

**The University of Maryland, College Park
Department of Curriculum and Instruction**

EDCI 342B Section 0301 Teaching Language Arts in Elementary Schools

Fall 2005

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Course overview:

This course is designed to develop your theoretical understanding of Language Arts, to introduce you to classroom-based research, and to give you practical experience designing and delivering lessons involving language arts. Throughout the semester we will examine cognitive, social, and cultural perspectives on language, literature, orality and literacy in the elementary classroom.

Course Objectives:

- Demonstrate the ability to articulate a comprehensive language arts curriculum, including the ability to construct and enact a significant representation of such a curriculum.
- Demonstrate awareness of significant indicators related to the development of orality and literacy in elementary school students (Standard III-A).
- Demonstrate understanding of contemporary social, cultural and political issues related to language arts development, instruction, and assessment (III-A).
- Demonstrate awareness of technology and culturally diverse resources and the ability to integrate those media and materials into the language arts curriculum (IIIA, IIIB).
- Demonstrate an awareness of and a beginning-level competence with a variety of instructional and assessment practices related to language arts, with particular attention to those that are grounded in meaningful personal experience, theory, and research (Standard III-B, IIIC).
- Participate actively in and reflect critically upon a process 1)for conducting classroom-based inquiries and 2)for using those findings to inform planning, instruction, and assessment (Standard III-A, III-B, III-C). Your reflection should utilize the constructs from the Conceptual Framework (see handout **The University of Maryland's College of Education Conceptual Framework**; As reported in *NCATE Institutional Report*, College of Education, University of Maryland, February 2005, pp. 9-14, 18-20. http://education.umd.edu/teacher_education/downloads/NCATEinstReport2005.pdf).

Required Texts:

Calkins, Lucy. (1994). *The Art of Teaching Writing*. Portsmouth, New Hampshire: Heinemann.

MacDonald, Margaret R. *The Story-Teller's Start-Up* Little Rock: August House ISBN: 0-87483-305-1

Additional Recommended Texts:

Bar, Mary, et. al (1999). *Assessing Literacy with the Learning Record*. Portsmouth, NH: Heinemann.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (3rd ed.). Englewood Cliffs, NJ: Merrill. ISBN: 0-13-111338-0.

Dyson, Anne Haas. (1997). *Writing Superheroes. Primary Players in the Classroom*. NY: TC Press.

Hirsch, Edward. (1999). *How to Read a Poem and Fall in Love with Poetry*. Harvest.

Moffett, James, & Wagner. (1991). *Student Centered Language Arts K-12* (4th ed.). Boynton Cook.

Nodelman, Perry, & Reimer, Mavis. (2003). *The Pleasures of Children's Literature* Boston: Allyn & Bacon.

Nye, Naomi Shihab, *This Same Sky*.

Raphael, T., Pardo, L., Highfield, K., & McMahon, S. (2002). *Book Club: A Literature Based Curriculum* (2nd ed.). Littleton, MA: Small Planet Communications. ISBN 1-931376-07-7.

Routman, Regie. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, New Hampshire: Heinemann.

Shannon, Patrick. (1995). *Text, Lies, and Videotape*. Portsmouth, NH: Heinemann.

Spandel, V. (2001). *Creating writers* (3rd edition). NY: Addison Wesley Longman. ISBN: 0-8013-3252-4.2

Zipes, Jack. (1995). *Creative Storytelling* New York: Routledge.

Course Requirements

Attendance and General Class Participation

You will be expected to attend all scheduled classes and participate actively in discussions. You are expected to be a collaborative participant in class. Your participation in our class activities and discussions is important not only for your own learning but also for the learning of others. You are expected to participate *thoughtfully, responsibly, and constructively* in discussion on a regular basis. Our discussions serve as a forum in which you can sharpen your thinking, test your ideas, exchange insights and perceptions with the instructor and each other, and contribute to the thinking of your classmates. Consideration of this portion of your grade will take into account the quality and substance of your contributions to our on-going learning across the semester. 10 points

Assignments and Projects

The primary assignments revolve around the Writing Mini Lesson (See handouts.) Detailed instructions for each assignment will be handed out in class. The artifacts from these projects should be suitable for inclusion in your professional portfolio. Your critical reflection on your mini-lesson work should utilize the constructs from the Conceptual Framework. (See handout **The University of Maryland's College of Education Conceptual Framework**; As reported in *NCATE Institutional Report*, College of Education, University of Maryland, February 2005, pp. 9-14, 18-20. Full report available on http://education.umd.edu/teacher_education/downloads/NCATEinstReport2005.pdf).

