stand.: 1, 2, 4, 5, 6	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 3, 4	1, 2.1, 3, 4, 5
TPA Lesson Plan (60) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 8	1, 2, 3, 4, 5, 6, 7, 8, 9	Lang. Anchor Stand.: 1, 2, 3, 4, 5, 6 Writing Anchor Stand.: 2, 4, 5, 6, 7, 10 Speaking/Listening Stand.: 1, 2, 4, 5, 6	Diversity, Assessment, Literacy, Closing the Achievement Gap	1, 3, 4	1, 2.1, 3, 4, 5

COURSE EVALUATION:

ASSIGNMENT	DESCRIPTION	POINT VALUE
Attendance	Demonstrate professional dispositions	90
Chapter Reflections	Use course content to reflect on best teaching practices	50
Language Arts 3-Ring Binder	Create a collection of poetry & activities that can be used in centers	175
Manuscript and Cursive Handwriting Demonstration	Demonstrate correct handwriting techniques in manuscript & cursive forms	10
Spelling Development Fair	Design & demonstrate a spelling activity appropriate for P-5 students	30
Field Experience Hours	Complete 10 documented hours in a P-5 classroom	200
2 KTIP Lesson Plans	Construct & teach two KTIP lesson plans in field classroom	120
TPA Lesson Plan	Construct & teach one KTIP lesson plan as part of the Mini-TPA	60
TOTAL POSSIBLE POINTS		**735**

GRADING SCALE:

PERCENTAGE	LETTER GRADE
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	E

REQUIRED TEXTBOOK:
Tompkins, G. E. (2010). *Literacy for the 21st century* (5th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.

4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

QUALITY OF WORK:
All work will be evaluated considering the quality of the assignment, AS WELL AS, the quality of the writing. Mechanics, usage, grammar, and spelling will be part of the evaluation. NO CREDIT WILL BE EARNED FOR WORK THAT IS NOT ORIGINAL OR ATTRIBUTED CORRECTLY.

ATTENDANCE POLICY:
Attendance is your responsibility. You are expected to attend every class, arrive promptly, come prepared, and participate. Attendance points will be a part of your class grade.

Attendance points will be deducted if you arrive more than 15 minutes late for class or leave more than 15 minutes prior to dismissal time.

Missing more than two classes will lower your letter grade one letter.

ACADEMIC HONESTY:
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

AMERICANS WITH DISABILITIES ACT (ADA):
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

CAMPUS SAFETY STATEMENT:
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

ASSIGNMENT DESCRIPTIONS:

A. ATTENDANCE
It is expected that you will attend every class. See Attendance Policy above.
(10 pts./9 classes for attendance = 90 pts.)

B. REFLECTIONS
1. There will be **5 Reflections** this semester. Each will be worth 10 points. (50 points total)
2. Your reflections should be no longer than **one** page.
3. Refer to Course Documents on Blackboard for the Reflection Topics and dates.

C. LANGUAGE ARTS 3-RING BINDER

1. Divider Tabs clearly labeled: Writing Poetry, Poetry Collection, MUGS Activities, Journal Writing Prompts
2. **Writing Poetry**
   a. You must include a technological integration of writing poetry. This is totally your decision, and your own effort.
   b. You will also include **five** poetry writing activities you have found on your own. You should include your own efforts at completing these five activities (the poems you wrote with the activity). Make sure that you document the source of your activities using correct APA format. ONE poem must address diversity.
3. **Poetry Collection** (10 poems total)
   a. You should have a typed collection of 10 poems on a variety of topics from a variety of sources.
   b. Make sure that you document the sources of your poems using correct APA format.
4. **MUGS Activities**
   a. You must include a technological integration of using MUGS in the classroom. This is totally your decision, and your own effort.
   b. You will also include **five** MUGS activities you have found on your own. You should include your own efforts at completing these five activities. Make sure that you document the source of your activities using correct APA format.
5. **Journal Writing Prompts**
   a. You must include a technological integration of journal writing. This is totally your decision, and your own effort.
   b. You will also include 10 journal writing prompts you have found on your own. You DO NOT have to complete these 10 writing prompts, but you must make sure that you document the source of your activities using correct APA format.

