Language Arts Methods

EDEE 424

Block 1

Spring 2014

Wednesdays, 2:00-3:20 pm
On Campus, Laboratory Building E-132
&
Online at Laulima.com

Dr. Mary F. Heller
Professor & Chair
UHWO Division of Education
mfheller@hawaii.edu

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society
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UHWO TEACHER EDUCATION MISSION STATEMENT

The University of Hawai‘i West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O'ahu communities.

CONCEPTUAL FRAMEWORK

The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

• delivering high quality instruction that addresses the needs of the whole child;

• embracing social justice and equity for all;

• becoming reflective practitioners and life-long learners.

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society
LANGUAGE ARTS METHODS

Block 1

Spring 2014

EDEE 424, WI

Wednesdays, 2:00-3:20 pm
&
Online at Laulima.com

Instructor: Dr. Mary F. Heller
Office: E-225
Office Phone: 689-2339 (Voice Mail)

Office Hours: 1:00-2:00 W & by appointment
e-mail: mfheller@hawaii.edu

COURSE DESCRIPTION

Prerequisite: Admission to Professional Teacher Education (APTE)
Co-requisites: EDEE 426: Block 1 Practicum with Seminar & EDEE 422 Reading Methods.

Language Arts Methods focuses on theories and research-based practices in developmental approaches to teaching and learning in grades K-6. Emphasis is placed on methods of teaching and assessing the English Language Arts: oral language, listening, reading, writing, visualizing, and visually representing. Particular emphasis is placed on direct instruction in writing, within the context of the composing process. Teacher Candidates put literacy theory and research into practice via co-requisite Block 1 practicum with seminar and Reading Methods. This 3-credit course fulfills one upper division writing intensive (WI) graduation requirement.

Hybrid Course Contact Hour Requirements. Language Arts Methods (EDEE 424) is a hybrid, 3-credit course. Contact hours are distributed as follows: 1.5 hrs. face-to-face on Wednesdays; 1.5 online hours. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a minimum of 6 hours per week outside of class to course requirements, for a grand total of 9 hours per week of attention to the course. Your Laulima online assignments include, but are not limited to, PowerPoint lectures, textbook readings, quizzes, interactive Blogs, and Reflections on Book Clubs. Additionally, your initial and final draft Case Study of a Struggling Literacy Learner will be uploaded at the Laulima assignment link, as well as reviewed during in-class Writers’ Workshops.
Praxis II, Test 0014: Elementary Content Knowledge. Methods Block I prepares you for the Language Arts section of Praxis II, Test 0014: Elementary Content Knowledge. Test 0014 is a licensure requirement of the Hawai‘i Teacher Standards Board (HTSB). Based upon passage of Test 0014 (passing score of 153), UHWO recommends candidates to the HTSB as “program completers” and thus ready to be licensed. Following are effective dates and recommendations:

- Candidates admitted to Professional Teacher Education before August 1, 2011, must pass Test 0014 prior to the completion of their student teaching semester, in order to be designated “program completers” and recommend for licensure by UHWO to the HTSB.

- Candidates admitted to Professional Teacher Education on or after August 1, 2011, must pass Test 0014 prior to placement in student teaching. Upon successful completion of the student teaching semester, and conferral of the Bachelor of Education (B.Ed) degree, candidates will be recommended for licensure by UHWO to the HTSB.

FAQ: When should I take Praxis II, Test 0014? Block 1 candidates should immediately begin preparing for the exam, which covers content (not pedagogy/methods) in the core disciplines: Language Arts, Mathematics, Science, and Social Studies. Candidates are advised to take test 0014 approximately two semesters prior to the anticipated student teaching semester. Study guides and other Praxis exam resources are located at the ETS.org website. The No’eau Learning Center staff are also available to assist in preparing for the exam.

ACADEMIC INTEGRITY. Academic integrity is expected of every candidate. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own.

