

**EDC 455 - Language Arts Methods**  
Methods and Materials in Elementary Teaching  
Fall Semester 2013   Monday 4:00 – 5:50 & Wednesday 9:00 – 10:50

**Kathryn Lee Johnson, EdS**  
e-mail: [klj@etal.uri.edu](mailto:klj@etal.uri.edu)  
874-2564

**Office Hours:**  
Before & after classes &  
by appointment Chafee 612

**PURPOSES OF LANGUAGE ARTS METHODS CLASS:**

To develop an instructional philosophy for implementing a balanced literacy approach in an elementary classroom.

To learn a variety of methods for planning and implementing a literature-based language arts program that actively involves students in the process of thinking and communicating.

To integrate the language arts elements of thinking, speaking, listening, reading, and writing into the total curriculum.

To become reflective teachers through analysis, problem solving, and decision making.

**COURSE OBJECTIVES:**

Students will:

1. Examine how language arts methods are related to current research and theories, and apply information to classroom teaching. (Evidenced by: Readings from text, Class lectures and discussion, Practicum experiences and reflections)
2. Connect the language arts elements of thinking, listening, speaking, reading, and writing throughout various activities. (Evidenced by: In-class exercises applied from readings)
3. Practice the writing process through journaling personal writing, analyzing and reflecting. Guide elementary students through the writing process as they create a class book. (Evidenced by: Class assignment #2, homework and in-class activities)
4. Explore technology by utilizing e-mail, accessing the Internet for resources, and using other programs, tools and methods to support and enhance teaching. (Evidenced by: Weekly readings from the text that suggest related links for supportive information)
5. Utilize the Rhode Island Professional Teacher Standards as they build professional teaching skills through collaboration with children, teachers, parents and administrators in a public school setting. (Evidenced by: Writing Lesson assignment)
6. Reflect upon classroom experiences, class discussions and readings in order to develop and express a philosophy of teaching that is based on educational research, best practices, and experience in learning and teaching. (Evidenced by: Writing Lesson and Class Book assignment)

**LA COURSE ALIGNMENT WITH PROFESSIONAL TEACHERS' STANDARDS:**

**Standard 2** – Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.

**Standard 3** – Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

**Standard 4** – Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

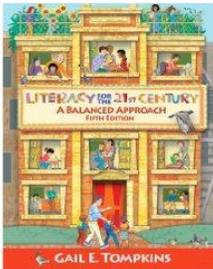
**Standard 5** – Teachers create instructional opportunities to encourage students’ development of critical thinking, problem solving, and performance skills.

**Standard 8** – Teachers use effective communication as a vehicle through which students explore, conjecture, discuss, and investigate new ideas.

**Standard 9** – Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

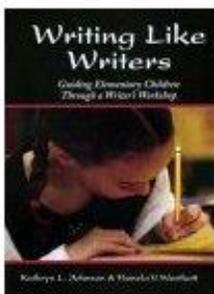
**Standard 10** – Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

## **REQUIRED TEXTS and MATERIALS:**

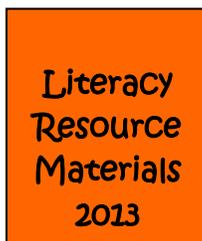


Tompkins, G. E. (2010). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 5<sup>th</sup> Edition*. Upper Saddle River, NJ: Merrill Prentice Hall. This is the same book that you used in EDC 424, “The Teaching of Reading.” I will accept the 4<sup>th</sup> Edition (2006).

Our two literacy courses work collaboratively to continue the balanced literacy philosophy and provide an opportunity to study the text more in-depth in LA Methods.



Johnson, K. L. & Westkott, P. V. (2004). *Writing Like Writers: Guiding Elementary Students through a Writer’s Workshop*. Waco, TX: Prufrock Press.



Johnson, K. L. (2011). *Literacy Resource Materials for Language Arts Methods*. (Purchase at Student Union Bookstore under the EDC 455 Course Title, or at the Copy Shop in the Union.)