LANGUAGE ARTS NOTEBOOK - EVALUATION GUIDE

Topic	Possible Points	Points Earned
Writing Poetry		
* Technological component	15	
* Five completed activities from other sources (with correct APA bibliographic format)	25	
Poetry Collection		
* Ten poems from a variety of sources (with correct APA bibliographic format)	40	
MUGS Activities		
* Technological component	15	
* Five completed activities from other sources (with correct APA bibliographic format)	25	
Journal Writing Prompts		
* Technological component	15	
* Ten prompts from other sources (with correct APA bibliographic format)	25	
Notebook and 4 Tab Dividers	15	
TOTAL	**175**	

D. MANUSCRIPT AND CURSIVE HANDWRITING DEMONSTRATION

Candidates must successfully demonstrate manuscript and cursive writing competency on both paper and white boards. Either D'Nealian or Zaner-Bloser models shall be used. Self-assessment of writing performance

is also required. See Course Documents in Blackboard for Handwriting Model Samples and Self-Assessment form. (10 points)

E. SPELLING DEVELOPMENT FAIR

Candidates will find an activity for teaching spelling. The candidate will demonstrate this activity in class during the Spelling Development Fair. Copies of the activity should be made for class colleagues and the instructor. Also the candidate must determine at which spelling developmental level the activity would most appropriately be used. (30 points)

F. FIELD EXPERIENCE ASSIGNMENTS <u>AND</u> LESSON PLANS

1. Candidates must successfully complete a minimum of **10 hours** of participation experiences. (200 points)

2. Time in field classroom:
   a. **2 hours of observation**
   b. **8 hours of teaching**
      1.) **Two lessons using KTIP format** (60 points each)
         a.) One lesson should be on mechanics, usage, **OR** grammar.
         b.) One lesson will be a language arts lesson of your choice.
      2.) **One more language arts lesson** using the KTIP lesson plan format will be taught as a part of your Mini TPA. This will be a **WRITING** lesson tied to the social studies concept in your TPA unit. (60 points)
      3). **The remaining time in your field hours will be teaching language arts lessons** in areas upon which your field instructor would like you to focus. (These lesson plans <u>do not</u> have to be turned in to the instructor.)
3. Credit will be given for completed time sheet (50% of grade) and successful evaluation form (50% of grade). You meet all standards to receive credit for the field experience.

E. MINI-TPA LESSON PLAN

You will be writing a Mini-TPA (Teacher Performance Assessment) in your social studies methods class. This is a **three lesson unit** which focuses on a **social studies topic**.

1. Each of the three lessons for the unit will be written using the KTIP lesson plan format.
2. One of the three lessons will focus on a **writing** task using the social studies topic. (60 points)
3. Another lesson will use a **reading strategy** to teach the social studies material.
4. One lesson will focus on either the **geographic**, **historical**, or **economic** context appropriate to your unit topic.
5. Copies of the TPA are distributed as follows:
   a. Social Studies Professor gets the **entire unit**.
   b. A copy of the **writing lesson plan** is submitted to your language arts methods instructor.
   c. A copy of your **reading lesson plan** is given to your reading methods instructor.
6. EXAMPLE:
   I might construct my TPA unit on the Vietnam War (for a 5th grade class). My social studies lesson could focus on the historical context of the War. My reading lesson could include reading the book *The Wall* by Eve Bunting, having a discussion focusing on why war memorials (especially the Vietnam Veterans Memorial) are constructed, and addressing how different generations might view a memorial differently. My writing lesson could include the class brainstorming words that describe the tone/mood of a country facing the Vietnam War. Students would then write two paragraphs describing how a child (the age of the student) might feel about the television nightly news coverage of the War.

