TUSCULUM COLLEGE TEACHER EDUCATION UNIT
Course: EDUC 417 Literacy through Language Arts
Instructor: xxxxx xxxxxx

Phone: (xxx) xxx-xxxx
E-mail: xxxxxxxxxxxxx
Course Dates: Block 3; October 16 – November 8, 2013
Class Meeting Time: 8:30 – 11:30 a.m.
Location: Gray 213
Office Location: xxxxx
Office Hours: Before and after class as needed; please contact the instructor via email or phone to schedule time.
Note: Students may contact the instructor 8:00 AM - 8:00 PM Monday through Saturday. The instructor's goal is to return e-mails and phone messages within 24 hours, except on Sundays.

Course Description: **EDUC 417. LITERACY THROUGH LANGUAGE ARTS**
This course provides a working knowledge of the instructional models and materials for teaching language arts in grades K-6. Pre-service teachers will develop an understanding of writing development including language mechanics, appropriate grammar and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices. Learning Outcome Writing. Prerequisites: EDUC 200 and SPED 101 Offered every year.

Course Resources

Required Textbooks:
Tompkins, G. E. (2013). *Language arts: Patterns of practice* (8th ed.). Boston: Pearson.

Other Required Resources:
Common Core Standards for Reading/ Language Arts Grades K-5. These may be downloaded from http://www.corestandards.org/.
1. On the above page, click on "The Standards."
2. Next, click on "Click Here to Download Printable Versions of the Common Core Standards."
3. Download and print "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" pages 1-32 and bring these pages to class.
4. Also download and print "English Language Arts Appendix A" (43 pages).

Course Competencies, Goals, and Objectives

Student Learning Outcomes: Writing
- Purpose - Sharp, distinct, controlling main point made about a single topic with a unified or strong awareness of task; thesis is clear and skillfully integrated with the text.

- Coherence - Sophisticated arrangement of content into clearly developed and well-connected paragraphs with appropriately strong transitions and internal coherence.
- Content - Substantial, specific and/or illustrative content demonstrating development and support of thesis; paraphrasing, quoting and summarizing are skillful, seamlessly integrated into the text and cited completely and clearly; complex argument that considers multiple angles. Counter arguments are clear and answered.
- Style - Wide-ranging sentence and paragraph structures and verb usage; precise and appropriate choices in language; meticulous attention to cohesiveness and organization.
- Mechanics - Recognizes mechanics as part of communication; none or only a few errors in grammar, spelling or sentence usage.

Course Goals:

The goals for this course are to deliver instruction and to engage candidates in activities that

1. Increase candidates' understanding of how to use research-based central concepts, tools of inquiry, and structures of Language Arts and a variety of instructional strategies to encourage development of critical thinking, problem solving, performance skills, and student competence. (Professional Education- Standard 4; TC Candidate Proficiency 2.3: Special Education Comprehensive Standard 1; Special Education Modified Standard 1; Reading Standard 1)
2. Improve candidates' ability to foster active inquiry, collaboration, and supportive interaction using effective verbal, nonverbal, and media communication techniques. (Professional Education Standard 6; TC Candidate Proficiency 3.2)
3. Enhance candidates' understanding of a balanced reading program that involves reading within the context of every subject and that provides explicit and systematic instruction within a print-rich environment throughout the PreK, elementary and middle grades. (Elementary Education K-6 Standard 1; Elementary/PreK-3 Reading Standard 1 and 3; Reading Standard 3)
4. Increase candidates' understanding of the developmental nature of language and its relationship to learning to read. (Elementary/PreK-3 Reading Standard 2)
5. Increase candidates' understanding of using assessments to determine strengths and needs of students in planning and delivering reading instruction. (Elementary/Pre-K-3 Reading Standard 5; Reading Standard 5)
6. Enhance candidates' ability to reflect on practices to evaluate the effects of their choices and actions and assess and adapt their practices. (Professional Education Standard 9; Elementary /PreK-3 Reading Standard 6; TC Candidate Proficiency 6.2; Reading Standard 9)
7. Develop candidates' desire to actively seek professional growth. (Professional Education Standard 9; Elementary/PreK-3 Reading Standard 6; TC Candidate Proficiency 6.2)
8. Equip candidates with skills to foster relationships with school colleagues, parents, and agencies in the larger community. (Professional Education Standard 10; Elementary/PreK-3 Reading Standard 7; TC Candidate Proficiency 6.1; Reading Standard 7)
9. Increase candidates' understanding of strategies to meet the unique needs of diverse learners, including the need to relate learning to the diverse cultural and language hermitages the learners bring to the classroom. (Reading Standards 1 and 7)

