

CUAI 4210 Integrated Teaching: Language Arts
East Tennessee State University
Claudius Clemmer College of Education, Curriculum and Instruction

Term: Fall 2014

Semester Hours: 3

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Course Website: Desire to Learn (D2L)

Professor: Dr. Renee Moran

Office: 409-F Warf Pickel Hall

Office Hours: Mondays 1:00- 4:00; Tuesdays 11:00-1:00, and by appointment

Required Texts:

You will be required to purchase one professional book. I will be providing you with more details on this. Additionally, articles will be posted on the D2L site which you will be required to read.

Catalog Description: This course focuses on objectives, strategies, and materials for teaching reading, writing, speaking, listening, viewing, and visually representing in grades K-6 emphasizing planning, implementing, and evaluating integrated language arts programs.

Purpose & Goals: The purpose of this course is to guide teacher candidates through learning explicit teaching techniques and implementing the larger structures of effective language arts instruction, such as delivering explicit word study, fluency building, and vocabulary instruction; strategic reading comprehension strategy instruction; implementing readers' workshop and writers' workshop; conducting guided reading groups and other small group reading formats; designing language arts centers; differentiated instruction; and strategies for specifically designed academic English instruction (SDAIE) to support English Language Learners, as well as socio-cultural and student-centered pedagogical approaches; scientific, research-based instructional strategies; incorporating new literacies, visual arts, and performing arts into a balanced language arts classroom. Teacher candidates will gain experiences working through specific components of creating standards-based lessons particularly writing clear student learning objectives; using students' cultural and linguistic funds of knowledge to inform planning and engagement of students during instruction; including a specific focus on academic language development; and aligning formative and summative assessments to student learning

objectives and the K-5 and 6th grade Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Special attention is given to planning, instruction, assessing, and reflecting on meeting the needs of all students across learning needs and preferences.

Goals of the course include:

- ☐ Teacher candidates will **examine** the interrelatedness of the six language arts and the interdependence of culture, oral and written communication in literacy learning.
- ☐ Teacher candidates **design** and **implement** the major components of a comprehensive language arts program in the classroom.
- ☐ Teacher candidates will **become familiar with** materials and incorporating effective, differentiated teaching strategies for struggling students; advanced students; English Language Learners; multi-ethnic and multicultural teaching materials, and 21st century technologies into language arts instruction.
- ☐ Teacher candidates will **fully engage** planning, instruction, assessment, and reflection processes of the profession while working with K-6 students one semester prior to full-time Residency II.

Alignment with Professional Standards: This course meets the following International Reading Association's Standards for Reading Professionals (Revised, 2010) - Standard 1: Foundational Knowledge where candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction; Standard 2: Curriculum and Instruction where candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing; Standard 4: Diversity where candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and valuing of differences in our society; and Standard 5: Literate Environment where candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Standard 3: Assessment and Evaluation is further developed by the READ 4026 course taken simultaneously, although candidates' use of a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction is directly addressed in this course with standards-based lesson planning and demonstrations.

Completion of CUA1 4210 approaches the NCATE Unit Standards 1: Candidate Knowledge, Skills, and Professional Dispositions, NCATE Unit Standard 4: Diversity, and NCATE Program Standards for Elementary Education and Reading Professional. The course goals, content, instructional approaches, and assessments also are informed by the Tennessee Licensure Standards for Reading K – 6. Additionally, the course relates to INTASC Principles #1, #2, #3, #4, #7, #8, and #9.

Relationship of Course to College Program Philosophy and Goals: This course relates to the following dimensions within the Conceptual Framework of the ETSU Clemmer College of Education: general knowledge, content knowledge, professional knowledge, diversity, reflective practice, lifelong learning, caring, and social responsibility.

<http://www.etsu.edu/coe/teachered/framework.aspx>

Overview: CUAJ 4210 Residency I: Integrated Language Arts is an undergraduate Teacher Education methods course taught as part of ISED K-6, Residency I. The course is taken concurrently with three additional Residency I methods course and field experience.

