

ELAN 5200
Literature and Language Arts Across the Curriculum,
Grades 4 - 8
Fall Semester, 2000

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Class meetings: Aderhold Hall, Room 319
Tuesday: 3:30pm - 6:15pm
Office Hours: Monday: 1:30pm - 4:30pm
Other times by appointment only

Required Texts

Chatton, B. & Collins, N. L. (1999). Blurring the edges: Integrated curriculum through writing and children's literature. Portsmouth, NH: Heinemann.

Moore, D. W., Bean, T. W., Birdyshaw, D., & Rycik, J. A. (1999). Adolescent literacy: A position statement for the commission on adolescent literacy of the International Reading Association. Newark, DE: International Reading Association.

Tillage, L. S. (1997). Leon's story.

Mathematics

Countryman, J. (1992). Writing to learn mathematics. Portsmouth, NH: Heinemann.

Tsuruda, G. (1994). Putting it together: Middle school math in transition. Portsmouth, NH: Heinemann.

Science

Pearce, C. R. (1999). Nurturing inquiry: Real science for the elementary classroom. Portsmouth, NH: Heinemann.

Social Science

Brown, C. S. (1994). Connecting with the past: History workshop in middle and highschools. Portsmouth, NH: Heinemann.

Jorgensen, K. L. (1993). History workshop. Portsmouth, NH: Heinemann.

Percoco, J. A. (1998). A passion for the past: Creative teaching of U. S. history. Portsmouth, NH: Heinemann.

Narrative Course Description

Language, both oral and written is very much a part of everything we do in our daily lives. Chances are you have probably written (e.g., written an email message, chat room), spoken, or read something today. It was most likely that what you wrote, said, or read related to an activity, task, or plan for your needs and interests. Yet, we rarely take time to think about language (both oral and written) as a process, what is difficult about either articulating or writing down our thoughts; what sort of strategies we use to help us comprehend text when we read something that is too difficult; what helps us to write, think, and speak better, or why we are good users of language. These issues are complex because as learners, we bring experiences that shape how written and oral language use, texts, and opportunities to apply our knowledge enhance our lives. Moreover, we bring experiences from teachers, teaching, learning, other human beings, and our society that influence our assumptions and perspectives about learning to teach literature and language arts in content areas to diverse groups of learners. Answers to these issues are central to an understanding of the processes implementing literature and language arts into the curriculum. Such answers provide us with a foundation from which we can begin to develop an understanding of what a language arts program might entail. ELAN 5200 is a course that will provide you with opportunities to develop intellectual and practical knowledge and skills crucial to the teaching of language arts and literature in math, science, and social science. The challenges of this work are considerable,

for there are a host of things to learn to think about and do. And it will not be solely intellectual work. Learning to teach language arts and literature in the various content areas is also a personal and moral activity. It is about *you*, *not just about what you do*.

To be a good learner of one's own uses of language and teaching, you will need both ways of thinking and ways of acting. You will need ways of analyzing and reflecting on your experience. Consequently, this means developing ways to see and hear children, and reflect upon teaching in content subject. It means acquiring ways of being and ways of doing things with diverse children and with content, in the context of a classroom--a complex social setting.

We will think of literature and language arts across the curriculum as a social process, with the understanding that in addition to the importance of text, the social context and surroundings are just as important. The aim is to help you develop new lenses for looking at the familiar, and to offer you encounters with the less familiar. I want to encourage you to become more aware of yourself and of your experiences, commitments, and assumptions to help guide the decisions that you will make as teachers and learners of how you will teach literature and language arts in your areas of specialization. And I aim to help you develop your knowledge and conceptual understandings of language arts instruction, and to explore ways in which you might apply this knowledge to math, science, and social science.