Statement on Plagiarism. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

Academic Honesty. The following unethical behaviors are expressly forbidden:
1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class, during practicum, or at an educational event that is part of the course requirement.

2. Turning in for credit a duplicate or revised research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.

3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson
Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.

4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O'ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

**Students with Disabilities.** You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design.

**TEXTBOOK & TRADEBOOKS**


**Literature for Children and Young Adolescents.** You are required either to purchase or check out from the library a minimum of three books that are developmentally appropriate for K-6 grade-level students in your practicum (EDEE 426) setting. These books will be used during Fiction, Nonfiction, and Poetry Book Club activities.

**NOTE:** To earn full credit for each Book Club, you must bring a hard copy of your book selection to class on the scheduled day to share with peers. E-books are not acceptable. Failure to bring your book to Book Club will result in an automatic reduction of 25 out of 50 points possible. Additionally, failure to complete and upload on time the required Book Club Reflection will result in a grade of “0,” no exceptions.

**ACCESS TO TECHNOLOGY**

**Laulima On-line Course Website.** Access to a reliable computer and the Internet is required. You may be participating in interactive on-line discussions/Blogs via the course website on Laulima. All writing assignments will be submitted via the Laulima course website and returned to you electronically.
**TaskStream Account.** Prior to finals week, you will be required to upload to TaskStream the final draft *Signature Assignment*. Go to [www.taskstream.com](http://www.taskstream.com) to register or renew your account.

### LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student (SLO), Institutional (ILO), Division (DLO), &amp; Concentration (CLO) Outcomes</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONS</strong></td>
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<tr>
<td><strong>Student Learning Outcome (SLO-1):</strong> The candidate will pass 10 textbook chapter quizzes with a minimum score of 7 out of 10.</td>
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<tr>
<td><strong>UHWO Institutional Learning Outcome (ILO-1): Effective Communication.</strong> Communicate clearly and effectively to an intended audience through written and spoken language.</td>
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<tr>
<td><strong>HTSB/InTASC Standard 1 (DLO-1): Learner Development.</strong> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
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<tr>
<td><strong>ACEI Standard 1 (CLO-1): Development, learning, &amp; motivation.</strong> Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
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<tr>
<td><strong>Evidence:</strong> Chapter Quizzes &amp; In-class; interactive, small group activities</td>
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<tr>
<td><strong>CONTENT</strong></td>
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<tr>
<td><strong>Student Learning Outcome (SLO-2):</strong> The candidate will engage in three, in-class book club activities and demonstrate an understanding of developmentally appropriate children’s literature and writing assignments for grades K-6.</td>
</tr>
<tr>
<td><strong>UHWO Institutional Learning Outcome (ILO-1): Effective Communication.</strong> Communicate clearly and effectively to an intended audience through written and spoken language.</td>
</tr>
<tr>
<td><strong>HTSB/InTASC Standard 4 (DLO-4): Content Knowledge.</strong> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
<tr>
<td><strong>ACEI Curricular Standard 2.1 Reading, Writing, and Oral Language (CLO-2.1).</strong> Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</td>
</tr>
<tr>
<td><strong>Evidence:</strong> Participation in and completion of Book Club assignments and other in-class activities;</td>
</tr>
</tbody>
</table>
chapter quizzes

ASSESSMENT

Student Learning Outcome (SLO-3). The candidate will write a case study of a struggling literacy learner. The case study will include an intervention plan that is informed by informal assessments of reading and writing.

UHWO Institutional Learning Outcome 3 (ILO-3). Critical Thinking. Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem.

UHWO General Education Learning Outcome 1 (GELO-1). Written Communication: Demonstrate clear and effective writing for an intended audience.