## ASSIGNMENTS and GRADES:

1. **Research Effective Web Sites on Literacy (5%).** Work with your small group to research, analyze, evaluate, and select the most effective Web Sites on a specific topic in literacy. We will share these with each other to enhance our resource file for creative ideas and solid, effective lesson planning.
2. **Read Like a Writer Book Analysis (30%).** Analyze a children's book by various writer's craft and strategies. Plan ways to use the examples from the book in a Writer's Workshop.
3. **Writing Lesson Plan and Class Book (30%).** Develop, teach, and reflect about a language arts lesson to children that demonstrates a writing process approach. The lesson will be adapted from a writing activity in the *Writing Like Writer's* text and will culminate in a class book. Present this book to your peers in the methods class at the annual Rhodocott-Islandbery Book Festival.
4. **Midterm Examination (25%)** Demonstrate content knowledge through multiple choice and short answer questions about the readings and in-class information.
5. **Professional Qualities and Disposition (10%)** The following list specifies some of what professionalism and disposition mean. These have been discussed in other education classes, but they are essential this semester as you move into the classroom, preparing for your profession as a teacher.
  - **Confidentiality**. Avoid ever expressing negative remarks about students or teachers.
  - **Attendance & Punctuality**. Be present and on time for all classes and your school placement. I model many methods that are not in your textbook. Group discussions and activities are designed to enrich your teaching, and they cannot be experienced or made up outside of class. If for some reason beyond your control you must miss class, contact the instructor BEFORE class with a reason and **do the makeup assignment**. This is important as a professional to take responsibility for your commitments, just as you will do when you are a teacher. For example, you would never miss going to teach school without first contacting your principal and having prepared lessons for a substitute. Points may be deducted for any unexcused absence. The make-up assignment for any class missed is due the following week: write a typed reflection on one chapter due the day you missed. If there is no chapter due, write it on the previous week's chapter. If two chapters are assigned, choose only one.

If you are ill or need to miss a class for any reason, please email me. If have to miss a day of teaching, arrive late, or leave early, contact your teacher. Just to clarify before spring semester, you will take two public school breaks (winter break in February and spring break in April, but you will NOT take the URI spring break in March, as was stated in your acceptance letter to the education program. This is a School of Education policy and not the decision of your cooperating teacher or supervisor.

- **Participation**. Pay full attention in class, engage in all group activities, and avoid chatting with neighbors during class instruction. Offer comments in class discussions and support your colleagues. This is your time to practice articulating your ideas in front of a group, as you will be expected to do when you are a teacher as part of a team.  
**IMPORTANT: Be fully engaged in small group discussions on the topic at all times.**
- **Academic Initiative**. Submit assignments on time. Check ahead for days that school is not in session, so you have plenty of time to teach your lesson, and you don't get stuck at the end. Part of being a professional is learning to manage your time and complete assignments by the due date. Teachers expect you to show initiative in the classroom by noticing what needs to be done, and then doing it. Be up and moving around the classroom assisting children. Be helpful and anticipate ways you can support children without being told what to do. Emulate your teacher.
- **Attitude**. Maintain a positive attitude about learning and teaching. Accept constructive feedback and strive to improve performance. Have the flexibility to plan and change as needed. In a school setting, there are many times we must change our schedule to accommodate a new plan and it's important to do this willingly and with a positive spirit.
- **Cooperation**. Cooperate with peers in group-learning situations. Cooperation involves more than participation. It requires working with others in a positive manner, engaging all members of the group with no one person dominating, but all contributing.
- **Communication**. Communicate with the instructor about any problems or concerns. I believe that we can resolve most difficulties by working together. It is critical to keep in contact with me via personal conference, email or phone. **Cell phones should be put away and not on desks or laps during class.** If you must use it, go OUTSIDE the classroom.
- **Professional Dress**. Dress conservatively that fits into the school climate. Avoid low riding pants (for men and women), high riding tops, and low cut tops (for women) that expose skin when you bend over. On Friday-Dress-Down days (some schools promote this) it is fine to wear jeans, but that implies that the four other days are "dress up" in a comfortable but professional manner.
- **Professional Character**. This quality is considered on every recommendation form for jobs, which underscores the importance of character to principals. They are looking for ethical individuals to fit into the school environment, not just someone to teach lessons. Six qualities are associated with good character.
  - *Respect* (considerate of others, tolerant & accepting of differences, good manners & language, deal peacefully with anger and disagreements) Show respect for each other and me by being fully engaged in the class, discussions, and activities at all times. Avoid chatting with neighbors or using cell phones. Show respect to your cooperating teacher and students by being fully centered on the children throughout the day. NEVER use a cell phone in the classroom or in meetings for any reason, and have it completely put away and NOT on your desk. At your practicum placement even at lunch or in the teachers' lounge, avoid using the cell phone; instead go to a private place to text and talk.