Specifically, the objectives of ELAN 5200 are to:

- become aware of your strengths and weaknesses in reading, writing, speaking, listening and thinking as a means of understanding what is might mean to teach middle school students
- demonstrate the extent to which literature and language arts can be used in science, math, and social science
- differentiate between writing to learn and writing to produce a text
- discover different types of writing in various modes as these relate to science, math, and social science
- examine the writing process in order to produce a product related to science, math, and/or social science
- investigate and apply effective ways of responding to and evaluating writing
- learn how to use writing as a means of reflecting on and monitoring one's own learning

Policies

Class Attendance: I expect you to attend each and every class, arrive on time, and stay until the end of the session. All unexcused absences will lower your grade by ten (10) points per absence - the equivalent of one full grade. Documentation of special circumstances (i.e., doctor's excuse; a parent or guardian who is ill) will be considered an excused absence, and will not impact your grade point average.

Class Participation: This class is based on experiencing literature and language arts rather than acquisition of facts. Your participation in class activities and whole and small group discussions is important and necessary not only for your own learning but also the learning of others. Each and every class member has different and rich background knowledge and experiences. The success of ELAN 5200 relies heavily on *what* you bring to this course, and *how* you bring it. To do so effectively, all members of this class will need to complete assigned readings from the textbooks for each class session. Active class participation includes: (1) providing evidence that you have read assigned readings; (2) thoughtful and reflective responses; (3) participating in oral and written activities; (4) evidence that you are listening to the ideas of others; (5) volunteering to talk in discussions; (6) working well in small groups; (7) raising your own questions as an individual; and (8) generally being an inquisitive and active learner. These criteria are what I expect each and every person to do as an active class member.

Assignment Presentations: All written assignments completed outside of class must be typed in 12-point font and double-spaced. **Late assignments will not be accepted; no, not from anyone, no not one, no not one. This means you!**

Course Requirements

Birthday Project [25 points possible]: Over the first several weeks of the semester, you will collect data and share information to write a birthday project in a chosen form. As a class, we will go to the main library at UGA to read old issues of news magazines such as Time and Life as well as the local paper to learn about some of the events that occurred on the day, week, month, and/or year you were born. This project has three interrelated components briefly described below. I will give you more details and suggestions about this project as we get closer to the due date. Due date for your one-page descriptive of your project: . The final paper and project presentation is due on **October 2, 2000**.

Birthday project log [5 points possible]: As you collect data for your birthday project, you will keep a log detailing the amount of time and type of information you gather for your project.

Birthday project video tape, radio script, then and now scrapbook, or time magazine essay, powerpoint presentation, etc. [15 points

possible]: You will design and create, write about and put together a piece of text in one of the forms mentioned above. The piece of text will be based upon the information you collect from reading old magazines, newspapers, and talking with parents and other relatives who know about the year when you were born. Your audience and purpose may be anyone and anything you choose. In addition, you should decide on a focus early in your research in one of your major teaching areas. I will provide more and specific details about this part of the assignment.

Birthday project self-evaluation [5 points possible]: Finally, you will write a three-page paper to describe and reflect on: (1) the process you followed to design and create your birthday project, (2) the connections you made between your research, writing experience, and manner of presentation (3) the connections you made between the process of the project and how it related knowledge acquisition in your area of specialization, (4) the ways your experience might inform your own knowledge about teaching writing to middle school students, and (5) how your experience might inform fit with the Adolescent Literacy Commissions's position statement.

Interdisciplinary groups: During the first class session, you will form interdisciplinary groups, including people whose first area of specialization is either mathematics, science, or social science education. These groups will be discussion groups that center on the reading and writing for this course. In addition, your group will be responsible for facilitating various activities and presentations for the overall class. A rubric will be designed for assessment and evaluation of this project.

