

ELAN 4120: Language and Literacy Education, Grades P-5

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Th 1:00-4:15

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Required Texts:

Fletcher, R. (1993) What a writer needs. Portsmouth, NH: Heinemann.

Fletcher, R. & Portalupi, J. (2001). Writing Workshop: The essential guide. Portsmouth, NH: Heinemann.

Roe, B. & Ross, E. (2006). Integrating Language Arts through literature and thematic units. Pearson Education, Inc.

Additional Texts

Christensen, L. (2000). Reading, writing, and rising up. Rethinking Schools Ltd.

Rethinking Our Classrooms: Teaching for Equity and Justice Volume 1 & Volume 2

Overview of Course:

Children use language to structure their thinking and to communicate. Their ability to think, listen, speak, read and write language during the primary years depends heavily upon their active involvement in communication-centered experiences based upon meaningful content. The guiding philosophy behind this class is that best practices require teachers of writing to write. They should see themselves as writers, understand the connection between theory and practice and recognize a variety of ways in which writers practice their craft. By doing this, preservice teachers will gain an understanding of their own writing processes and increase their effectiveness as writing teachers.

The goals of this class area:

1. To introduce you to the many aspects of a Language Arts program.
2. To guide and encourage you in your own growth as a writer.
3. To introduce you to the Writing Workshop approach to writing instruction.
4. To introduce you to the concept of critical literacy.
5. To help prepare you to teach Language Arts during your field work.

Course Objectives:

Through participation in assigned readings, class discussions, and whole and small group activities, you will have the opportunity to expand your knowledge of how Language Arts skills, reading and writing instruction should be taught in a simultaneous manner within a meaningful context. In concert with the NCATE standards, ELAN 4120 course objectives for preservice teachers are as follows:

- 1.2 Be able to set high student-learning standards for all students in the school classroom and organize curriculum, instruction, and assessment around standards.
- 1.3 Be able to customize instruction for individual students or groups of students in the school classroom that reflect students' own experiences, learning styles, interests, cultures and special needs.
- 1.4 Be proficient in using data on student learning and achievement in the school classroom to set benchmarks and to monitor student progress toward continuous improvement.

Outline of Requirements

Attendance

Attendance is expected and required in both the classroom and field. This policy means either perfect attendance or documented absence(s) due to health or illness. Undocumented absences will result in a letter grade reduction per absence in the course or unsatisfactory grade in the field. A "C" or above is required in all courses to be able to move to the next level. Students are responsible for communicating with all university faculty and/or school cooperating teachers to let them know the reason for the absence. *Contact Sharon either by phone or email as soon as you know you will be absent from class or the field experience. It is the student's responsibility to provide me with the following information as soon as possible after an absence:

- Date of class missed
- Date of field day missed and proposed make up date
- Reason for absence
- Attached documentation

Tardies

You are allowed **one** tardy. Every tardy thereafter will result in a **2.5 point overall deduction in your final grade.**

Participation

Acknowledging that we all have varying comfort levels of class participation, it is expected that everyone will support the class community and their own learning by engaging in class discussions. The class will generally follow the format of "chit chat" (morning meeting), small group student discussion groups, whole group discussions, teacher directed instruction/demonstration and writing workshop. The success of the class depends on what each of us brings and the manner in which we bring it. Therefore, it is essential that you have read, thought and written about assigned readings prior to class.

Active participation is defined as:

- Providing evidence that you have read the assigned readings
- Responding thoughtfully and reflectively to the readings
- Participating in oral/written/dramatic activities
- Working cooperatively in small groups
- Demonstrating respect for the ideas of others

***If you use your class time in any way that does not relate to our mutual work (Ex: surfing the Internet, doing homework for other classes, reading the Red&Black, etc) I will consider you not in attendance and count you as tardy.

Grading Policy

I anticipate that you will all do excellent work in this class, but I do have views on what “excellent” means.

- *A* means excellent work that shows you have not only met the requirements of the assignment, but also are challenging yourself and displaying creativity and initiative in your work.
- *B* means good work that meets the requirements of the assignment in a thoughtful and adequate way.
- If I feel that your work does not meet the level of either an A or B, I will request a conference with you so that we can discuss ways to improve your performance in this class.
- Since so much of classroom learning is social and derived from our collective dialogues, I reserve the right to deduct up to 5 points from your final grade due to lack of participation.

Late Work

All work is expected on the date that it is due.

- Work turned in within 24 hours after the due date will result in a 5 point deduction.
- Work turned in after 24 hours will result in the deduction of a full letter grade.
- Work turned in after 48 hours will result in the deduction of two full letter grades.
- No assignment will be accepted beyond 48 hours after the due date.

