

Instructor Information

Name: **Miriam Meeks**

Email: mmeeks@uwsp.edu Office: CPS 439

Phone: 715-340-4864 (c) 715-341-5108 (h)

Office Hours: by appointment

Rooms and Times:

310-1 Monday/Wednesday 11:00-12:15 rm: 209

310-2 Monday/Wednesday 12:30-1:45 rm: 209

Both sections meet for seminar Thursdays 2:00-2:50 rm: 209

Text Rental:

Tompkins, G.E. (2018), Language Arts: Patterns of Practice 9th edition, Pearson: Boston MA

COURSE DESCRIPTION

An elementary education methods course emphasizing integrated language arts with a focus on reading, writing, listening, speaking, viewing and visually representing in the elementary and middle schools.

- **Course Philosophy:**

Effective instruction and assessment of reading and writing relies on an integrated curriculum, researched-based instruction, and a corresponding practicum. Course content will build upon the pre-service teachers' prior knowledge and assumptions of language and literacy as the base for how we understand, shape, and work in the world. Content will include major concepts and processes central to understanding literacy/language arts development. How learners become readers and writers, multiple contexts in which literacy learning develops, with emphasis on new literacies and technologies. The importance of selection of assessment and interventions, and the critical role of teachers in fostering literacy learning which must integrate the six language arts strands of reading, writing, speaking, listening, viewing and visually representing in elementary and middle school settings.

- **Course performance** tasks will emphasize application of the **Optimal Learning Model** (GRR) for teaching and include consideration of the following:

- **Prerequisite:** Admission to Professional Education and EDUC 302 or Department Approval

C. University Policies:

1. **The expectations** delineated in the UWSP Community Rights and Responsibilities intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct (found in UWSP Chp. 14) as well as nonacademic misconduct (found in UWSP Chap. 17 & 18). For additional information refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
2. **Copyright and File Sharing:** Posting instructor-created course material onto any websites directly violates the instructor's copyright on his/her academic materials. These materials provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site denied.
3. **Americans with Disabilities Act:** If you need special accommodations to meet any of the course requirements, you should register with the Disability Services Office (located on the sixth floor of LRC) and contact the instructor at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www.uwsp.edu/disability/Pages/default.aspx>

I. SPECIFIC LEARNING OUTCOMES

At the end of this course UWSP Pre-Service Teachers will:

1. Demonstrate knowledge of transmitting meaning through speaking, writing, and visually representing and comprehending meaning through listening, reading, and viewing. (INTASC #1, 2, 4, 6)
2. Demonstrate competency using a holistic language arts approach to teach across the curriculum, (language arts/social studies integration.) (INTASC #3, 4, 5)
3. Speak clearly and effectively using professional English. (INTASC #6)
4. Write clearly and effectively using correct grammar, spelling, and handwriting. (INTASC #6, 7)
5. Identify specific strategies and develop meaningful materials appropriate for teaching language arts. (INTASC #4, 5, 7)
6. Demonstrate knowledge of how to create a physical environment conducive to language learning. (INTASC #5)
7. Recognize the importance of meeting the needs of students with special or culturally diverse needs and demonstrate specific ways in which these needs can be met, especially in assessment and evaluation. (INTASC #3)
8. Demonstrate knowledge of how to incorporate learning in the classroom. (INTASC #2, 5, 8)
9. Demonstrate knowledge of how to incorporate multicultural education in the language arts program, including thematic and unit instruction. (INTASC #3, 5, 7, 9)
10. Demonstrate knowledge of teaching writing process (story, information, poetry) (INTASC #1)

11. Demonstrate knowledge of creating classrooms that will encourage students toward a lifelong love of reading and writing. (INTASC #ALL)
12. Demonstrate knowledge of how to effectively involve parents in the language arts program. (INTASC #6, 10)
13. Demonstrate reflective thinking through class discussions, projects, and cooperative group activities. (INTASC #9)
14. Demonstrate behavior which is consistent with a competent, caring, committed teacher. (INTASC #ALL)

II. ACTIVITIES, REQUIREMENTS, ASSIGNMENTS:

A. ACTIVITIES:

The methods of instruction in this class will consist of the following components:

1. Whole and small group discussions
2. Group and individual presentations and projects
3. Textbook and journal information
4. In-class and out-of-class assignments
5. Lecture
6. Reflective journal writing

B. REQUIREMENTS:

1. Learning from reading:

Each student is expected to carefully read each assigned chapter from the required text and be ready to participate in a guided discussion of the reading.