Interdisciplinary study [35 points possible]. This study is a major class assignment and is based upon what you learn about writing as a learner, and using writing as a tool to learn. In addition, you should consider how your knowledge might be adapted to teach children writing to learn in various content areas. You will conduct a team study/project that is related to writing across content area subjects (i.e., science, social science, mathematics). Each one of you come from a wide variety of backgrounds and typically have vastly different interests and experiences. This assignment will enable you to pursue areas of interest in writing in your specific content area, and figure out ways in which to integrate them. The following are required:

Plan of study [5 points possible]: You will submit a two page description of how you plan to conduct your interdisciplinary team project. Include the following categories: (a) identify an overarching theme designed to teach middle school students how to use literature and language arts as a tool to learn in content areas, (b) present a convincing case for why you believe your theme is important, (c) provide a description

of how you plan to conduct the study as a small group. Your plan might involve reading articles and/or books devoted to writing across the curriculum, conducting interviews with children about their writing experiences in a specific content area, create curriculum materials for teaching writing in a content area, examining computer software that can be used as a tool for enhancing content area knowledge, tutoring a child using writing in your content area, observing in classrooms, etc.

Compendium [25 points possible]: You will submit a compendium based upon your interdisciplinary project. This document will include the various procedures, strategies, activities, etc., you will need to teach the concepts for your interdisciplinary project.

Self-evaluation of project experience and grade justification [5 points possible]: As a final requirement, you will write a 2 page self-evaluation of your overall experience of this project. You should include what you accomplished and learned as an individual. Group dynamics is an important piece to the success of the end result of this project. Therefore, include what you learned about working collaboratively with others. Last but not least, you should discuss your role and responsibilities for this study, and make the case for why your grade. You will give your self-evaluation to me individually. **Due date: December 5, 2000**

Contextual Teaching and Learning Case Study Project [20 points possible]: See attachment for overview and guidelines.

Leon's Story: A literature (non-fiction) study: [20 points possible]: You will read Leon's Story, conduct research during the era of Leon's childhood, and develop a resource file that will enable you to teach content areas from a piece of children's literature. Due date:

The grading scale for ELAN 5200is:

91 - 100 points = A
81 - 90 points = B
71 - 80 points = C
61 - 70 points = D

TENTATIVE CLASS SCHEDULE

DATE	READINGS	ASSIGNMENT/ACTIVITIES
August 22		Introductions & Course Overview Why are you here? What can you expect? What should I expect?
August 29	Adolescent Literacy: A position statement for the Commission on Adolescent Literacy of the International Reading Association Chatton & Collins (intro & ch 1)	Small group activity
September 5	Leon's Story Chatton & Collins (ch 4) Countryman Tsuruda	Literature & Language Arts in Math Class Small group activity
September 12	Leon's Story Chatton & Collins (ch 4) Countryman Tsuruda	Literature & Language Arts in Math Class Small group activity
September 19	Leon's Story Chatton & Collins (ch 4) Countryman Tsuruda	Literature & Language Arts in Math Class Small group activity
September 26	Leon's Story Chatton & Collins (chs 5-6) Pearce	Literature & Language Arts in Science Class Small group activity
October 3	Leon's Story Chatton & Collins (chs 5-6) Pearce	Literature & Language Arts in Science Class Small group activity
October 10	Leon's Story	Literature & Language Arts

	Chatton & Collins (chs 5-6) Pearce	in Science Class Small group activity
October 17	INDEPENDENT STUDY DAY	INDEPENDENT STUDY DAY

October 24	Leon's Story Chatton & Collins (chs 2-3) Brown Jorgensen Percoco	Literature & Language Arts in Social Studies Class Small group activity
October 31	Leon's Story Chatton & Collins (chs 2-3) Brown Jorgensen Percoco	Literature & Language Arts in Social Studies Class Small group activity
November 7	Leon's Story Chatton & Collins (chs 2-3) Brown Jorgensen Percoco	Literature & Language Arts in Social Studies Class Small group activity
November 14	Leon's Story Project Presentation	Small Group Activity
November 21		Small Group Activity
November 28		Small Group Activity
December 5	Interdisciplinary Project Presentation	Interdisciplinary Project Presentation