Academic Honesty

All academic work must meet the standards contained in “A Culture of Honesty”.

Students are responsible for informing themselves about those standards before performing academic work. If you are unfamiliar with UGA’s guidelines for academic honesty, I strongly urge you to read about this policy (particularly section 5)

<http://www.uga.edu/ovpi/honesty/acadhon.htm>.

E-mail

You will need to have a working email account for this class. Please check your email at least once a day for any messages I might need to send you. Likewise, I will check my email daily for messages from you.

Cell Phones

Please turn them to vibrate when you enter class. If you must take an “emergency” call please step outside of the class to do so.

Assignments:

All written assignments should be done in 12pt., Times New Roman font, double spaced, unless you need to alter the size, format and font for creative purposes. **All papers should be revised, proofread and edited before they are turned in.**

<u>Assignment</u>	<u>Point Value</u>	<u>Due Date</u>
1. Reading Response Log	5 pts. (x10)	Weekly
2. Puppet & Letter to Sharon	10 pts.	Jan. 17th
3. Acrostic Poem	10pts.	Jan. 24th
4. Environmental Print Skills Lesson	20pts	Feb. 7 th
5. Narrative Memoir	20pts.	Feb. 7 th
6. Alphabet Book	20pts	Feb. 14 th
7. Making Words Lesson	10pts	Feb. 14 th
8. Writing Workshop Minilesson	20pts	Feb. 21 st
9. Field Experience Report	20pts	April 3 rd
10. Non-Fiction writing (Social Issue)	20pts.	April 17th
11. Fiction Writing (Circular Story)	20 pts	April 24 th
12. Fable/Pourquoi	20pts	May 1 st
13. Writer's Notebook	20pts.	May 1 st

(*Children's Lit. List included here)

Explanation of Assignments:

1. Reading Response (due daily)- * Please note that I will collect these each week and they should be typed. Your own searching and inquiry are vital to this class, so it is important that you read the material with a critical responsive eye. Your weekly responses will allow you to focus on some of your more crucial thoughts pertaining to the class readings. Your written responses will be useful to you during our class discussions. Your response should include:

- Key concepts from the assigned readings
- Questions that you have in regards to the material covered in the readings
- Teaching ideas/questions on implementation in your own classroom

ABSOLUTELY DO NOT SUMMARIZE THE READINGS!! YOU WILL NOT RECEIVE ANY POINTS FOR DOING SO!!!

2. & 3. Puppet, Letter to Sharon & Acrostic Name Poem - These assignments are part of a series of "getting to know you" activities that will allow me to get to know you as well as serve as an example that you can use in your own classroom. We will discuss this further in class.

4. Environmental Print Mini-Lesson-

Choose a piece of environmental print and use it to teach a Language Arts skill or phonics lesson. You will write a brief description of the skill that you are targeting and how you would use the print to introduce this skill. You will share your print with the class and teach this mini-lesson. * I will model this for you in class.

5. Narrative Memoir –

Discovery is an important part of the writing act, so you will be asked to write a narrative that represents you and the cultures that have shaped you. “Culture” can be defined any way you wish. We will discuss this in greater detail during writer’s workshop.

6. Alphabet Book-

I will share several different alphabet books with the class and we will discuss their value and effectiveness for children in PreK-5th grade. You will choose a topic of interest and create your own alphabet book. This should be typed, visually appealing (colorful etc.) and include pictures(these can be hand drawn, clip art, photographs etc.). This book should serve as a great resource for you in your future teaching endeavors.

7. “Making Words” Mini-Lesson-

After you have had the opportunity to practice “Making Words” spelling strategy you will create your own “Making Words” lesson to teach to a small group. You will write a brief description of the word patterns that you will be focusing on and the procedures you will use to implement the lesson. * I will demonstrate this in class.

8. Writer’s Workshop Mini Lesson-

You will develop in detail an original mini-lesson on a topic for the grade level that you will be working with during your practicum experience this semester. You must choose some children’s literature to support these lessons and as examples to help writers develop their craft. These mini-lessons should be designed to fit within a writing workshop. Be prepared to teach the first lesson to a small group during class.

