

The Teaching of Communication Arts (K-6)

EDN 348

Fall 2014

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“Don’t let your books get in the way of your education.” Mark Twain

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Course Dates/Times:

EDN 348-002 Tuesdays- 9:00-11:45 EB Room 232

Required Texts:

Fletcher, Ralph: *What a Writer Needs 1st or 2nd Edition*

Tompkins, Gail: *Literacy for the 21st Century-A Balanced Approach 5th or 6th Edition*

Resources:

M-TEL practice test http://www.mtel.nesinc.com/PDFs/MA_FLD090_PRACTICE_TEST.pdf

M-TEL test objectives http://www.mtel.nesinc.com/PDFs/MTELObjs_fld90.pdf

Put Reading First booklet: <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Common Core State and NC Essential Standards

<http://www.ncpublicschools.org/acre/standards/>

Course Description: This course is designed to provide opportunities for students to formulate a professional philosophy of language and literacy development using reading, writing, listening, speaking and viewing as a means of effective communication. Focus is on the process of writing as a purposeful approach for teaching literacy in the elementary. A Field experience component is required.

Purpose: You will be invited to formulate a professional philosophy of language and learning, develop knowledge of classroom programs and language learning engagements appropriate for the elementary school, learn how to effectively evaluate literacy growth in students and to develop and use instructional strategies that contribute to communication competence and performance in elementary school children. It is designed to help you use children’s literature to support effective learning. We hope you will use this course to further your progress as a leader, an effective decision-maker, and a reflective practitioner. Highly competent educators:

- Use data to make informed decisions
- Are reflective about their practice
- Are committed to ethical and professional standards
- Are knowledgeable in academic content and pedagogy
- Are technically competent
- Are able to meet the needs of diverse learners
- Know and use appropriate communication strategies

Objectives:

You are invited to:

1. Learn what literacy will do for you and how to help elementary school children learn what literacy will do for them.
2. Articulate a personal/professional definition of literacy and a philosophy that corresponds with that definition.
3. Conceptualize a communication arts program consistent with your stated philosophy.
4. Show awareness of diversity by developing a culturally responsive pedagogy that meets the needs of diverse learners.
5. Demonstrate understanding of and skill in applying current knowledge about literacy practices through reading, writing, listening, speaking, viewing and visually representing.
6. Identify strengths and weaknesses of print and non-print resources and their uses for learning.
7. Demonstrate proficiency in assessing and evaluating literacy growth and in using assessments to plan engagements that will facilitate further growth. Design lessons based on assessments of children.
8. Demonstrate skill in using technology through class presentations, in accessing resources, and in supporting children's learning.
9. Use observations of students to make effective decisions and to reflect about practices and their consequences.
10. Identify effective strategies to include parents as partners in the literacy development of their children.
11. Accept responsibility for personal learning, and support others in their learning.
12. Develop professional relationships that support personal and professional growth.

Learning Invitations:
In the words of Dr. Seuss:

**Try to remember,
through thick and through thin,
when you give it your best,
why, that's when you win!**

This course is designed so that learning occurs through student engagement in learning strategies that illustrate or demonstrate a philosophy of communication arts teaching, curriculum, and learning. Take full advantage of the people who are willing to support you. Class attendance and participation are essential and expected.

Reading Strategies:

- Read required texts, articles and web resources
- Read resource materials and use them in teaching
- Respond in response circles each week
- Read a selection of children's literature

Writing Strategies:

- Understand writing for different purposes
- Write responses as you read the text
- Publish one piece of writing and participate in the writing process related to that product
- Understand the progression of writing expectations: words to phrases to transitions: emergent writing; guided writing; interactive writing; shared writing, stages of writing development; language experience approach; developmental spelling.