HTSB/InTASC Standard 5 (DLO-5): Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

HTSB/InTASC Standard 6 (DLO-6): Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

ACEI Standard 4 (CLO-4): Assessment for Instruction. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. Evidence: Case Study of a Struggling Literacy Learner: Focus on Writing

ACHIEVEMENT REQUIREMENTS

Readings

A. Textbook, Journal Article, & PowerPoint Readings

You are responsible for all information contained in the reading assignments. The assignment schedule indicates the chapters, articles, and/or PowerPoints, and dates on which they will be discussed and responded to during class. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to teaching the English language arts in grades K-6.

Quizzes. You will be taking 14 online chapter quizzes, worth 10 points each. Completion of all chapter quizzes is mandatory. Failure to take a quiz on time will result in a grade of “0” on the quiz plus a 5% reduction in final points earned in the course. Do not skip taking a quiz.
B. Literature for Children and Young Adolescents

You will be participating in three (3) in-class Book Clubs, each focusing on a different genre: fiction, nonfiction, and poetry. In preparation for Book Club, you are required to select, read, and share a book that is developmentally appropriate for children in grades K-6. Detailed instructions for each Book Club will be provided in advance of the respective due dates.

**Written Requirements (WI) [To be submitted via Laulima & Taskstream]**

**Informal Writing Assignments:** approximately 15 pages (Check-mark = credit)

- **BLOGS:** Seven, one-paragraph **BLOGS**, written in response to prompts and posted by DUE dates on the Laulima course website.

- **All About Me:** Original informal interest inventory, designed specifically for case study (1-3 pages)

- **Book Club Preparations:** **Fact Sheets & Genre Writing Assignments**
  Minimum 3-4 pages per book club = 10-12 pages

**Formal Writing Assignment:** minimum 2 drafts; final draft, minimum 10 pages (100 points)

- **Case Study of a Struggling Literacy Learner: Focus on Writing:** Signature Assignment uploaded to Taskstream & Laulima
- **NOTE:** Case study initial draft sections will be peer and instructor reviewed during in-class writers’ workshops, prior to submission of the final draft DUE on or before May 7, 5:00 pm.

**Attendance**

Good class attendance is essential to the learning process. I take role every class period. Candidates are expected to attend all sessions. More than one unexcused absence will lower your final grade one grade level – **there are no exceptions**. You are responsible for notifying the instructor about the reason for your absence, either prior to or afterwards. You are also responsible for obtaining information about class content missed due to an absence.

**Electronic Devices**

As a courtesy to peers and the instructor, turn off all cell phones prior to the start of class. Personal laptop computers or I-Pads may be used to take notes during class but may not be used for chatting, instant or text messaging, checking/sending e-mail, or surfing the **Internet**. 
In-Class & Online Participation

Participation is essential to this course. Each person’s unique responses and insights help our class to reflect and grow in new ways. This course has been designed to be highly experiential. While participation styles will vary, whole class, small group, and online discussions are essential to the learning process. Active participation will require reading the text, articles, and children's books, as well as engaging in critical reflections that are integral to required online discussions. Reading, writing, and sharing helps create and sustain our community of learners.

<table>
<thead>
<tr>
<th>Assessment System &amp; *Point Distribution</th>
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<tbody>
<tr>
<td><strong>Textbook Chapter Quizzes</strong></td>
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<tr>
<td>14 @ 10 points each = 140</td>
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<tr>
<td><strong>In-class Book Clubs</strong></td>
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<tr>
<td>3 @ 50 points each = 150</td>
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<tr>
<td>Informal writing assignments embedded</td>
</tr>
<tr>
<td><strong>Final Exam/Signature Assignment:</strong></td>
</tr>
<tr>
<td><strong>Case Study: Struggling Literacy Learner</strong></td>
</tr>
<tr>
<td>1 @ 100 points = 100</td>
</tr>
<tr>
<td>Formal writing assignment, submitted in draft sections, work-shopped, and revised.</td>
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</table>

Quizzes must be taken and writing assignments must be submitted ON TIME to earn points. Failure to take a quiz on time will result in a 5% reduction (per quiz) in the final points earned in the course.

