EDCI 342A SYLLABUS

Curriculum and Instruction in Elementary Education: Language Arts

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PGCPS

Meeting time and place:  Mondays, 10:30 AM – 12:20 PM
Section 0101/Benjamin 2119

Dr. John F. O'Flahavan
University of Maryland
Office: 2304F Benjamin Building
Office hours:  Mondays, 12:30 – 1 PM; Mondays, 3-4 PM; and by appointment
Relevant phone numbers:  301-526-4274 (cell); 301-405-3149 (office & messages)
E-mail: johno@umd.edu

Much of this course is available on Blackboard. Go to https://elms.umd.edu and log in with your university directory ID and password.

Introduction

The major goal of all teacher preparation programs at the University of Maryland is to prepare knowledgeable and reflective teachers for a diverse society. Following the College of Education Knowledge Base for Teaching and specific performance standards from the Elementary Education Performance Assessment Plan (see www.education.umd.edu/pba), this course will help you to improve your knowledge and pedagogy in the following areas:

• How children from a variety of cultural and language backgrounds develop reading, writing, speaking, and listening competence (Standard III-A; TESOL Standards 2.1, 3.1);
• Assessments that enable you to determine how well children are learning (Standard III-C);
• Comprehensive language arts programs that promote increasingly sophisticated literate behavior in elementary-aged students, with an emphasis on developing self-determining writing competence (Standard III-B).

The language arts encompass all of the language modes—reading, writing, speaking and listening. This course is designed to complement the goals of EDCI 362 (Curriculum and Instruction in Elementary Education: Reading).

Readings/Media

Required (complete these by the date listed each week)

Recommended

A list of additional and recommended readings and videos is available for this course on Blackboard (go to Course Materials).

1 You will refer to this text if I ask you to “revise and resubmit” an assignment for reasons related to written language conventions.
A Conceptual Framework For Teaching

The College of Education at the University of Maryland prepares reflective practitioners for a diverse society through research based professional programs.

![University of Maryland NCATE Conceptual Framework](image)

**Figure: University of Maryland NCATE Conceptual Framework**

### Academic Accommodation

If you need academic accommodations, please see me immediately.

### Honor Code

The University has an honor code that is administered by the Student Honor Council. 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. Assignments that do not have a signed pledge will not be accepted.

### Online Course Evaluation

Beginning early December 2009, the online course evaluation system will be available. Please go to [https://www.courseevalum.umd.edu](https://www.courseevalum.umd.edu) to complete your course evaluation. Email me after you have completed the evaluation ([johno@umd.edu](mailto:johno@umd.edu)). Thank you.

### Course Objectives
• To improve participants’ abilities to recognize and assess a variety of signposts of literacy development, with emphasis on writing, spelling and group discussion competence (Program Standard III.A).
• To expose students to a variety of effective, research-based instructional practices related to reading/language arts (Program Standard III.B).
• To have participants demonstrate the ability to plan, deliver and assess a language arts lesson based on curricular standards (Program Standard III.A, III.B, III.C).
• To enable participants to successfully promote the communicative competence (TESOL, Goal 3, Standard 1) and core subject academic achievement (TESOL, Goal 2, Standard 1) of English Language Learners as well as other students with exceptional needs.

Course Topics

• Developmental trajectories of oral language, word knowledge, and writing
• Formation and composition of multiple literate identities
• National and state-level teaching standards for reading/language arts (e.g., IRA, MSDE, MCPS)
• Relationships among the language modes that comprise reading/language arts (reading, writing, listening, and speaking)
• Instructional frameworks common to reading/language arts teaching and learning (e.g., balanced literacy; Whole Language; consume, critique, and produce (CCP); writing process; developmental word study)
• Classroom conditions that promote self-determining literacy, with emphasis on the development of writing competence
• Strategies for meeting the needs of students from non-dominant groups and students with exceptional needs
• Formative assessments

Calendar

AUGUST 2009

31: SESSION 1
Course Overview
Introduction to Case-based Learning
Introduction to Learning Environments

Readings: Bear et al (2008), Chapter 1
Calkins (1994), Chapters 1-2
Case #1
IRB Consent Form

Agenda: Introduction to the course and each other; overview of the study; explore writing development through a set of writing samples; discuss Case #1—conduct a mini lesson on how to interpret and discuss a teaching and learning case; explore classrooms as literate environments (e.g., layout; organization of materials; access to materials; use of time; activity, power, authority and identity in the classroom literacy community); learn how to use the Classroom Learning Environment Checklist during the next week in schools
SEPTEMBER 2009

