

**Education 310: Methods and Materials for Teaching Language Arts**  
**University of Wisconsin – Stevens Point**  
**FALL 2022**

Section 1 M/W/F 9:00-9:50, CPS 307

Section 2 M/W/F 12:00-12:50, CPS 307

Instructor: Dr. Amber Garbe

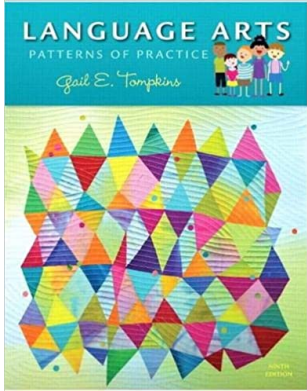
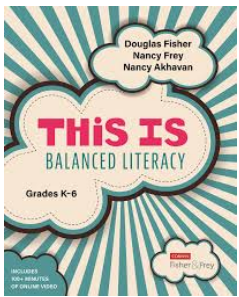
Office: 458 CPS Bldg.

Email: agarbe@uwsp.edu

Office hours: Mondays & Fridays 1:00-2:00 & Other times by appointment

**Purpose**

The purpose of the course is to examine beliefs, materials, and practices for teaching language arts. Our major focus will be on studying language and literacy development, integrating reading, writing, speaking, listening, viewing and visually representing, assessing student progress in these zones, and developing culturally responsive practice. Course performance tasks will emphasize application of Gradual Release of Responsibility and the understanding of the Zone of Proximal Development. We will use this foundation to explore edTPA, keeping in mind the Common Core State Standards (CCSS), The Interstate Teacher Assessment and Support Consortium (InTASC), the Response to Intervention RtI framework, and Educator Effectiveness.

Required Text	
	<p>Tompkins, G. (2020). <i>Language Arts: Patterns of Practice</i>. Pearson.</p> <p>* Available at Text Rental</p>
	<p>Fisher, D., Frey, N., &amp; Akhavan, N. L. (2019). <i>This is balanced literacy</i>. Thousand Oaks: Corwin.</p> <p>* Available at Text Rental</p>

**Intended Course Outcomes** As a result of their experiences in EDUC 310, students will:

- 1) Demonstrate knowledge of language development theory and its interconnectedness with literacy development.

- 2) Design effective instructional units which integrate the strands of language arts: reading, writing, listening, speaking, viewing and visually representing.
- 3) Integrate English Language Arts into the content areas to effectively build knowledge, develop critical thinking skills, and engage students in authentic learning.
- 4) Utilize appropriate formative assessments for language arts (aligned to curriculum standards and learning objectives) to inform planning, grouping, and multi-tiered differentiated instruction.
- 5) Adapt language arts instruction to respond to a range of diverse student needs based on careful observation and assessment.
- 6) Plan lessons to engage writers in the writing process.
- 7) Develop reflective practices and understand that the field of literacy is constantly evolving and that what is considered best practice changes as new information is gained about students and learning.

**Assignment Points:**

Online Classroom-Integrated Study.....30 points  
 Interactive Read Aloud.....30 points  
 Writing Lesson Plans.....30 points  
 Discussion (Posted during Field Placement).....20 points  
 TOTAL POINTS = 110 Points

Grading Scale

Percentile	Letter Grade
96-100%	A
94-95%	A-
92-93%	B+
88-91%	B
86-87%	B-

**Assignment #1 Online Classroom Integrated Study**

**Correlates to Learning objectives #2 & 3:** Design effective instructional units which integrate the strands of language arts: reading, writing, listening, speaking, viewing and visually representing (#2) & Integrate English Language Arts into the content areas to effectively build knowledge,

develop critical thinking skills, and engage students in authentic learning. (#3)

**How:** Using an online delivery platform (such as Google Slides, Bitmoji Classroom, etc.), create an experience for students for the purpose of building their knowledge around a topic of your choice. As you design this learning experience, you will pay particular attention to include activities that attend to all six strands of language arts. This assignment is meant to allow you to use your creativity and technological skills to engage students in learning activities that are purposeful and aligned to the English Language Arts (ELA) standards.

You will also complete a reflection to articulate the intentional design of your knowledge-building activities and standard alignment.

For this assignment, you may work in a group of 4-5 people.

**Points:** 30 points

**Due:** Sunday, October 30

**\*This is the course signature assessment. Teacher candidates must earn an 85% or higher on this assignment to be eligible to student teach.**

### **Assignment #2 Interactive Read Aloud**

**Assignment #2 correlates to Learning Objectives #1-7**

**How:** Teacher-learners will select a children's literature book that meets the criteria of diverse literature that is established in class. Teacher-learners will complete a text-analysis of the text and create an interactive read-aloud for the text.

**Points:** 30 points

**Due:** Sunday, October 9th

### **Assignment #3: Writing Lesson Plans**

**Assignment #3 correlates to Learning Objective #3:** Plan a series of lessons to engage writers in the writing process

**How:** Teacher-learners will design a series of three writing mini-lessons that support a learning goal. Leading off the unit, teacher-learners will record a modeled writing lesson.

