

Instructor Information

Name: **Miriam Meeks**

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Office Hours: After Class or By Appointment

Rooms and Times:

310-1 Monday/Wednesday 11:00-12:15 Virtual- Cohort alternate Wednesday

310-2 Monday/Wednesday 12:30-1:45 Virtual - Cohort alternate Wednesday

Both sections meet for seminar Tuesday 2:00-3:00

7 Weeks Practicum – Schools to be determined

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)

Grading will be based on percentages:

Interactive Read Aloud – 20

Readers Theater Plan 10 Script 10

Final Paper – 30 (10 points for each part submitted)

Journal Entries – (5 points each) 35

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

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.

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
1/25-1/27	Syllabus Review What is language arts? Standards	Read and respond to Chapter 7 pp 209-223 Due February 3
2/1-2/3	Review Prior Knowledge Academic Language Building vocabulary Word learning strategies	Read and Respond to Chapter 3 pp62-67 and 77-86 Due February 10
2/8-2/10	Review Read Alouds Interactive read alouds Interactive writing	Read and Respond to Chapter 5 pp124-138 Due February 17
2/15-2/17	Review Reading Strategies Types of reading and Writing Connecting Reading and Writing Reading/ Writing process	Read and Respond to Chapter 5 pp139-154 Due February 24
2/22-2/24 Submit plan a by 2/21	Review Balanced Literacy Gradual Release Readers Theater Listening Interactive Read Aloud presentation	Read and Respond to Chapter 9 pp273-277 and 289-296 Due March 3
3/1-3/3	Review Fiction and Nonfiction Grammar Spelling Handwriting	Read and Respond to Chapter 11 pp 332-346 Due March 10
3/8-3/11	Review	Read and Respond to Chapter 11 Pp347-360 Due March 17
3/15-3/17 Submit plan and script by 3/14	Putting it all together 3/8 Readers Theater Presentation	

FINAL PAPER DUE – APRIL 30 TH

Reading Response Assignment

What was your “aha” moment in this reading?

What did you learn?

- Entries are due on the date listed. They will be turned in after discussion during Monday class. (typed or handwritten)
- Use a quote from your reading as a reference to your “aha” moment. The quote should be stated first in your response. **Include the page number**
- What did you learn and what do you think the impact will be on your teaching?

	5	3	0
Reference	“Aha” quote is stated with page number.	“Aha” quote is stated without page number.	“Aha” quote is not included.
Content/Information What did you learn and how will it impact instruction.	Evidence of careful thought and analysis and/or insight.	Some evidence of careful thought and/or analysis or insight.	Little or no evidence of careful thought and/or analysis or insight.
Grammar/Mechanics	No punctuation or mechanical errors.	Few punctuation or mechanical errors.	Too many punctuation or mechanical errors.
Format	Meets format of assignment.	Meets some of the format of assignment.	Does not meet the format of assignment.

Each reading is worth 5 points .

Reading Response – AHA Moment

Name: _____ TEXT _____

AHA Moment (quote from book or thought from video)	Page from text:
What did you learn?	
How do you think you might use it in your classroom?	

Interactive Read-Aloud Assignment

IN Work Group:

- Complete lesson plan form. Bring a hard copy for me when you present. **Upload to Canvas.**
- Bring all the materials you'll need and present plan to class.
- One person from the group will present the lesson. You do not need to present the whole lesson. Choose a small portion to present. (1 chapter or the beginning of a book)

	25	15	0
Objectives	Matched and clearly connected to the language arts standards.	Matched but not clearly connected to the language arts standards.	Not matched or clearly connected to the language arts standards.
Developmentally Appropriate	Major concepts and assumptions of learning are developmentally appropriate.	Most concepts and assumptions of learning are developmentally appropriate.	Concepts and assumptions are not developmentally appropriate.
Procedures	All content and resources required for instruction: includes a variety of teaching strategies, materials, and questions.	Some content and resources required for instruction are listed.	Minimal content and resources required for instruction are listed.

Interactive Read Aloud Planner

Names/s: _____

Grade Level: _____

Book Title: _____ Author: _____

Standard/s:

Focus skill:

Vocabulary Words:

Activities:

Before Reading:

During Reading:

After Reading:

READERS THEATER

Assignment – Readers Theater – 1 story **done work group.**

1. Choose a picture book and create a script from the story. Submit script and this form separately to canvas.

2. Find writing standards (no more than 2) that will be met by this project.

Names: _____

Creating a Reader's Theater	
Choose Book Title:	Author:
Writing standards:	

Create main and supporting characters:

Create a simple plot line:

Set tone: (funny, sad, mad etc.)

Writing Sample Research Paper

Writing sample:

To become familiar with the writing process, you will write a research paper on either spelling or grammar.

You will need to turn in on Canvas:

- Prewriting – what are your initial thoughts
- Rough Draft – beginning to get it together without erasing anything
- Revising – checking that it makes sense and is clear
- Editing/Proofreading – mechanics, grammar, spelling, sentence structure
- Final Copy – publishing

Research:

You will need to read and create a report based on current journal articles (within the past 5 years). There will be one report and you're able to choose between **SPELLING or GRAMMAR or HANDWRITING.**

Discover the pros and cons to teaching in one of these content areas. Summarize what you have learned and how it might impact your instruction. (Focus on one or two ideas that interest you.)

Procedure:

- Decide what your research will be on.
- Look for resources at the library and online. Look for journals, and other documents.
- Find at least 3 resources that you will use to develop your writing. (Be careful not all resources are great)
- Develop a system for keeping your notes in order.
- Write the introduction: Explain the focus of the paper and our specific purpose.
- Write the body: Build your writing around the points you want to make. Summarize, analyze and explain your research instead of just listing it.

- Write the conclusion: Summarize what you have learned for the reader and integrate your sources. Use this part of your paper to add up your information and explain their significance.
- No more than 2 pages double spaced. Use APA guidelines for your citations.

Writing Sample Research Report
Suggested Resources:

Richard Allington
 Fontas-Pinnell
 Reggie Routman
 Jan Richardson

ASCD
 Edutopia
 Reading Rockets
 DPI

Zaner-Bloser

	30	15	10
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but sometimes may digress from it.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant information that clearly supports the purpose or argument. Reader gains important insights.	Information provides reasonable support for a central purpose or argument. Reader gains some insight.	Central purpose or argument is not clearly identified. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. The reader can follow the line of reasoning.	For the most part ideas are arranged logically to support the central purpose or argument. The reader can almost follow the line of reasoning.	In general the writing is arranged logically but the ideas may fail to make sense. The reader is not clear about what the writer intends.
References	Compelling evidence from professionally legitimate sources to support purpose or argument.	Legitimate sources that support claims are generally present.	References are seldom cited to support statements.
APA Format	APA format is used accurately and consistently.	APA format is used with minor errors.	There are frequent errors in format.
Mechanics	The writing is free or almost free of errors.	There are occasional errors but they don't obscure the meaning.	There are so many errors that the meaning is confused.
Prewriting	Sources and outline of material for publishing present.	Only 1 source and limited outline of material for publishing.	No sources listed. Outline is limited
Drafting/ Revisions	Drafting with revisions are shown.	Drafting with limited revisions.	No revisions shown.