Informal Writing Credit: BLOGS, Book Club Fact Sheets & Genre Writing, Case Study Initial Drafts, & the All About Me Survey: All informal writing assignments are required and receive a “check-mark” indicating “credit.” Failure to complete these assignments on time will result in a 5-point deduction (from total points possible) for each missing assignment.

Attendance: 2 unexcused absences = Lowering of Final Grade by One Grade Level

Definition of unexcused absence: The candidate is absent from an entire class and provided no legitimate explanation to the instructor, either prior to or after, as to the reason for the absence.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>351-390 = A</td>
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<tr>
<td>312-350 = B</td>
</tr>
<tr>
<td>273-311 = C</td>
</tr>
<tr>
<td>234-272 = D</td>
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<tr>
<td>Below = F</td>
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*Variations in points assigned, assignment re-submissions, or quiz re-takes will be determined at the instructor’s discretion; all extenuating circumstances will be dealt with on an individual basis.

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VERY IMPORTANT---PLEASE NOTE:

**ALL** assignments are designed to prepare you to be a highly qualified elementary school teacher and, therefore, are required. Skipping assignments (e.g., chapter quizzes) because you think loss of points will not hurt your grade is unacceptable and will result in lowering of the final grade by 5% per skipped assignment, no exceptions.

**GRADES FIRST**

During the spring 2014 semester, I will be participating in UHWo’s piloting of *Grades First*, a web-based system designed to “To increase student success, to enhance student support, to make a difference.” This online system enables me to provide early alerts and progress reports for candidates who might be struggling to keep up with and pass the course. For example, in the event that your attendance and active participation in on-campus and online course activities are not acceptable, and/or your grade in the course dips below a “C,” an early alert will be sent to you and to the Office of Student Services. Upon receipt of the alert, an academic advisor or counselor will then contact you to set up an appointment, in order to determine support services and an appropriate intervention, as indicated.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; READINGS</th>
</tr>
</thead>
</table>
| January 15| Introduction to Language Arts Methods  
            In-person & Online Venues  
            Course overview & Assignment Schedule  
            Baseline Needs Assessment |
| January 22| Chapter 1 (Tompkins)  
            Learning & the Language Arts  
            PPT: The English Language Arts  
            Introduction to Signature Assignment (SA):  
            *Case Study of a Struggling Writer* |
| January 29| Chapter 2 (Tompkins)  
            Teaching & Assessing Language Arts  
            Reading & Writing Assessment PPT  
            *All About Me* template |
| February 5| Chapter 3 (Tompkins)  
            Emerging into Literacy |
| February 12| Chapter 6 (Tompkins)  
            Written Language: Reading & Writing  
            PPT: Process & Genre  
            Prepare for Fiction Book Club |
| February 19| Chapters 9 (Tompkins)  
            Comprehending & Composing Stories  
            SA Workshop: *Introduction* |
| February 26| Fiction Book Club (In-class activity)  
            Fictional Narrative  
            Fact Sheet  
            Writing Assignment |
March 5  Chapters 4 & 5 (Tompkins)  
   Personal Writing  
   Oral Language Listening & Talking

March 12  Chapter 8 (Tompkins)  
   Building Vocabulary

March 19  Chapter 7 (Tompkins)  
   Visual Language, Viewing & Visually Representing  
   SA Workshop: Data Collection & Interpretation

March 24-28  Happy Spring Break!

April 2  Chapter 10 (Tompkins)  
   Investigating Nonfiction

April 9  Nonfiction Book Club (In-class activity)  
   Nonfiction/Information book  
   Fact Sheet  
   Writing Assignment

April 16  Chapters 12 &13 (Tompkins)  
   Spelling, Grammar & Handwriting  
   SA Workshop: Intervention Plan & Conclusions

April 23  Chapter 11 (Tompkins)  
   Exploring Poetry

April 30  Poetry Book Club (In-class activity)  
   Selected Poems  
   Fact Sheet  
   Writing Assignment  
   Author’s Chair