**Points:** 30 points

**Due: Sunday, October 30**

**Assignment #4: Online Discussion**

**Assignment #4 correlates to Learning Objective #1-7**

**How:** The purpose of this discussion is to get you thinking about how you will promote reading and help students find high-interest books to read. In this discussion you will share ideas you are seeing in the field.

**Points:** 20 points

**Due: Sunday, December 4**

**Course Schedule** In order to be responsive to the needs and understandings of the class, this schedule is subject to adjustment and changes throughout the semester. Changes will be announced in class.

	Topic	Assignments Due/Bring to Class
Wednesday, September 7	Language Arts	Tompkins Chapter 1: Learning and the Language Arts  Oral Language Resource Menu
Friday, September 9	Oral Language Interactive Read Aloud	Tompkins Chapter 2: Teaching and Assessing Language Arts
Monday, September 12	Oral Language/Interactive Read Aloud, Day 2	<b>This is Balanced Literacy</b> Chapter 1 - Defining Balance, Finding Balance
Wednesday, September 14	Vocabulary	<b>This is Balanced Literacy</b> Chapter 2 - Whole Class Reading Instruction: High-Level Support for Learning
Friday, Sept. 16	Vocabulary, Day 2	Tompkins Chapter 7: Vocabulary  Vocabulary Resource Menu
Monday, Sept. 19	Personalized Professional	

	Development or Participate in Orton-Gillingham training with Dr. Garbe	
Wednesday, Sept. 21	Personalized Professional Development or Participate in Orton-Gillingham training with Dr. Garbe	
Friday, Sept. 23	Personalized Professional Development or Participate in Orton-Gillingham training with Dr. Garbe	<b>This is Balanced Literacy</b> Chapter 5 - Small Group Reading Instruction: Targeted Support Through Guided Learning
Monday, Sept. 26	Viewing & Visually Representing	Tompkins Chapter 6: Viewing and Visually Representing Viewing and Visually Representing Menu posted to Canvas
Wednesday, Sept. 28	ELA Integrated in the Content Areas	Content Area Literacy Resources (posted in Canvas)
Friday, Sept. 30	Deep Comprehension Strategies for Dialogic Classroom	
Monday, Oct. 3	Interactive Read Aloud	
Wednesday, Oct. 5	Writing to Learn	
Friday, Oct. 7	Writing Standards Gradual Release	<b>This is Balanced Literacy</b> Chapter 3 - Whole Class Writing Instruction: High-Level Support for Learning  Due Oct. 9- Your recorded Interactive Read Aloud
Monday, Oct. 10	Writing  Genres Mentor Texts	<b>This is Balanced Literacy</b> Chapter 4 - Collaborative Reading and Writing: Learning in the Company of Peers
Wednesday, Oct 12	Writing Gradual Release of learning target	<b>This is Balanced Literacy</b> Chapter 6 - Small Group Writing Instruction: Targeted Support Through Guided Learning
Friday, October 14	Writing Assessment	<b>This is Balanced Literacy</b> Chapter 8 - Independent Writing Instruction:

		Practicing, Applying, and Extending Learning
Monday, October 17	Using High Quality Curriculum Resources	
Wednesday, October 19	Using High Quality Curriculum Resources	
Friday, Oct. 21	Culturally Responsive Practices	
Monday, Oct. 24	The Continuum of Learning	<b>Tompkins Chapter 3: Emergent Literacy</b>
Wednesday, Oct. 26	Standards	<b>This is Balanced Literacy</b> Chapter 7 - Independent Reading: Practicing, Applying, and Extending Learning
Friday, Oct. 28	High Leverage ELA Strategies	

## Technology Guidelines

You will need internet access to complete this course. You are encouraged to use Google Docs and share with the instructor for collaboration and feedback before an assignment is due.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

## Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Communicating with your Instructor



Email is the quickest way to reach me at: [agarbe@uwsp.edu](mailto:agarbe@uwsp.edu)



Call or text my cell phone at any time (715-341-1175).



Zoom, Skype, Facetime, and Google Hangout Video conference is also available by request.

## Teaching and Learning Strategies

This course includes multiple forms of instruction (e.g., virtual and interactive discussions, reflective writing, collaborative work, and field work) to address multiple styles of student learning.

## Office hours

My weekly office hours are Mondays from 9:00-10:45. Individual phone calls or video conferences can be arranged through an email request.

## Attendance

This class is completed online. You will be required to engage in online collaborative discussion boards. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class. The relationship between engagement (presence/virtual attendance) and achievement in education has been extensively documented in peer-reviewed research.

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

## Late Work

I expect you to honor your responsibilities, including making punctual online posts and turning in assignments by the due date. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with assignments. In general, the best policy is to contact me if you need flexibility with due dates. If you do not notify me about a late assignment or if the assignment is not submitted within 7 calendar days of the due date, the most credit you can receive is half of the full points the assignment is worth.

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible

to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair.



You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

### Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

### Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information

about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).