Curriculum Design:

In collaboration with other class members and your PDS context, you will construct (which includes adapting existing curricular documents) a balanced and comprehensive language arts curriculum unit: 1) that fits in Montgomery County elementary classrooms, 2) that optimizes personal voice of the teacher (meaning each of your team members), 3) that accommodates diversity of learners, and 4) that includes assessment instrument/s with rubric/s for evaluation. 30 points

Presentation:

As a part of your class work in your expert group, your team, and/or the total class, you will make presentation/s related to language arts. From these presentations, you should provide a record of approximately five minutes of your instruction (transcribed videotape or audiotape). Support documents include lesson plan and critical reflection that highlights your learnings and accomplishments as a beginning professional. 30 points

Sample Journal Entries:

A journal should be kept in relation to this course as a means of tracing your thoughts related to the topic studied by your expert group, the development of your personal voice as a teacher, and other issues that emerge around the construction of "language arts." The "journal" could include notes from class, minutes of group meetings, drafts of poems you compose, translations, quotations from readings and from classmates' comments, and reflections on your teaching. From this journal you should edit and provide a commentary for a total of 3-5 pages in order to define and illustrate your construction of language arts. These pages should provide evidence 1) that your personal voice is developing authority and distinction, 2) that different views by your classmates have been fairly considered, and 3) that primary theorists and researchers are named and applied accurately. (Journal entries should be typed and a "page" is equal to 8 1/2 x 11 size paper with 1 inch margins, 12 point, double-spaced, Times New Roman typeface.) 30 points.

Grading Note: Please let me know how I can assist you if you require any special accommodations.

90-100 (A)	Demonstrates excellent mastery of the subject and outstanding scholarship >96 (A+) 93-95(A) 90-92 (A-)
80-89 (B)	Demonstrates good mastery of the subject and good scholarship 86-89 (B+) 83-85(B) 80-82 (B-)
70-79 (C)	Demonstrates acceptable mastery of the subject and average scholarship 76-79 (C+) 73-75(C) 70-72 (C-)
60-69 (D)	Demonstrates borderline understanding of the subject, reflecting marginal performance 66-69 (D+) 63-65(D) 60-62 (D-)
<60 (F)	Demonstrates failure to understand the subject and unsatisfactory performance

Note related to Program: In order to move to the second phase of your year-long internship you need to earn a "C-" or better in all of your Phase I courses and successfully complete your Phase I internship as determined by your mentor teacher, university supervisor, and PDS Coordinator.

Tentative Schedule: Changes may be announced in class. Students are responsible for all assignments announced in class. Be there.

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
9/1	Beginning the year	
9/8	Defining "Language Arts" Lesson ideas for beginning the year.	Read Calkins, pp. 1-58
9/15	Model of discourse	Read Calkins, pp. 59-182.
9/22	Role of "Memory" in LA	Draft of plan for mini-lesson.
9/29	No class at College Park—you are in a full week at your PDS from 9/26-9/30.	
10/6	Assessment in LA "Translation" as comprehension.	
10/13	Composing process (Editing and Publishing)	Read Calkins Ch. 16, 4
10/20	Composing process (Editing--capitalization, etc):	Read Calkins Ch 18, 7
10/27	Writing for varied purposes (Narrative, friendly letter,autobio)	Read Calkins: Ch 11,24, 25
11/3	Literature as a base for writing .	Read Calkins Ch 15
11/10	Teaching poetry.	Read Calkins Ch 23, 24
11/17	No class at College Park—you are in a full week at your PDS from 11/14-11/18.	
11/24	No class at College Park –Thanksgiving Day.	
12/1	Composing and storytelling. Teaching tall tales.	Read MacDonald.
12/8	Composing process and conferences.	Read Calkins Ch 12, 13
12/	Final Exam.	

University and Course Policies

This course complies with all relevant University policies including: 1) the Code of Student Conduct (www.studentconduct.umd.edu), 2) Code of Academic Integrity (Honor Code, see below) (www.studenthonorcouncil.umd.edu), 3) University Campus Policy and Procedures on Sexual Harassment (inform.umd.edu/CampusInfo/Departments/PRES/policies/vi120a.html), and for disability services (Students who have documented disabilities and who wish to discuss academic accommodations within this course should contact the instructor before or as soon as possible after the beginning of the course.). Regular attendance is expected of all students.

The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.