EDCI 643 SYLLABUS
Teaching Language Arts in Elementary Schools (3 credits)

SPRING 2011

Meeting time and place: Mondays, 4:45 – 7 PM
PDS Sites/On-line

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INTRODUCTION

The language arts encompass all of the language modes—reading, writing, speaking and listening. This graduate course provides an analysis of current issues, trends and problems in language arts instruction. For the spring 2011 semester, the course will focus on raising self-determining writers through a consume-critique-produce framework, with emphasis on the spoken and written discourses surrounding essay and narrative writing. The course will be delivered in hybrid form—a combination of face-to-face meetings, on-line modules and meetings, and classroom visits. For some participants, it will also include their participation in the Spring 2011 Teaching and Learning Series (a professional development series offered within the University of Maryland Professional Development School Network).

CORE READINGS

Texts


All other readings are available through Blackboard (http://www.elms.umd.edu).
The College of Education at the University of Maryland prepares reflective practitioners for diverse society through research based professional programs.

**A CONCEPTUAL FRAMEWORK FOR TEACHING**

**RESEARCH & INQUIRY**

**TECHNOLOGY**

- Knowledge of Curriculum
- Knowledge of Learners
- Knowledge of Subject Matter
- Knowledge of Educational Goals and Assessment
- Knowledge of Social and Cultural Context

**DIVERSITY**

**COLLABORATION**

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

**ACADEMIC ACCOMMODATION**

If you have a documented disability and wish to make academic accommodations, please see me immediately.

**HONOR CODE**

The University has a nationally recognized Honor Code, administered by the Student Honor Council. 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. Assignments that do not have a signed pledge will not be accepted.
COURSE OBJECTIVES

• To explore the research base and instructional principles underlying the Consume-Critique-Produce framework
• To develop course participants’ capacity to apply CCP-based teaching and learning strategies
• To assist course participants as they create a CCP-based scaffolding plan customized to their contexts (e.g., self-contained classroom; co-teaching classroom; grade level team; school) and roles (e.g., administrator, staff development specialist, classroom teacher)

CALENDAR

JANUARY 2011

24: Course Overview (Session 1)
   Introduction to the CCP Framework
   Introduction to Case-based Learning
   Introduction to the On-line Portion of the Course

Site: Kensington Parkwood ES
Readings: Dean (2007) pp. 3-41

31: Literate Environments, Literate Practice and Student Self-Determination
   Power, Authority and School-based Literacy (Session 2)

Site: Kensington Parkwood ES
Readings: Articles (Blackboard): Session 2 Readings (Moje, 2000; Ben-Yosef, 2003; Crawford, 2008; Mayer, 2009)
Case Set A (in class)

FEBRUARY 2011

7: Deconstructing Essay Discourse (Session 3)

Site: Kensington Parkwood ES
Readings: Lattimer (2005), Editorial; Articles (Blackboard): Session 3 Readings (Essay Collection; What is essay, exactly?)

14: Raising Essayists: The Consume Dimension of CCP (Session 4)

Site: On-line
Case Set B (Virtual Classroom)

21: Raising Essayists: The Consume-Critique Dimension of CCP (Session 5)

Site: On-line
Readings: Articles (Blackboard): Session 5 Readings (O’Flahavan & Stein, 1992)
Case Set C (Virtual Classroom)

28: Raising Essayists: The Produce Dimension of CCP (Session 6)

Site: Kensington Parkwood ES
Readings: Articles (Blackboard): Session 6 Readings (Donovan, 2001; Jasmine & Wiener, 2007; McNeill & Krajcik, 2009; Reproduction Primer)
Case Set D (in class)
MARCH 2010

March 1 - 12, 2010: O’Flahavan makes site visits

14: Deconstructing Narrative Discourse (Session 7)
Site: Mother Jones ES
Readings: Lattimer (2005), Short Story or Memoir; Articles (Blackboard): Session 7 Readings
Due: Presentation Proposal (submit to O’Flahavan via email)

21: Raising Storytellers: Consuming Narratives (Session 8)
Site: On-line
Readings: Articles (Blackboard): Session 8 Readings (Johnston, 2004; Dymock, 2007)

28: Raising Storytellers: Critiquing Narratives (Session 9)
Site: On-line

APRIL 2010
4: Raising Storytellers: Producing Narratives (Session 10)
Site: Kensington Parkwood ES
Readings: No readings this week

11: Small Group Conferences
Site: On-line

18-25: Spring Break

MAY 2010
2: CCP in the Context of Accountability and High Stakes Testing
   What Modifications Are You Planning? (Session 11)
Site: On-line
Readings: Articles (Blackboard): Session 11 Readings
Due: In Your Own Words: What is CCP? or PLC Reflections

9: Portfolio Presentations (Session 12)
Site: Kensington Parkwood ES
Readings: None
Due: Portfolio Entry (submit a CD)
STUDENT RESPONSIBILITIES

Your final grade in EDCI 643 is based on the successful completion of the assignments listed below. For more information, go to ELMS.