Course Objectives:

Upon completion of this course, candidates will know or be able to do the following:

1. Develop lesson plans integrating reading and writing strategies in the content areas. (Elementary Education Professional Standard 4; Tusculum College Candidate Proficiency 1.1, 2.3, 3.1)
2. Design lessons using the principles and techniques associated with strategies reflecting best practice (such as cooperative learning, direct instruction, whole group instruction, independent study, and interdisciplinary instruction) that foster high expectations for all learners. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
3. Develop lessons including learning experiences that connect subject matter to real life experiences and that enable students to apply learning to future careers. (Professional Education Standard 4; TC Candidate Proficiency 3.2)
4. Create lessons in which their role in the instructional process varies (e.g., instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs. (Professional Education Standard 4, TC Candidate Proficiency 2.1, 5.1)

5. Design instructional plans using multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving, and performance capabilities in the content areas. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
6. Develop student learning activities that support and expand student expression and develop students' competence in reading, speaking, listening, writing, and technical media. (Professional Education Standard 6: TC Candidate Proficiency 3.2; Middle 4 – 8 English Language Arts Standard 4; Special Education Comprehensive Standard 1; Special Education Modified Standard 1)
7. Describe the role of language in learning and how cultural, gender, and exceptional learning needs affect communication in the classroom. (Professional Education Standard 3, 6; TC Candidate Proficiency 5.1)
8. Define reading and language arts related academic vocabulary (Elementary/PReK-3 Reading Standard 1; TC Candidate Proficiency 1.1)
9. Design reading lessons utilizing strategies that are age and developmentally appropriate to improve the literacy skills of all students. (Elementary/PreK-3 Reading Standard 2, 3; TC Candidate Proficiency 2.1, 2.3)
10. Create lesson plans that include research-supported practices. (Elementary/PreK-3 Reading Standard 3; TC Candidate Proficiency 2.1, 2.2, 2.3; Early Childhood PreK-3 English Language Arts Standard 1).
11. Appropriately develop, utilize, and interpret informal and formal assessments of the components of reading. (Elementary/PreK-3 Reading 5; TC Candidate Proficiency 2.5; Reading Standard 5)
12. Know, understand, and use the writing process for communication, expression, and reflection. (Elementary K-6 English Language Arts Standards 2 and 3; Middle 4-8 English Language Arts Standards 2 and 3; Early Childhood PreK-3 Standards 3 and 4)

Topics covered include the following:

Writing process	Integrated language arts
Sentence construction	Mini-lessons
The conventions of language	Stages of spelling development
The six language arts	Emergent, early, and fluent literacy
Theories of language development	Language arts learning environment
Approaches to language arts instruction	Differentiated instruction in language arts
Forms of assessment to include writing rubrics	

Course Policies and Procedures

Attendance Policy: As attending class is essential for candidates to be successful learners in Tusculum College courses, class attendance is mandatory. Following institutional and departmental procedures, faculty members record and report candidate attendance online to the administrative office after each class session.

Attendance affects course grades assigned by faculty to candidates. An institutional policy, which is not left to the discretion of the faculty member, is that a grade of "F" be automatically assigned to any candidate who misses more than one-third of the total class meeting time, which is more than 3 days for a residential course. Total missed class meeting time includes absence from a scheduled class meeting, arriving late to class, or leaving before class is dismissed.