7: LABOR DAY/No Class

Readings: Cases (Blackboard): Pre-Course Cases (Find the folder with your name; download and follow the directions)

Due: Responses to the Pre-Course Teaching and Learning Cases (email them to John O’Flahavan, johno@umd.edu, by 5 PM)

14: SESSION 2

Learners in Their Learning Environments


Session 2 Videos (Blackboard)

Calkins (1994), Chapter 3, 4, & 11

Case #2

Agenda: Peer group discussion of readings and videos; Quiz #1; discuss Case #2; explore the ebb and flow of power and authority in a learning environment (home and school) and its impact on student learning outcomes, including self-determination; outline the requirements for collecting student narrative writing samples for Session 5; outline the Oral Language Observation assignment, due Session 6

Due: Classroom Learning Environment Checklist

21: SESSION 3

Language Arts Instructional Frameworks

Readings: Articles (Blackboard): Ladson-Billings (1995); LA Frameworks Packet

Case #3

Agenda: Peer group discussion of readings; Quiz #2; overview the key LA frameworks with emphasis on culturally relevant language arts pedagogy (CRP); discuss Case #3; view videos that expand the notion of CRP; outline the Writing Instruction Observation assignment, due Session 8

Due: NA

29: SESSION 4

Teaching Language Conventions Through Whole-Part-Whole Instruction

Readings: Articles (Blackboard): O’Flahavan & Blassberg (1992)

Calkins, Chapters 19-20

Case #4

Agenda: Peer group discussion of readings; Quiz #3; overview whole-part-whole instruction; discuss Case #4; overview scaffolding and scaffolded practice; analyze classroom videos; discuss characteristics of a mini lesson; introduce how to give the WTW spelling inventory

Due: NA

OCTOBER 2009

OCTOBER 5-9 FIRST FULL WEEK IN SCHOOLS

You have several responsibilities this week that pertain to this course:

• Start work on your Oral Language Observation and Writing Instruction Observation assignments
• Collect a narrative writing sample (e.g., story from their life) from the students in your class
• Give the WTW spelling inventory/test
**12: SESSION 5**
CCP Genre Study: Narrative Texts

**Readings:** Articles *(Blackboard)*: Narrative Collection; What is Narrative, Exactly?
**Agenda:** Assess student narrative samples; peer group discussion of Narrative Collection readings—focus on narrative craft elements; explore examples of classroom anchor charts; reassess same student samples and analyze the difference in terms of what is evident now; outline the Mini Lesson Assignment and list potential teaching points (e.g., parts of the whole worth improving) that could serve as the focus for the mini lesson

**Due:** Bring in your students’ writing samples; Contribute to Wiki (1 & 2) *(Blackboard)*

**19: SESSION 6**
CCP Pedagogies: Consuming Narrative Texts

**Readings:** Articles *(Blackboard)*: Interactive Read Aloud Primer; CCP Tool Kit
Calkins (1994), Chapters 15 & 18
Case #5

**Agenda:** Peer group discussion of readings; Quiz #4; overview the CCP Tool Kit; discuss Case #5; share student-produced cases from the Oral Language Observations assignment; explore scaffolded practices that promote student interpretive authority and self-determination while consuming and critiquing (e.g., interactive read aloud); incorporating anchor charts as a synthesis tool; analyze classroom videos

**Due:** Oral Language Observations/Case

**26: SESSION 7**
CCP Pedagogies: Critiquing Narrative Texts

**Readings:** Articles *(Blackboard)*: O’Flahavan & Stein (1992); Occurrence at Owl Creek Bridge (short story)
Calkins (1994), Chapters 13 & 14
Case #6

**Agenda:** Peer group discussion of readings; Quiz #5; explore the social and interpretive dimensions of teacher-led and peer talk; analyze classroom videos; discuss Case #6; explore scaffolded practices for moving from teacher-led to peer discourse

**Due:** NA

**30: SPECIAL PDS SESSION (12:30 – 3 PM)**
Classroom Explorations: Promoting Student Competence with Narrative Texts

**Readings:** None

**Agenda:** First hour: discuss progress on the major assignments; outline the Writing Conference Observation assignment; remind students to bring three possible mini lesson ideas to class next week
Second and third hours: Teaching and Learning Explorations—focus on consuming and critiquing narrative texts