Course Learning Outcomes: At the completion of this course, the teacher candidate is expected to:

- ☐ characterize the interrelatedness of the language arts and demonstrate ways to extend reading, writing, and the language arts instruction across the curriculum
- ☐ identify appropriate theoretical models for enhancing literacy development
- ☐ apply effective, research-based strategies for reading / language arts instruction in the five essential component areas: phonemic awareness training, explicit phonics instruction, fluency, vocabulary development, and reading comprehension strategy instruction and apply effective, research-based strategies for to develop proficient writers
- ☐ demonstrate how to write standards-based lesson plans, units, and organize a literacy instruction block focused particularly on improving reading comprehension and writing development
- ☐ select and use a variety of appropriate materials for reading, writing, and language arts instruction (e.g. basal/anthology reading programs, trade books, narrative and informational texts, other packaged curricula, electronic forms, multicultural literature and content)
- ☐ identify key principles for creating responsive literacy instruction for ethnically, culturally, and linguistically diverse students;
- ☐ implement the principles of language acquisition and development; academic language development; planning for teaching English language learners; and also, gain practice with sheltered English instructional strategies
- ☐ employ formative assessments to identify student strengths and factors that cause students difficulty in reading and writing; identify factors that cause students difficulty in reading and writing; also gain practice facilitating ‘fix-it’ strategies while decoding, encountering unknown vocabulary, reading comprehension, spelling, and writing for struggling readers
- ☐ design materials to enhance critical and creative literacy learning
- ☐ incorporate new technology to enhance language arts instruction

Course Procedures:

Email/D2L Correspondence:

Please check your ETSU email account on a regular basis. I normally respond to emails within a 24-48 hour period. *Nonetheless, if you have an email that needs immediate attention please put something in the subject of the email that lets me know this. For example, you could put EMERGENCY or NEEDS IMMEDIATE ATTENTION in the subject line. This will indicate to me that your email needs a prompt response.*

Submitting Late Work:

I expect all work to be submitted on the date that it is due. Work that is submitted any later than the due date will receive a lower grade. See deductions for late work below.

Deductions for Unexcused Late Work:

If you turn in work late without an appropriate excuse, or if you exceed the one week extension on excused late work, your grade for the work will be lowered by 20% of the total possible points for the assignment. Unexcused late work will not have the option of revision for a higher grade. If unexcused late work is more than one week late, it will receive a grade of zero. Exceptions to this policy can be made in the case that a student documents extreme situations causing unavoidable delay in completing course work.

Informing Instructor About Late Work:

It is your responsibility to inform me as to why the work is late. If you believe the work should not be considered late, please provide documentation supporting the request for full credit on the late assignment. I will not request documentation information from you. If documentation is not provided I will assume the work to be unexcused and a deduction on the grade will apply. If you are late on more than two assignments during the semester you should make an appointment with me to discuss options. Absolutely NO late work will be accepted the last week of the semester.

Attendance:

Attendance, punctuality, and participation are important to the overall quality of our class activities and discussions. As such, you are expected to participate in all aspects of our class, including attending, completing reading assignments and responses prior to class, actively participating in class discussions and group activities, and meeting deadlines for assignments. Attendance at every class is expected, but I understand that emergencies happen. Otherwise, if you are going to be absent, you will need to either a) notify me **prior to** class, or b) provide written documentation explaining your absence (doctor's note, court record, etc.) *More than one unexcused absence will result in a 10 point reduction from your final grade. More than 3 absences will make it impossible to pass the class.* Tardiness will also result in a point reduction in the calculation of attendance & participation points. I expect you to arrive on time for class; that is, prepared and ready to start on time, not just walking through the door. Furthermore, in class you are expected to engage yourself in the interactive lectures, activities, and group discussions that take place. Phones should be silenced upon entering the class, and you **should not text in class**. If you must answer a phone call, please be respectful and step out of class to answer and talk. Of course, you are welcome to take notes on a laptop, but checking email, browsing the Internet, or engaging in other non-class related activities are not acceptable, and may result in a loss of participation points for the course.