Additionally, the institution allows academic departments to adopt significantly more stringent grading practices relating to attendance as detailed in syllabi. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid. **Three points will be taken off the final grade for each absence without a documented excuse.**

Candidates with Disabilities: Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individuals:

>**Greeneville:** xxxxx xxxxxx
>**Knoxville:** xxxxx xxxxxx

Tusculum College Learning Centers: Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

>**Greeneville:** xxxxxxxxxxxxx
>To make arrangements, please contact xxxxx xxxxxx.
>**Knoxville:** xxxxxxxxxxxxx
>To make arrangements, please contact xxxxx xxxxxx

Research Assignments and Library Resources: To ensure that candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: xxxxxxxxxxxxx. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

>*Greeneville:* xxxxx xxxxxx
>*Knoxville:* xxxxx xxxxxx

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency. As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog,* plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

Other Policies
Expectations for Written Work: Quality written work is expected of all candidates.
- Professional writing is required for ALL materials submitted in this course. Points will be deducted from work for grammatical, spelling and other mechanics errors.

- **ALL ASSIGNMENTS MUST BE TYPED** in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style unless they are completed during class time.
- **On-line resources for APA style (6th) edition:**
  http://www.stylewizard.com/apa6index.html
  http://owl.english.purdue.edu/owl/resource/560/01/
  http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%20201 0.pdf
- Any assignments that are due through e-mail must be sent through your Tusculum account. All assignments are to be submitted through the Moodle site unless instructor directs otherwise.
- All work must be submitted on or before the due date. No late work will be accepted.

Cell Phones and Laptops: Please only use your cell phone and/or laptop for learning purposes during class time. Otherwise you will be asked not to bring them to class.

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Course Requirements and Grading

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Grading Scale: **The Tusculum College grading scale will be used and is as follows:**

93 – 100	A	73 – 76	C
90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	<63	F
77 – 79	C+		

Assignments (100 points):

Assignment	Due Date	Value
Practicum Reflection Journal	11/4/13 (on Moodle by 8:30 am)	15%
Practicum Forms- • Permission Form and Schedule (End-of-Syllabus Form is left with supervising teacher)	10/28/13 (in instructor's door pocket by 4:00 pm)	2%
• Evaluation	11/4/13 (submitted in class)	3%
Notebook of Assignments	11/6/12 (submitted in class)	20%

Assignment	Due Date	Value
Text Dependent Questions and Close Reading Module Hands-on Activity	10-28-13 (on Moodle by 4:00 pm)	10 %
Text Complexity and Academic Vocabulary Module Hands-on Activity	10-28-13 (on Moodle by 4:00 pm)	10%
Lesson Plans for Grade 3, 4, or 5 based on Text Complexity and Academic Vocabulary Module Bridge to Practice	11/1/13 (submitted on Moodle by 4:00 pm)	20%
Midterm	10/24/13	10%
Final Exam	11/8/132	10%

Explanation of Practicum (total of 20% of final grade)

A required 18 hours of practicum experience is an integral part of this course. Candidates are expected to dress, behave, and speak in a professional manner as well as attend all scheduled practicum visits and be punctual. Candidates are to complete all forms and written practicum components according to the instructions provided by field experience personnel and/or the instructor. Practicum evaluations from supervising teachers are submitted in a sealed envelope at the end of the course. The required forms are available on Moodle; the End-of-Syllabus Form is also located at the end of the syllabus.

You are expected to be at your practicum placement each of the six scheduled days for approximately 3 hours per day from approximately 8:30 – 11:30 (time of day may be subject to request of your supervising teacher). If you are not at your placement each of the six scheduled days, you will be counted absent and will have your final grade deducted by 3 points (see "Attendance Policy" above).