2. Learning from one another:

Each student is expected to actively participate in class discussions. Learning activities designed to illustrate various reading instruction techniques and materials will be demonstrated in class. A successful and enjoyable learning community requires mutual respect of all members.

3. Learning from writing:

Each student is expected to write as an integral part of this class. In addition to the formal writing assignments, informal writing in the form of reflective responses will be required.

4. Learning from practice:

Each student is expected to practice planning and presenting at various times throughout the semester. Specific assignments, along with rubrics for assigning points will be explained well in advance of due dates throughout the semester.

III. EVALUATION/GRADING:

Grades are earned based on averaged scores earned through tests, learning activities, journals. The final grade for the course will be determined according to the following scale:

D. ASSIGNMENTS: (forms are on Canvas)

- 4 Literacy work stations based on the stages of reading and writing.
 - (a) Create 2 Work Stations that support the stages of reading development.
 - (b) Create 2 work stations that support the stages of writing development.
 - (c) A different stage is needed for each file. (Match writing level to work station.)

- (c) They need to be creative, hands-on and demonstrate learning.
- (d) They are based on the language arts standards.
- (e) No premade kits and beware of online examples (they are not always the best)
- (f) You may work in groups of no more than 4. Be sure to put all names on the form and each person submit it to Canvas
- Lesson Plans (1 for a reading work stations and 1 for a writing station)
- Reading Response Journal

Grading will be based on percentages:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70--73	67-69	64-66	60-63	0-65

- 4 – file folders – 20 points each – 80 points
- 2 – lesson plans – 20 points each – 40 points
- 7 – Reading Response Entries – 5 points each - 35 points

155 total points

Late work:

All assignments are due on the due date listed in the syllabus.
If you cannot attend class e-mail me.

Late assignments will lose 5 points.

Resources:

Common Core State Standards - Response to Intervention – Teacher Standards - edTPA

- Wisconsin has adopted the Common Core Standards (CCSS) as part of a larger vision to have students who are college and career ready in Reading, Writing, Speaking, Listening and Language. (Current students have copies of the CCSS from the Department of Public Instruction and should bring them to class.)

ELA-CCSS Resources: <http://www.corestandards.org/ELA-Literacy>

<http://vimeo.com/tcrwp/portfolios>

- Teaching Standards:

https://www.uwsp.edu/education/Pages/PortfolioResources/teacher_standards.aspx

- Wisconsin's framework for Response to Intervention (RtI) is found at these attached links <http://www.wisconsinrticenter.org/>

edTPA reference: <http://www.uwsp.edu/education/Pages/edtpa.aspx>

COURSE OUTLINE AND SCHEDULE:

Remember that planning is **FLUID it can change**

Class and Assignment Schedule

DATE	FLEXIBLE PLAN	ASSIGNMENT AND DUE DATE
9/4	Syllabus Review Creating Work Stations What is language arts? Standards Community of Learners	Read and respond to Chapter 7 pp 209-223 Due 9/9
9/9 9/11	Review Prior Knowledge Academic Language Building vocabulary Reading and writing development	Read and Respond to Chapter 3 pp62-67 and 77-86 Due 9/16
9/16 9/18	Review Read Alouds Connecting reading and writing Assessment Oral Language WORK STATION PRESENTATION- 9/16	Read and Respond to Chapter 5 pp124-138 Due 9/23
9/23 9/25	Review Comprehension and Composing Visual Arts Speaking	Read and Respond to Chapter 5 pp134-154 Due 9/30
9/30 10/2	Review WORK STATION PRESENTATION- 9/30 Making connections Integration	Read and Respond to Chapter 9 pp273-277 and 289-296 Due 10/7
10/7 10/9	Review Grammar Spelling Handwriting	Read and Respond to Chapter 11 pp 332-346 Due 10/14
10/14 10/16	Review WORK STATION PRESENTATION-9/14	Read and Respond to Chapter 11 Pp347-360 Due 10/21
10/21 10/23	WORK STATION PRESENTATION-10/21 Putting it all together	