Assignments:

Double Entry Journal: 1 point (x 7) 7% of your grade

Reading Block Implementation Lesson: 15 points, 15% of your grade

Basal Lesson Plans: 15 points, 15% of your grade

Text Complexity Assignment: 15 points, 15% of your grade

Photo Reflection: 1 point (x 8) 8% of your grade

Close Reading Lesson Plan and Reflection, 15 points, 15% of your grade

Class Participation: 25 points, 25 % of your grade

(The following items will make up your course participation grade.)

- Weekly Book Club
- Weekly Engaged Class Participation (at times may include bringing in materials such as Literacy Block Schedule, Grouping ideas, etc.)
- Weekly Attendance

Dates	Topics	Assignments due
	Each week we will consider the broad topic and in addition, look at the topic through the lens of struggling readers and English Language Learners.	
Weeks 1-3 August 26-September 9 September 1: Labor Day (no class)	Syllabus Explanation Organizing and Managing a Literacy Block	Due September 9: Readings: “Organizing Literacy Classrooms for Effective Instruction”; “IRA Position Statement”; Choose 1: “Exemplary 1 st Grade Classrooms” OR “Exemplary 4 th Grade Classrooms” Assignments: Double Entry Journal (D2L) Literacy Block Schedule from your placement Reading Block Implementation Lesson

Week 4 September 16	Using Data to Design Instruction	<p>Due: September 16</p> <p>Readings: From Caldwell book “Assessment as Part of Instruction: How Can We Assess as We Teach?” and “Standardized Tests: What Do They Tell Us About Reading Performance?”; Begin reading professional book</p> <p>Assignments:</p> <p>Double Entry Journal (D2L)</p> <p>Begin working on Basal Lesson Plans</p>
Week 5 September 23	Grouping	<p>Due: September 23</p> <p>Readings: From Fountas & Pinnell “Chapter 8: Dynamic Grouping”; Reading from Professional Book</p> <p>Assignments:</p> <p>Double Entry Journal</p> <p>Ideas on Grouping (D2L)</p>
Week 6 September 30	Text Sets and Nonfiction	<p>Due: September 30</p> <p>Readings: From Calkins “Chapter 5: Reading Informational Texts: Standards 2-9”; Reading from Professional Book</p> <p>Assignments:</p> <p>Basal Lesson Plans</p> <p>Double Entry Journal</p>

		Photo Reflection
Week 7 October 7	Text Complexity	Due: October 7 Readings: “Supporting Students’ Movement Up the Staircase of Text Complexity”; Reading from Professional Book Assignments: Double Entry Journal Photo Reflection
Week 8 October 14	RELAX!	ENJOY!
Week 9 October 21	Teacher Dispositions	Due: October 21 Readings: “Talking in Class: Remembering What is Important About Classroom Talk”; Reading from Professional Book Assignments: Double Entry Journal Photo Reflection Text Complexity Assignment
Week 10 October 28	Close Reading Performances of Research	Due October 28: Readings: Fisher “Rigorous Reading”; Reading from Professional Book Assignments: Double Entry Journal Photo Reflection

Week 11-14 November	Field Work	Due Weekly: Photo Reflection Due Weekly
Week 15 December 2		Due December 2: Close Reading Lesson Plan and Reflection

Grading Scale

Percentage	Letter
100% - 94%	A
93% - 92%	A-
91% - 90%	B+
89% - 83%	B
82% - 81%	B-
80% - 79%	C+
78% - 72%	C
71% - 70%	C-
69% - 68%	D+
67% - 61%	D
60% - 0%	F

Other Information

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to eligible students by Disability Services. Disability Services is located in the D.P. Culp Center, Room 326, telephone 439-8346. <http://www.etsu.edu/disable/>

Academic Integrity

As teacher candidates, students should be above reproach in matters of academic honesty. Candidates are expected to uphold ETSU's policies on plagiarism and similar offenses:

Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course.