Grading for Practicum:
The following components must be completed in order to receive full credit for the practicum portion of the final grade.
- Completion of a minimum of 18 hours (minimum) in approved setting
- Practicum Reflection Journal (12%) – Your reflection journal must address reading instruction and must be based on the questions included in the syllabus and posted on Moodle. Each journal entry must contain at least one of the questions in bold print, a summary of what you observed regarding the question and your reflection on what you observed. Detail what you saw and/or discussed with the teacher, what you did, and your feelings about what you observed in the classroom, as well as what good ideas you gleaned from the teacher or the environment. The rubric that will be used to grade your journal is posted on Moodle; please refer to it as you prepare your journal. Requirements of the journal are as follows:

- Typed - APA Style
- Double spaced
- 12 point font
- One inch margins
- One –half page **or more** daily (or per two hour session) in the public school classroom or approved setting
- **4½ pages total minimum required**
- Completion of Practicum Forms (including signatures) – Permission Form, Schedule Form, and Evaluation Form. ***All forms must be completely filled out to receive credit.***

Practicum Forms (Forms are located on Moodle.):

1. Practicum Permission Form (1%) must be signed by teacher and principal **on the first day of your practicum experience and placed in the box on the instructor's office door by 4:00 pm, on Monday, October 28, 2013.**
2. Practicum Schedule Form (1%) must be **placed in the box on the instructor's office door by 4:00 pm, on Monday, October 28, 2013.** If you cannot be at your practicum placement at the scheduled time, you must call the school and your instructor. Changes in schedule need to be submitted as soon as possible to your instructor.
3. Practicum Form at End of Syllabus must be discussed with your school supervising teacher the first day and **left with your supervising teacher by Monday, October 28, 2013.** The End-of-Syllabus Form **is not** included in your grade.
4. Practicum Student Evaluation Form (3%) is filled out by the school supervising teacher who places it in a sealed envelope with his/her signature. The envelope containing the evaluation form is due **Monday, November 4, 2013.**

Explanation of Other Assignments/Exams

Notebook of Assignments (20%) – In-and out of- class writing assignments will be required in this course. These writing samples include individual opinion, perspective, and response to applicable situations, as well as exploration and application of concepts included in the course. The notebook will be due at the end of class on Wednesday, November 6, 2013.

Text Dependent Questions and Close Reading Training Module Hands-on Activity (10%) – Using the module developed by the State of Tennessee Department of Education as part of its implementation of the Common Core State Standards (available at http://tncore.org/english_language_arts/curricular_resources/text_dependent_questions.aspx), complete the HANDS-ON ACTIVITY: EVALUATING AND MODIFYING TEXT-DEPENDENT QUESTIONS:

Description: You will read an appropriately complex text for a particular grade level and will work individually to evaluate the quality of questions from an existing reading program. Using the "Guide to Creating Text-Dependent Questions," you will create a sequence of text-dependent questions and tasks for the text. You and the instructor will use the "Checklist for Evaluating Question Quality" to assess your work.

Approximate Time: This activity requires approximately 2 hours.

Materials:

Reading text for targeted grade level (available in IMC)

"Guide to Creating Text-Dependent Questions" (available on Moodle)

"Checklist for Evaluating Question Quality" (available on Moodle)

Text Complexity and Academic Vocabulary Training Module Hands-on Activity (10%) - Using the module developed by the State of Tennessee Department of Education as part of its implementation of the Common Core State Standards (available at http://tncore.org/english_language_arts/curricular_resources/text_complexity.aspx), complete the HANDS-ON ACTIVITY: TEXT COMPLEXITY ANALYSIS (numbers 1-4 only):

> **Description:** You will read a sample text and then use a set of tools, including rubrics for evaluating the qualitative dimension, to analyze the text, evaluate its complexity level, and place it in an appropriate grade. This activity will be done in small collaborative groups of 2-3 students.
> **Approximate Time:** This activity requires approximately 2 hours.
> **Materials** (available on Moodle)**:**
> "Basketball, History of"
> "Text Placement Template"
> "Informational Text Qualitative Measures Rubric"
> "Reader and Task Considerations Guide"

Lesson Plans (20%) – **Tusculum College Template on Moodle -** You are to develop a lesson plan for grade 3, 4, or 5 based on BRIDGE TO PRACTICE: CLOSE READING EXEMPLAR numbers 1-5 only (available at http://tncore.org/english_language_arts/curricular_resources/text_complexity.aspx.