- Trustworthiness (honesty, reliability, courage to do the right thing, good reputation, loyalty) Let all colleagues know through your actions that they can count on you and be proud to work with you.
- Responsibility (do what you're supposed to do, plan ahead, persevere, do your best, use self control, think before you act & consider the consequences, be accountable for your words & actions, set a good example for others) Use social media wisely. Be aware that everything you post online (Facebook, blogs, Twitter, email) is open to the world. Delete any photographs or videos that you wouldn't want your principal, cooperating teacher, college professors, your students or their parents to see. Leave a professional-sounding voice mail on your phone, as teachers, principals or even parents may call you. Your email address should be neutral (avoid frivolous names, such as "cutiepie," etc.) because other professionals may be corresponding with you. Always present yourself in a professional manner.
- Fairness (follow the rules, be open-minded, listen to others, don't blame others carelessly, treat all people fairly) In the classroom, avoid being critical of parents or other teachers. Focus instead on how you can be helpful and supportive, even if you disagree with them. In front of the children, avoid chewing gum or drinking anything other than water (e.g. coffee, iced coffee, juice, soda, etc.) Model what the children are allowed to do in class.
- Caring (be kind & compassionate, express gratitude, forgive others, be helpful)
- Citizenship (do what you can to make your school & community better, cooperate, get involved in the school beyond the classroom, obey rules & laws, respect authority, volunteer)

## GRADE DISTRIBUTION:

94 - 100	A
90 - 93	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
77 - 79	C+
74 - 76	C
70 - 73	C-

## **OTHER:**

### **Communication Skills:**

It is important for teachers to have and to model standard oral and written communication. If your communication skills need improving, make a plan to acquire basic proficiency in these areas. The Academic Enhancement Center houses the University's existing writing center and learning assistance program, as well as many other academic support service areas such as tutoring, study groups and multiple forms of academic assistance workshops. The Center serves students who are seeking academic support as well as those with more advanced academic ability who are interested in helping others. In this interactive learning environment, students can enjoy a cup of coffee, get help or help others with schoolwork, and find individual or group assistance as needed. The Center is located on the 4<sup>th</sup> floor of Roosevelt Hall in University College.

### **Special Considerations:**

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 874-2098.