9. Field Experience Report-

While you are in the field, in addition to writing instruction, you will need to observe and think about the writing and oral skills instruction and practices taking place in the classroom. There will be two parts to this assignment:

- **Daily jot lists of your observations-** In a concise form, describe the literacy instruction (minilessons, skills instruction, literacy centers, writing opportunities, spelling instruction/program etc.) that you observe taking place in the classroom as well as the opportunities that you have for Language Arts instruction.
- **A reflective evaluation of your literacy teaching experience.-** In this paper, reflect upon the literacy portion of your field experience. Drawing from the notes you made in the above list, you should ponder, question, challenge and generally cogitate about what happened in terms of literacy instruction in the classroom. It should NOT be merely a recitation of your time in the field, but an analysis. This paper should be 3-4 pages and should be thoughtful, critical and insightful. Include

copies of student work if you can. Make this paper as detailed as you can and be sure to focus some of your reflection on the writing workshop that you had the opportunity to teach. Some of the questions you could address:

1. What kind of writing assessments are used to determine a student's writing stage?
2. What kinds of writing occur on a daily basis?
3. Reflect on your Writing Workshop lesson. What were the strengths and what would you change?
4. Overall, what was the attitude of your students towards writing?
5. How did your mentor teacher organize the literacy block in the classroom? (small groups for reading instruction, centers etc.)
6. What were the strengths of the literacy instruction in the classroom?
7. What could be added to further enhance instruction?
8. How did this experience impact your thinking about your future literacy instruction?

Additionally, be sure to address oral literacy practices as well. Some of the questions you could address are:

1. How did you orally communicate with your students?
2. How did your mentor teacher orally communicate with the students?
3. What kinds of issues did you encounter as a result of bilingual language use in the classroom?
4. How did you address these issues and as a new teacher what are your thoughts and concerns pertaining to these issues?
5. How did you communicate with your mentor teacher and faculty?
6. Did you have a chance to talk with parents? If so describe and analyze this experience.

10. Non-Fiction Writing (Social Issue)- You will choose a social justice issue that impacts education that deals with either race, class, gender, or equity. The idea for this writing might come from your field experience. You will research it and write about it. You will also include your own thoughts and ways that you could address this in the classroom.

11. Circular Story-

After being exposed to several stories that follow the circular format, you will create your own story. I will share several student examples with you and we will discuss and work on these during writer's workshop.

12. Fable/Pourquoi – After hearing several different fables and pourquoi stories, you will create your own. Characteristics of both of these genres will be discussed during class to serve as a guide.

13. Writer's Notebook-

Beginning this week, you will keep a writer's notebook throughout the course. You will use this in class as we try out different writing techniques as well as outside of class. You are to make an outside of class entry in this notebook **at least once** per week . This notebook will be exactly what it says it is- a working writer's notebook, a catch-all for your thoughts, dreams, ponderings, comments and reflections that occur in your daily life.

14. Choose a student to work with one-on-one on writing. You will take a writing sample, (All About Me) assess it and determine the student's writing stage. Next, decide on the areas of writing that you will target as minilessons to help improve the student's writing. Reflect upon each lesson on the bottom of the page. We will discuss a format for writing these. ***You will turn this in with your Field Experience Report.**

***Please note that all of the following writing assignments will be addressed during writer's workshop. We will discuss how to teach children to read and write in different genres and then you will have the opportunity to experience these kinds of writings for yourself. You will have time to begin these writings during class, but due to time constraints it will be necessary for you to complete these assignments outside of class.**

Weekly Calendar

Date	Topic	Readings	Assignment Due
January 10th	Syllabus, Getting to know you		
January 17th	Integrating Language Arts & Introduction to Writing Workshop Developing Writing Identities (Personal memoirs)	Roe & Ross Ch. 1 & 8 WWEG- Ch. 1&2 WWN- Ch. 1	-Reading Response - Puppet -Letter to Sharon
January 24th	The Necessity of Writing Workshop Introduction to Alphabet Books	WWN- CH. 2 & 3	-Reading Response -Acrostic Poem
January 31st	Early Experiences with Language Continue exploring alphabet books	Roe & Ross Ch. 3& 4 WWEG- Ch. 3,4 &6	-Reading Response

February 7th	The Tools of Language	Roe & Ross Ch. 10 WWEG- Ch. 7 WWN- Ch. 5 & 6	Reading Response Due Environmental Print lesson due -Memoir
February 14th	Reading and Writing Reciprocity	Roe & Ross Ch. 9 WWN- Ch. 7&8	-Reading Response -Alphabet Book -Making Words Mini Lesson
February 21st	Share Writing Workshop Lessons and provide feedback	WWN- Ch. 10 & 11 WWEG- Ch. 8	Writing Workshop Mini Lesson Due
No Class Feb. 28th- March 27th	Field Experience		
April 3rd	Types of Writing	Roe & Ross Ch. 5	-Reading Response -Field Report
April 10th No Class!	Independent Work Opportunity		

April 17th		Roe & Ross Ch. 11	-Reading Response -Non Fiction Writing Due
April 24th			-Reading Response -Circular Story Due
May 1st	Last Class	Writers' Celebration	-Writer's Notebook Due -Fable or Porquoi Due