> **Description:** You will create a close reading exemplar lesson plan, using what you have learned from the above modules and about CCSS in class. The process of putting this exemplar together will help you apply the concepts you have learned and will also produce a lesson plan.

Lesson plans are due on Moodle by 4:00 p.m., Friday, November 1, 2013. The rubric that will be used to grade your lesson plan is posted on Moodle; please refer to it as you prepare your plan.

Mid-term (10%) – The mid-term will consist of information discussed in class as well as information presented in the text. This exam may include *any or all* of the following formats: essay items, short answer items, matching items, multiple choice items, and true/false items.

Final exam (10%) – The final exam will cover material from the day of the mid-term until the end of the course. It will cover textbook material as well as information discussed in class.   The final exam may include *any or all* of the following formats: essay items, short answer items, matching items, multiple choice items, and true/false items.

Course Schedule and Activities

This syllabus is subject to change in order that learning may best be facilitated.

Date Due	Focus	Topics and Activities
WEEK 1 **Wednesday,** **October 16**	**LEARNING, TEACHING, AND ASSESSING THE LANGUAGE ARTS** **Ch. 1 Learning and the Language Arts** **Ch. 2 Teaching and Assessing Language Arts**	Introductions Review of Syllabus and overview of Assignments Materials Lesson Plan Development Resources **Ch. 1** Language Systems The Six Language Arts Language Arts Strategies **Ch. 2** Patterns of Practice • Literature Focus Units • Literature Circles • Reading and Writing Workshops • Thematic Units Minilessons The Teacher's Role Scaffolding Differentiated Instruction **ASSIGNMENT: Read Chapters 3 and 4.**
Thursday, **October 17**	**EMERGENT LITERACY** **Ch. 3 Emergent Literacy** **PERSONAL WRITING** **Ch. 4 Personal Writing** **ASSESSMENT**	**Ch. 3** Review of Written Language • Concepts of Print • Environmental Print • Literacy Play Centers Review of Alphabet Concepts • Alphabetic Principle • Phonemic Awareness • Phonics Shared Reading Language Experience Approach Introducing Students to Writing Interactive Writing **Ch. 4** Journals Social Networking Letter Writing Assessment • Marie Clay's Concepts of Print • Yopp-Singer • Informal Reading Inventory • Running Records • Words per Minute • Intro to PARCC assessments **ASSIGNMENT: Read Chapters 6 and 8.**

Date Due	Focus	Topics and Activities
Friday, October 18	**WRITTEN LANGUAGE** **Ch. 6 Written Language: Reading and Writing** **VOCABULARY** **Ch. 8 Building Vocabulary**	**Ch. 6** The Reading Process Review of the Five Components of Reading The Writing Process The Six Traits of Writing **CCSS** – Writing Strand **Ch. 8** History of English Language Word Meaning Targeting Words to Teach Word Learning Strategies and Activities **CCSS** and Vocabulary **ASSIGNMENT: Read Chapter 9.**
<u>**WEEK 2**</u> **Monday, October 21**	**NARRATIVE/LITERARY COMPOSITION AND TEXTS** **Ch. 9 Comprehending and Composing Stories**	Finish work with **Ch. 8 Building Vocabulary** **Ch. 9** Story Structure Story Genres Narrative Devices Comprehension of Stories • Guided Reading • Reader's Theatre • Responding • Retelling Composing Stories **CCSS** – Reading Strand: Literature **ASSIGNMENT: Read Chapter 10.**
Tuesday, October 22	**EXPOSITORY/INFORMATIONAL COMPOSITION AND TEXTS** **Ch. 10 Investigating Nonfiction** **CCSS** **Text Dependent Questions and Close Reading**	**Ch. 10** Types of Nonfiction Text Structures Nonfiction Features Student Research Projects and Nonfiction Composition **CCSS** – Reading Strand: Informational Text Text Dependent Questions Close Reading **ASSIGNMENT: Read and watch assigned sections of Text Dependent Questions and Close Reading Module and Text Complexity and Academic Vocabulary Module.**
Wednesday, October 23	**CCSS** **Text Dependent Questions and Close Reading** **Text Complexity and Academic Vocabulary**	Finish **Text Dependent Questions and Close Reading.** **CCSS** **Text Complexity** **Academic Vocabulary** Review for Mid-term **ASSIGNMENT: Prepare for Mid-term.**