Technology Strategies:

- Use web search engines and specific web addresses to find resources for instruction. In particular, find resources for planning and teaching lessons in language arts and for developing the curriculum and instructional strategies.
- Create a short digital story (3-5 minutes) based on your writing piece
- Analyze computer software and materials for different content areas and grade levels, select software that matches objectives and student characteristics, and include use of the software in instructional planning and teaching.
- Use the Internet to locate sites containing information regarding the teaching of children who are learning English, or special needs children

Learning Opportunities:

1. Participate consistently as a writer. Learn what writing will do for you.

Keep a writer's notebook. Bring this to class each week-**due November 25th**

Write on a consistent basis

Write to learn; question/answer, connections, reflection, quick writes

Write for personal reasons about topics of your choice

Analyze your own handwriting and take steps for growth, if needed

Participate in the authoring cycle

Observe, assist, and teach writing in an elementary classroom

Digital Story-**due October 21st**

2. Create a 3-5 Minute Digital Story-**due October 21st**

Think about a significant occurrence, an event, a hobby, or something new you have recently learned. Write a poem, song, or story about your topic. You will be creating a digital story. Don't stress. This will be fun! We will see examples of digital stories in class and there are plenty of resources available to help you. This will be an opportunity to practice good literary techniques. We will use your piece to illustrate how the *authoring cycle* and your knowledge of how good writers craft their work to help you grow as a writer. Your final product will be written and narrated in a digital format, then shared with the class. You may choose any type of software to narrate, add images and music to showcase your work. You may want to use the Writing Center as an outside editor before submitting your final written piece on Blackboard. The rubric for this task is located on Blackboard. Check the weekly schedule for due dates of your drafts, revisions, and published copy.

3. Monday Language Arts lesson plan – **due November 3rd - reflection due by 11/10**

Coordinate with your partnership teacher. Collaborate with your partner You and your partner might teach a reading group, conduct a literature response group, facilitate reading and/or writing workshop, the Daily 5, present a mini-lesson, do spelling lessons, conduct reading or writing conferences, kid-watch, do various assessments, etc. The main focus of this experience should be in knowing what you know about teaching the language arts to help students grow in literacy proficiency. Document student growth. Be prepared. Ask for feedback from your partnership teacher. I am happy to help you with your planning and preparation. Let's make this a positive learning experience, not just an assignment to complete. After you teach, write a detailed analysis of your lesson and submit this reflection on Blackboard. Here are some guidelines to think about while reflecting on your lesson.

List specific successes of the lesson and/or things that didn't go as planned

Any accommodations you made for specific student needs

Suggestions for improving or extending the lesson

Analysis/discussion of student work

What you learned about yourself as a teacher

Anything that surprised you

4. Participate consistently as a Reader. Learn what reading will do for you.

Participate consistently and with vigor as a learner.

Identify what literacy does for you.

Identify problems and solutions to those problems.

Ask questions and find answers to those questions. Experiment with different forms of representation

Read the text, children's literature, and participate in literature circles in class

5. During Mini Internship-write integrated lesson plans that include language arts. Teach two lessons during the mini internship weeks. Lesson plans are **due on Taskstream November 10??**

6. Be assertive in your learning. Ask questions and explore answers. Reflect about what you are learning. Think about the process involved and how to best help children learn them.

7. Complete and pass all quizzes and learning opportunities. **Mid-term quiz 11/04 and final essay 12/09**

Assessments:	Points	Due
Writer's Notebook	50	11/25
Class participation	50	
Digital Story	100	10/21
Language Arts lesson taught on Monday in field; reflection after teaching	150	11/03
2 integrated language arts lessons during your Mini Internship		11/10
Mid-semester quiz (25)	50	11/04
Final essay (25)		12/09
Total points	400	

A	376-400
A-	360-375
B+	348-359
B	336-347
B-	320-335

C+	308-319
C	296-307
C-	280-295
D	240-279
F	Less than 240

Professionalism and Disposition:

As a developing professional you are expected to attend every class.

Circumstances requiring more than one absence will be addressed case by case with your course professor. In the event of an absence, and you have to miss a class session, you are expected to email your professor before class. Please be sure to discuss any special circumstances with me directly.