May 7  Case Study Signature Assignment DUE: 5:00 pm, Wednesday  
   Uploaded online at Laulima & Taskstream
### QUIZ SCHEDULE  At-A-Glance

*Schedule is subject to change*

<table>
<thead>
<tr>
<th>DUE DATE &amp; TIME</th>
<th>CHAPTER (Tompkins, 2013)</th>
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<tbody>
<tr>
<td>January 21</td>
<td>@ 11:59 pm</td>
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<tr>
<td>January 28</td>
<td>@ 11:59 pm</td>
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<td>February 4</td>
<td>@ 11:59 pm</td>
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<td>February 11</td>
<td>@ 11:59 pm</td>
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<td>February 18</td>
<td>@ 11:59 pm</td>
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<td>March 4</td>
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<td>March 11</td>
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<td>March 18</td>
<td>@ 11:59 pm</td>
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<td>April 1</td>
<td>@ 11:59 pm</td>
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<td>April 15</td>
<td>@ 11:59 pm</td>
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<td>April 22</td>
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<td>April 29</td>
<td>@ 11:59 pm</td>
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<table>
<thead>
<tr>
<th>DUE DATE &amp; TIME</th>
<th>CASE STUDY SECTION</th>
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<tbody>
<tr>
<td>January 27</td>
<td>All About Me Template</td>
</tr>
<tr>
<td>February 17</td>
<td>Draft #1: Introduction</td>
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<tr>
<td>March 17</td>
<td>Draft #1: Data Collection &amp; Interpretation</td>
</tr>
<tr>
<td>April 14</td>
<td>Draft #1: Intervention Plan &amp; Conclusions</td>
</tr>
<tr>
<td>May 7</td>
<td>*Final Draft: Case Study (All sections)</td>
</tr>
</tbody>
</table>

*Upload* your final draft *Case Study of a Struggling Writer* to the Laulima assignment link and to your *Taskstream* account on or before 5:00 pm, May 7 (Wednesday).
# BOOK CLUB SCHEDULE At-A-Glance

Schedule is subject to change

<table>
<thead>
<tr>
<th>DUE DATE &amp; TIME</th>
<th>BOOK CLUB TOPIC &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>February 24 @ 11:55 pm</td>
<td>Fiction Book Club (In-class activity)</td>
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<td>Fictional Narrative</td>
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<td>Fact Sheet</td>
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<td>Writing Assignment</td>
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<tr>
<td>April 7 @ 11:55 pm</td>
<td>Nonfiction Book Club (In-class activity)</td>
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<td>Nonfiction/Information book</td>
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<td>Fact Sheet</td>
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<td>Writing Assignment</td>
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<tr>
<td>April 28 @ 11:55 pm</td>
<td>Poetry Workshop (In-class activity)</td>
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<td></td>
<td>Poetry Collections</td>
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<td></td>
<td>Fact Sheet</td>
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<td>Writing Assignment</td>
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<td>Author’s Chair</td>
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</table>
**BLOG Assignments & DUE Dates At-A-Glance**  
*Schedule is Subject to change*

DUE by 2:00 pm, Wednesdays.

**January 22**

Write in your **BLOG** a paragraph that sums up your *attitude* towards evaluating and assessing the English Language Arts in grades K-6

**February 5**

Write in your **BLOG** a paragraph that describes a memory from your Kindergarten year: *In Kindergarten I/we used to...*

**February 19**

Write in your **BLOG** a paragraph that expresses your disposition(s) towards reading and writing fictional narratives.

**March 11**

Write in your **BLOG** your top three (3) favorite words. Select one of the words and explain why it is your all-time favorite. You will be sharing in class. NOTE: This class is “Rated G.” 😊

**April 1**

Write in your **BLOG** a paragraph that expresses your feelings about reading and writing nonfiction (expository prose).

**April 11**

Write in your **BLOG** one paragraph that sums up your attitude towards the genre: poetry.