TENTATIVE COURSE CALENDAR:

Date	Topic	Readings	Assignments Due
Jan 18	Syllabus; Writing process; Strategies	pp. 52-67, 91-92, article #1	
Jan 25	Writing assessment; Strategies; Surveys	pp. 64-65, articles #2, #3	Reading reflection #1
Feb 1	Spelling/handwriting; Strategies	pp. 167-181, articles #4, #5, #6	Reading reflection #2
Feb 8	Writing workshop; Strategies	Article #7	Reading reflection #3
Feb 15	FIELDWORK		
Feb 22	FIELDWORK		Lesson #1
Feb 29	FIELDWORK		
Mar 7	FIELDWORK		Lesson #2
Mar 14	FIELDWORK		
Mar 21	**SPRING BREAK**	**SPRING BREAK**	**SPRING BREAK**
Mar 28	FIELDWORK		Lesson #3 (TPA)
Apr 4	Peer review; Strategies MUGS	pp. 55, 312-313, article #8; pp. 57,62-63, 377; article #11, 12, 13	Handwriting
Apr 11	Open response writing; Strategies	Articles #14, #15	Reading reflection #4
Apr 18	Narrative writing; Strategies	pp. 54,62, article #16	Reading reflection #5
Apr 25	Expository writing; Strategies	Article #17	
May 2	Poetry writing; Strategies	Article #18	
May 9	Spelling development fair, binder presentations		Spelling development fair; binders due

EDEE 323 LANGUAGE ARTS FOR EARLY ELEMENTARY BIBLIOGRAPHY

Anderson, C. (2000). *How's it going? A practical guide to conferring with student writers*. Portsmouth, NJ: Heinemann.

Atwell, N. (1998). *In the middle*. Portsmouth, NH: Heinemann.

Beaty, J. J. (1999). *Building bridges with multicultural picture books*. Upper Saddle River, NJ: Merrill.

Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Flack, J. (March 1999). Your story, my story. *Writing Teacher, 12*, 14-19.

Fletcher, R., & Portalupi, J. (1998). Craft lessons *Teaching writing K*-8. York, ME: Stenhouse.

Grainger, T. (March 1999). Conversations in the classroom: Poetic voices at play. *Language Arts, 76*, 292-297.

Graves, D. (1983). *Writing: Teachers & children at work*. Portsmouth, NH: Heinemann.

Hughley, J. B., & Slack, C. (2001). *Teaching children to write: Theory into practice*. Upper Saddle River, NJ: Merrill.

Lukens, R. J. (1999). *A critical handbook of children's literature* (6th ed.). New York, NY: Longman.

Morton, J. (1999). *Kids on the `Net: Conducting Internet research in K-5 classroom*s. Portsmouth, NH: Heinemann.

Pappas, C., Kiefer. B., & Levstik, L. (1999). *An integrated language perspective in the elementary school: Theory into action* (3rd ed.). New York, NY: Longman.

Piaget, J. (1954). *The language and thought of the child*. New York, NY: World Publishing Company.

Piazza, C. L. (1999). *Multiple forms of literacy: Teaching literacy and the arts*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Rubin, D. (2000). *Teaching elementary language arts: A balanced ap*proach (6th ed.). Boston, MA: Allyn and Bacon.

Tiedt, P. L., Tiedt, I. M., & Tiedt, S. W. (2001). *Language arts activities for the classro*om (3rd ed.). Boston, MA: Allyn and Bacon.

Tompkins, G. E. (2000). *Teaching writing: Balancing process and product* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Vygotsky, L. S. (1962). *Thought and language*. Edited and translated by Eugenia Hanfmann and Gertrude Vakar. Cambridge, MA: MIT Press.

Wilhelm, J. D. & Edmiston, B. (1998). *Imagining to learn: Inquiry, ethics, integration through drama*. Portsmouth, NH: Heinemann.

SAMPLE APA FORMAT

Hines, A. G. (2001). *Pieces: A year in poems & quilts.* New York, NY: HarperCollins.

Henley, W. E. "Invictus." Retrieved from http://www.poemhunter.com/poem/invictus/

Student Name: _____

Teacher Name: _____

School: _____

FIELD OBSERVATION		
Date	**Time**	**Teacher's Signature**