Date Due	Focus	Topics and Activities
Thursday, October 24	**MID-TERM**	Finish **Text Complexity and Academic Vocabulary.** **MID-TERM over Chapters 1, 2, 3, 4, 6, 8, 9, 10 and info from class**

Friday, October 25	**Practicum**	ASSIGNMENTS:
		• Work on getting Practicum Forms completed. Start work on Practicum Journal.
		• **Due on Moodle by 4:00 pm on Monday, October 28.**
		   o **Text Dependent Questions and Close Reading Module Hands-on Activity and**
		   o **Text Complexity and Academic Vocabulary Module Hands-on Activity**
		   o

WEEK 3
Monday, October 28 – Friday, November 1
	Practicum	DUE Monday, October 28:
		• **4:00 pm on Moodle**
		   o **Text Dependent Questions and Close Reading Module Hands-on Activity and**
		   o **Text Complexity and Academic Vocabulary Module Hands-on Activity**
		• **4:00 pm in instructor's door pocket – Practicum Permission and Schedule Forms**
		
		ASSIGNMENTS:
		• **Lesson Plan DUE on Moodle by 4:00 pm on Friday, November 1.**
		• **Work on Practicum Journal, which is due on at 8:30 on Moodle on Monday, November 4.**
		• **Evaluation by supervising teacher will be turned in to instructor at the beginning of class on Monday, November 4.**
		• **Read Chapter 5.**
		•

WEEK 4 **Monday, November 4**	**ORAL LANGUAGE** **Ch. 5 Oral Language: Listening and Talking**	**DUE: 8:30 on Moodle – Practicum Journal, Practicum Log. Evaluation by supervising teacher will be given to instructor in class.** Discussion of Practicum Experience **Ch. 5** Four Types of Listening Read-Alouds Persuasion/Propaganda Discussions and Grand Conversations Questioning Oral Reports, Interviews, and Debates **CCSS** – Speaking and Listening Strand **ASSIGNMENT: Read Chapter 7 and 11.**

Date Due	Focus	Topics and Activities
Tuesday, November 5	**VISUAL LANGUAGE** **Ch. 7 Visual Language: Viewing and Visually Representing** **POETRY** **Ch. 11 Exploring Poetry**	Ch. 7 Visual Elements Viewing • Art Appreciation • Visual Language in Books Visually Representing • Artistic • Dramatic **CCSS** and Viewing and Visually Representing Ch. 11 Word Play The Poetry Genre • Poems Students Read • Poems Students Write Poetic Devices **CCSS** and Poetry **ASSIGNMENT: Read Chapter 13.**
Wednesday, November 6	**GRAMMAR, AND HANDWRITING** **Ch. 13 Language Tools: Grammar and Handwriting**	**DUE: Notebook of Assignments - will be turned in to instructor in class** **Finish Ch. 11 Exploring Poetry** Ch. 13 Grammar Concepts Handwriting Forms Handwriting Development Keyboarding **CCSS** – Language Strand **ASSIGNMENT: Read Chapter 12 and 14.**
Thursday, November 7	**Ch. 12 Learning to Spell Conventionally**	Ch. 12 Invented Spelling Stages of Spelling Development Spelling Structures Spelling Program Development **CCSS** and Spelling **Review for Final.** **ASSIGNMENT: Prepare for Final.**
Wednesday, November 8	**CH. 14 PUTTING IT ALL TOGETHER** **FINAL**	Ch. 14 How to Develop a Literature Focus Unit How to Organize Literature Circles How to Set Up Reading and Writing Workshops How to Develop A Thematic Unit **FINAL over Chapters 5, 7, 11, 12, 13 and info from class**

Supervising Teacher,

We appreciate your willingness to allow Tusculum College the opportunity to be a part of your classroom and school. This partnership allows our practicum candidates to gain practical experience within the classroom setting. During this experience, practicum candidates participate in a manner determined by the supervising teacher. In addition, Tusculum College supports the methodology and focus of the specific course in which the practicum candidate is currently enrolled. We ask that the classroom teacher assist our practicum candidates in concentrating upon the components listed below.