**Due:** NA

**NOVEMBER 2009**

**2: SESSION 8**
CCP Pedagogies: Producing Narrative Texts

**Readings:** Calkins (1994), Chapter 12
Case #7

**Agenda:** Peer group discussion of readings; Quiz #6; overview the writing process and the writer’s space; place writing prompts on a continuum of scaffolded practice; share
student-produced cases from the Writing Instruction Observations assignment; discuss Case #7; share Writing Mini Lesson ideas; remind students to bring in drafts of their mini lessons next session

Due: Writing Instruction Observations/Case; bring list of possible mini lesson topics

9: SESSION 9
CCP Genre Study: Expository Texts

Readings: Articles (Blackboard): Essay Collection; What is an Essay, Exactly? Calkins, Chapter 25
Case #8

Agenda: Peer group discussion of readings; Quiz #7; review the flow of CCP practices; peer group exploration of the texts in the Essay Collection—half the class features infrastructure, the other half craft elements; groups make presentation and then, as a class, develop a criteria chart for essays; discuss Case #8; conduct a peer review of mini lesson drafts; remind students to bring their spelling inventories next session

Due: Contribute to Wiki (3 & 4) (Blackboard); bring in Mini Lesson draft

13: SPECIAL PDS SESSION (9 AM – 12 PM)
Classroom Explorations: Promoting Student Competence with Expository Texts


Agenda: Hour 1: Assessing spelling development and grouping for instruction; outline the Word Study Cycle assignment
Hours 2 and 3: Classroom explorations of critiquing and producing essays; peer writing conference demonstration

Due: Bring in your spelling inventories

NOVEMBER 16-20: SECOND FULL WEEK IN THE SCHOOLS

Focus on: >Writing Conference Observations
> Last chance to fulfill your Mini Lesson Assignment
> Try a CCP-based lesson, if time

23: SESSION 10
CCP Pedagogies: Consuming and Critiquing Expository Texts


Agenda: Peer group discussion of readings; Quiz #8; discuss Case #9; model the practices of creating and customizing checklists from a criteria chart; analyze classroom videos; share writing conference cases from the Writing Conference Case assignment; remind students to bring in their spelling inventories next week

Due: Writing Conference Observations/Case
SESSION 11
CCP Pedagogies: Producing Expository Texts

Readings: Bear et al (2008), Choose one relevant chapter—4, 5, 6, 7 or 8
Case #10

Agenda: Peer group discussion of readings; Quiz #9: share student-produced cases from Writing Conference Observation assignment; discuss Case #10; outline features of a developmental approach to spelling instruction, contrast it with normative, memorization-based approaches; explore how to plan use a word study cycle

Due: Mini Lesson Report

DECEMBER 2009

SESSION 12
Word Study Cycles
Course Wrap Up

Readings: None

Agenda: Peer group discussion of readings; explore examples of word study cycles; time for groups to work on these in class; wrap-up activity

Due: NA

TBD: FINAL EXAM

Agenda: Complete written reflections on post-course teaching and learning cases

Due: Word Study Cycle

Student Responsibilities

Your final grade in EDCI 342B is based on the successful completion of the following assignments:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Points (Total=100)</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written reflections on cases (pre; in-class)</td>
<td>not graded</td>
<td>9/7/09</td>
</tr>
<tr>
<td>Classroom Learning Environment Checklist</td>
<td>not graded</td>
<td>9/14/09</td>
</tr>
<tr>
<td>Quizzes on readings (average across 9 quizzes)</td>
<td>10%</td>
<td>Dates vary</td>
</tr>
<tr>
<td>Collect writing samples/bring to class</td>
<td>not graded</td>
<td>10/12/09</td>
</tr>
<tr>
<td>Contribute to Wiki 1 and Wiki 2</td>
<td>not graded</td>
<td>10/12/09</td>
</tr>
<tr>
<td>Observations: Oral Language Opportunities</td>
<td>10%</td>
<td>10/19/09</td>
</tr>
<tr>
<td>Observations: Writing Instruction</td>
<td>10%</td>
<td>11/2/09</td>
</tr>
<tr>
<td>Bring Writing Mini Lesson draft to class</td>
<td>not graded</td>
<td>11/9/09</td>
</tr>
<tr>
<td>Collect spelling inventories/bring to class</td>
<td>not graded</td>
<td>11/13/09</td>
</tr>
<tr>
<td>Observations: Writing Conferences</td>
<td>10%</td>
<td>11/23/09</td>
</tr>
<tr>
<td>Performance Assessment: Writing Mini Lesson</td>
<td>30%</td>
<td>11/30/09</td>
</tr>
<tr>
<td>Word Study Cycle</td>
<td>10%</td>
<td>TBD</td>
</tr>
<tr>
<td>Final Exam (Written reflections on Cases)</td>
<td>10%</td>
<td>TBD</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Grading Scale:

Please note that in order to proceed to the second phase of your internship, you must earn a grade of “C” or better in all of your block courses and successfully complete the requirements of the field-based internship (based on the evaluation of your performance by your mentor teacher, field-based instructor and PDS Coordinator).
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A, A+, A+</td>
<td>90-93, 94-97, 98-100</td>
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<tr>
<td>B+, B, B-</td>
<td>80-83, 84-87, 88-89</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>70-73, 74-77, 78-79</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>60-63, 64-67, 68-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

CASE REFLECTIONS (individual; 10% for post-unit responses). Teaching requires adaptive expertise—the ability to “read” teaching and learning situations and adapt to them, using your best content and pedagogical knowledge. You will be asked to read, interpret and reflect, in writing to several language- and literacy-related teaching and learning cases, before and at the conclusion of each major topic. You will be given time in class to complete these. This assignment addresses all of the Elementary Education Program and TESOL National Standards.

QUIZZES (individual; 10%). A major source of knowledge for this course is provided through the selected readings. You must complete the required readings before class. At the beginning of the class sessions when quizzes are planned, you will have 10 minutes in class to complete the quiz that is associated with the session’s readings. Your final quiz grade will be the average of all of your quizzes.

OBSERVATIONS (individual; 10% each—30% total): The dates vary for these three assignments. For each of these, you will observe the featured facet of language arts instruction in your mentor teacher’s classroom, document your observations in writing, bring these observations to class, and turn them in the date they are due. The exact nature of the observations will be determined in class in advance of your observations.

PERFORMANCE ASSESSMENT—WRITING MINI-LESSON (individual; 30 points): Working with your mentor teacher, plan and deliver a writing mini-lesson that supports the instructional goals of the mentor teacher. The lesson may be designed for a small group or the entire class. Please note that it is important that you strive to include at least one English Language Learner (ELL) in the lesson. Begin by collecting and analyzing recent student writing samples (“product”). Evaluate these samples. Make informal observations of your students as they write (“process”). Write a plan with your mentor teacher’s assistance. Bring the plan to class for peer review. A brief report is due. The report should include (a) the lesson plan, (b) rationale for the instructional focus, c) any supplemental materials used in the lesson, (d) a self-assessment of your delivery of the mini lesson, and (e) your mentor teacher’s completed evaluation form.

This assignment addresses the following Elementary Education Standards and national TESOL Standards:

- **Elementary Education Program Standards**: Standard I: Professionalism and Collaboration; Standard III.A, Planning (Reading/Language Arts); Standard III.B, Delivery (Reading/Language Arts); and Standard III.C, Assessment (Reading/Language Arts)
- **National TESOL Standards**: (Goal 1, Standard 3/Use English to communicate in social settings) Students will use learning strategies to extend their communicative competence; (Goal 2, Standard 1/Use English to achieve academically in all content areas) Students will use English to interact in the classroom

WORD STUDY CYCLE (group; 10 points). Schedule a time within the first month of your placement to give the spelling inventory from Words Their Way to your class. Working with two peers, analyze the inventories from each class. Choose one of the classes and create reasonable developmental groups. Choose one of those groups and design a word study cycle that spans 1-2 weeks. Prepare a short report; samples will be provided in class. This assignment addresses standard A.1 (Planning: Assessing spelling development).

ATTENDANCE AND PARTICIPATION (individual; 10 points). This is a class about instructional theory and practice. Much of what we do involves small group activities and discussion. It is imperative that
you attend every class and that you engage in a way that I know you are learning (e.g., asking questions; drawing conclusions; sharing hypotheses; drawing ideas out of your peers). We will begin class on time. If you are late to class (more than five minutes), absent from class and/or fail to participate at acceptable levels, your grade for attendance and participation will reflect this. I will accept official reasons for absences and tardiness (e.g., medical; family), but you must present acceptable documentation.

I will keep records of attendance and participation. You may also be asked to complete activities at the beginning of class (e.g., a warm-up activity; short answer response to the day’s readings) that will be used to record your attendance. Attendance and participation will be scored separately and summed across the two factors, as shown below.

<table>
<thead>
<tr>
<th>Late/Absent...</th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>Three of more</th>
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</thead>
<tbody>
<tr>
<td>Points:</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Participates...</td>
<td>Consistently</td>
<td>Often</td>
<td>Sporadically</td>
<td>Never</td>
</tr>
<tr>
<td>Points:</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>0</td>
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</tbody>
</table>