## EDC 455 Course Schedule – WEDNESDAY Class

#	DATE 2013	TOPIC	READING/ ASSIGNMENT DUE
1	Wed. 9/4	Introduction & Course Overview Becoming an Effective Literacy Teacher	<b>READ:</b> T – Ch. 1
2	Wed. 9/11	Teaching the Reading & Writing Processes Developing Fluent Readers & Writers	<b>READ:</b> T – Ch. 2 & 6; J&W – Ch. 1 & 2 (Optional T – Ch. 5)
3	Wed. 9/18	Assessing Students' Literacy Development Discuss Lesson Plan Assignment	<b>READ:</b> T - Ch. 3; J & W - Ch. 3 & 4
4	Wed. 9/25	Writer's Workshop; Discuss RLAW Assignment.	<b>READ:</b> T – Ch. 6; J&W – 5 & 6 <b>Assignment #1 due: Researching Literacy Website Resources</b>
5	Wed. 10/2	Assessing Writing	<b>READ:</b> J&W - Ch. 7 <b>Homework:</b> Develop <u>brief</u> narrative from Idea Journal
6	Wed. 10/9	Facilitating Students' Comprehension: Reader Factors	<b>READ:</b> T - Ch. 8 and p. 206-217 <b>Assignment #2 due: RLAW</b>
	Wed 10/16	<b>NO CLASS – Wednesday classes <u>do not</u> meet (Monday classes meet on this day.)</b>	
7	Wed. 10/23	Comprehension: Text Factors Developing Fluent Readers	<b>READ:</b> T – Ch. 7 & 9
8	Wed. 10/30	Midterm Exam	<b>Prepare for Midterm</b>
9	Wed. 11/6	Orchestrating Literature Circles & Other Guided Reading Formats	<b>READ:</b> T -Ch. 10, (Optional: T – Ch 11)
10	Wed. 11/13	Annual Rhodocott/Islandbery Festival with Student Presentations! (Applause!)	<b>Assignment #3 due:</b> Writing Lesson & Class Book
11	Wed. 11/20	Nonfiction	
12	Wed. 11/27	Independent Study	
<b>Thanksgiving Holiday – November 28 &amp; 29</b>			
13	Wed. 12/4	Semester Summary & Celebration!	Come and enjoy!

**T** = Tompkins Text, 5<sup>th</sup> Edition

**J & W** = Johnson & Westkott Text

## EDC 455 Course Schedule – MONDAY Class

#	DATE 2013	TOPIC	READING/ ASSIGNMENT DUE
1	Mon. 9/9	Introduction & Course Overview Becoming an Effective Literacy Teacher	<b>READ:</b> T – Ch. 1
2	Mon. 9/16	Teaching the Reading & Writing Processes	<b>READ:</b> T – Ch. 2 & 6; J&W – Ch. 1 & 2 (Optional T – Ch. 5)
3	Mon. 9/23	Assessing Students' Literacy Development Discuss Lesson Plan Assignment	<b>READ:</b> T - Ch. 3; J & W - Ch. 3 & 4
4	Mon. 9/30	Writer's Workshop; Discuss RLAW Assignment.	<b>READ:</b> T – Ch. 6; J&W – 5 & 6 <b>Assignment #1 due: Research Literacy Website Resources</b>
5	Mon. 10/7	Assessing Writing	<b>READ:</b> J&W - Ch. 7 <b>Homework:</b> Develop <u>brief</u> narrative from Idea Journal
	<b>10/14</b>	<b>NO CLASSES!!! Instead we meet Wed. 10/16</b>	
6	WED. 10/16	Facilitating Students' Comprehension: <u>Reader</u> Factors	<b>READ:</b> T - Ch. 8 and p. 206-217 <b>Assignment #2 due: RLAW</b>
7	Mon. 10/21	Comprehension: <u>Text</u> Factors Developing Fluent Readers	<b>READ:</b> T – Ch. 7 & 9
8	Mon. 10/28	Midterm Exam	<b>Prepare for Midterm</b>
9	Mon. 11/4	Orchestrating Literature Circles & Other Guided Reading Formats	<b>READ:</b> T -Ch. 10, (Optional: T – Ch 11)
	<b>Mon. 11/11</b>	<b>NO CLASSES!</b>	
10	Mon. 11/18	13th Annual Rhodocott/Islandbery Festival with Student Presentations! (Applause!)	<b>Assignment #3 due:</b> Writing Lesson & Class Book
11	Mon. 11/25	Independent Study	
<b>Thanksgiving – November 28 &amp; 29</b>			
12	Mon. 12/2	Nonfiction	
13	Mon. 12/9	Semester Summary & Celebration!	Come and enjoy!

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