Course: HGLN 417. LITERACY THROUGH LANGUAGE ARTS
Concentration: This course provides a working knowledge of the instructional models and materials for teaching   language arts in grades K-6. Pre-service teachers will develop an understanding of writing development including language mechanics, appropriate grammar and legible handwriting. Special emphasis will be placed on communication skills, diagnostic procedures and evaluations. Media and technology will be explored to incorporate activities emphasizing the relationship between writing, listening, speaking and reading activities. Multiple strategies and materials will be developed in the coursework for teaching these skills to at-risk students, students with disabilities, economically disadvantaged and highly mobile students as well as intellectually gifted students and students from different racial and ethnic backgrounds. Reflections from practicum experiences will be utilized along with instructional practices.

Supervising Teacher: _____

Practicum Candidate: _____

Course Instructor: _____

Tusculum College again expresses our gratitude in your willingness to assist in the training of future educators. If you have any questions or concerns please feel free to contact me at your convenience.

xxxxx xxxxxx
Director of Field Experience
Tusculum College
(xxx) xxx-xxxx

xxxxx xxxxxx
Assistant Professor
Tusculum College
(xxx) xxx-xxxx)

EDUC 417
Practicum Experience Guiding Questions

1. **How are the following elements set up to support the teaching and learning of language arts?**
   A. The room environment
   B. The daily schedule
   C. Grouping

2. **What resources and supplies are available for language arts instruction?**

3. **Do you find any evidence of the use of integrated units?**

4. **Do you find any evidence of any of the following:**
   A. Literature focus units?
   B. Literature circles?
   C. Reading and writing workshop?
   D. Thematic units?

5. **How does the teacher assess students at the beginning, during, and after language arts instruction?**

6. **Personal Writing**
   A. How do students use journals as tools for learning in language arts and across the curriculum?
   B. How does the teacher incorporate letter writing in the instructional programs?

7. **What activities and strategies are used to teach listening and talking (speaking)?**

8. **Writing**
   A. How do students/teacher select writing genres and topics?
   B. How does the teacher use conferencing for writing?
   C. How do students self-revise and peer-revise and/or self-edit and peer-edit?
   D. How does the teacher assess writing?
   E. How do the students publish their writing?

9. **Reading Aloud**
   A. How does the teacher select literature for reading aloud?
   B. How does teacher teach components of reading during reading aloud?

10. **Guided Reading (Reading Groups)**
    A. How does teacher select literature for guided reading?
    B. How does teacher teach components of reading, writing, and spelling during guided reading?
    C. How does teacher group students for guided reading?

11. **How do the students respond to reading?**

12. **What activities and strategies are used to teach viewing and visually representing?**

13. **Vocabulary**
    A. How is etymology used to teach vocabulary?
    B. How is morphology used to teach vocabulary?
    C. What important vocabulary concepts do students learn?
    D. How do teachers develop students' vocabularies?

14. Nonfiction/Informational Text
    A. How does the teacher develop students' knowledge about nonfiction/informational text?
    B. How does the teacher facilitate students' reading of nonfiction/informational books?
    C. How does the teacher incorporate nonfiction/informational text from other subject areas into language arts instruction?

15. Poetry
    A. How does the teacher encourage students to play with words and express ideas using figurative language?
    B. How do students read and respond to poems?
    C. What kinds of poems do students write?

16. Spelling
    A. What instructional strategies and activities are aimed at teaching children to spell?
    B. How is spelling assessed?
    C. How does the teacher use literature to teach spelling?
    D. How does the teacher use writing to teach spelling?

17. Grammar and Handwriting
    A. How does the teacher teach grammar concepts?
    B. How does the teacher teach and assess handwriting?
    C. How does the teacher use literature to teach grammar?
    D. How does the teacher use writing to teach grammar?