ASSIGNMENT Points (Total=100)

For all participants:

- Participation 5
- Reading Reflections 10
- Case Responses/Discussion (7) 25
- Portfolio Entry and Presentation 25 [65]

For PDS T&L Series participants:

- PLC Reflections (Spring 2011 Series) 10
- Action Plan 25 [35]

For non-PDS T&L Series participants:

- In Your Own Words: What is CCP? 10
- Action Plan 25 [35]

Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-, A, A+</td>
<td>90-93, 94-97, 98-100</td>
</tr>
<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>

For all participants (65% of the total grade):

Participation (5% of the course grade). Participation is a combination of your attendance and the frequency and quality of your contributions to our face-to-face and online class meetings and your Case Exploration Team discussions.

Reflections on the assigned readings (15% of the course grade): You will be assigned readings nearly every week. Most of these readings will be stored on Blackboard (Readings) and focus on the theoretical foundations of CCP and practical applications of strategies associated with CCP-based learning. You will post your commentary about these readings on Blackboard in the Discussion Board 24 hours in advance of class.

Case responses (25% of the course grade): Much of the learning in this course will be applied to authentic teaching and learning cases, provided to you through Blackboard (Cases). Use the case response sheets to frame your interpretations of the cases. Complete these response sheets prior to class, submit them via email to your course instructor, and be prepared to share your interpretations of each case in your Case Exploration Team with others.
"In class" = Case Exploration Teams will meet in class to discuss the cases
"In Virtual Classroom" = Case Exploration Teams will meet in the Virtual Classroom break out room before class, at a time each team determines

Portfolio presentation (25% of total): There are three parts to this assignment: proposal, entry and presentation. Generate a professional portfolio entry that demonstrates what you have learned in the course. For those participants who are actively engaged in classrooms with students, this could include the “arc” of a series of CCP lessons across time, portraying how you and your students changed over time. For those who supervise teachers, this could include a small project aimed at helping a group of teachers modify their writing instructional practices. You will determine the focus, with John O’Flahavan’s assistance by first submitting a proposal. Your presentation will be made to the class during the final session.

For PDS T&L Series participants (35% of the grade):

Reflections of the PLC Series (10% of your grade): You will observe many classroom-based teaching and learning explorations, most of which will be conducted by John O’Flahavan in a variety of PDS settings. Take careful notes during these observations. Choose three and critique the teaching decisions that were made during the lessons using the research base that undergirds the CCP framework.

Action Plan (25% of your course grade). Consider which modifications you need to make to promote increased levels of students’ self-determining literacy through a CCP framework in your setting. Remember that you can’t raise a self-determining, literate person alone—you need to work across the grades with your colleagues. Think about your role in the PDS Network. What is possible? Outline a plan for modifying your own instruction in the coming year and/or your colleagues’ practices.

For non-PDS T&L Series participants (35% of the grade):

In your own words: What is CCP? (10% of course grade). Produce a paper that describes the CCP Framework. Compose it with your colleagues in my mind. Use examples from your teaching, other participants’ teaching and/or the cases we explore in class. Sketch a plan for expanding CCP-based practices in your context.

Action Plan (25% of your course grade). So now what? What did you accomplish this semester and what do you do to move ahead? Draft an action plan that outlines a course of action over an extended period of time (e.g., the first half of the next academic year).

**DIRECTIONS FOR GETTING TO THE VIRTUAL CLASSROOM SPACE**

Virtual Classroom (WIMBA) is an online meeting application that we will use in this course from time to time. For the most part, you will use it to meet with your Case Reflection Team after each of you has read and responded to a case and before class meets. Some of your team discussions of a case will happen in class; at other times (noted in the syllabus), you will conduct your discussions in Virtual Classroom and record (“archive”) these sessions so that your course instructor can review them. Your team will determine when it will meet in Virtual Classroom.

This is how you gain access to Virtual Classroom:

1. Log in to the course site. Firefox works best as a web browser with this application.
2. Click on the “Virtual Classroom” link in the course menu.
3. Click the blue enter arrow or click the link, “EDCI 643 Team X,” based on your team assignment.
4. Run the Wizard to check your computer’s compatibility; if you have already done this, click “Enter Room.”
5. Wait for all of the features to load. When you hear an audio ping, you are ready.
6. To talk, click on the TALK button. It functions like a walkie-talkie—push to talk, release to listen. Check the “Options” drag-down menu for ways to lock the talk button and to use hot keys.
7. You will need to use headphones to avoid the endless echoing that can happen with web-based networking applications.
8. If you need to call in to the room, see the phone number and PIN that will send you directly to the room.
9. Make sure one of you clicks “YES” at the “Archive Reminder” prompt. This will record your session so your instructor can listen to it later. Only one person needs to start the recording. The recording will end when you exit the room or when you click the “stop archiving” button.

For other details, click on the help menu inside the classroom.