In the event of an absence during your Field Experience (a Monday or during your two week Mini-Internship), you must contact your teacher as soon as possible and make sure that all lessons/materials are made available and then contact your lead professor. Any missed time in the classroom must be made up. You will be responsible for making arrangements with your partnership teacher.

Tentative Class Schedule-EDN 348-002 Fall 2014	
Aug. 26 Course Intro, Syllabus, Common Core Standards What do we mean by literacy? Text introductions, Why we write, <i>The Important Book</i> -collaborative books Buy textbooks and Writer's Notebook	Sept. 02 Whole language/Skills Based/Balanced approach, Philosophy of learning and teaching, authoring cycle, mentors, sketch to stretch, written conversation, Dr. T's memory, goal setting Mentor text- <i>Big Boys Don't Cry</i> WWN Ch 1-3
Sept. 09 Say something, kid-watching, creating a character, book talk, authoring cycle, the Daily 5, reading and writing process, mentor text- <i>My Father's Hands</i> WWN Ch 4-5, Literacy Ch 2, 1st draft of writing	Sept. 23 Writing proficiency, writing assessment, literacy lesson sharing, <i>voice</i> in writing, comprehension, author's circle, digital storytelling, read arounds, miscue analysis, reading and writing workshop, Mentor text- <i>Learning to Catch with Uncle Daddy</i> WWN Ch 6-7, Lit. Circle book, Literacy, Ch10, 2nd draft of writing
Sept. 30 Endings, tension, literature circles, grand conversations, author's circle, questioning, schema stories, Mentor text- <i>The Family Plot</i> WWN Ch 8-9, Lit. circle book, Literacy text Ch 8 or 9 (choose one), 3rd draft of writing	Oct. 07 A Sense of Place, developing fluent readers and writers, literature circles, author's circle, questions we ask-invitations we give, Mentor text- <i>Hello Harvest Moon</i> WWN Ch 10-11, Lit circle book, Literacy Ch 1 or 5 (choose one), work on digital story
Oct 14 Fall Break-No class	
Oct 21 Share digital stories, choral reading, poetry, literature circles, Bring in your laptop and ear buds, if possible.	Oct 28 Lesson planning, breathing life into non-fiction, mentor text- <i>Interview with a Coho Salmon</i> , teaching with focus units, thematic units, putting it all together-making it work; issues in the classroom, authentic language arts engagements, authentic assessments, supportive learning environments, working with parents WWN Ch 12-13, Literacy text, Ch 12
Nov 3 Monday Lang. Arts lesson at Blair	
Nov 4 Mid-term quiz-inner/outer circle, lesson reflection, sharing ah ha's, getting ready to teach-lesson plans and collaboration	Nov 11 Full time teaching-no class
Nov. 18 Full time teaching –no class	Nov. 24 Block reflections and celebration
Nov. 25 Last 348 class , culturally responsive teaching pedagogy, Reader's Theater, reflection and evaluation	Dec 9 -final essay due on BB

9:00-9:15 Read Aloud

9:15-9:45 Writing

9:45- 10:15 Response groups

Questions/Answers

Connections

10:15-30 Break

10:30-10:45 Best Practices

10:45-11:15 Application

11:15-11:30 ??

11:30-11:45 How's it going? Learning conferences

What we are learning about literacy, teaching, and children should be more than the tests, lesson plans, and assessments. It is about helping children find their passion, discover who they are, and be excited about learning. The tools of literacy can help children explore the world. Kids come to school full of excitement and natural curiosity, not to check assignments off a list to be completed. School must be fun, exciting, and rewarding. This is how we meet the needs of every child. It's about helping everyone be successful from where they are. Mrs. Bramley

Honor Code

The will be enforced in this course. Honesty in your academic work will develop into professional integrity. The faculty and students at UNCW will not tolerate any form of academic dishonesty. See UNCW Honor Code at

<http://www.uncw.edu/policies/04-100-academichonorcode.html>

The UNCW Statement on Diversity in the University Community: As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents.

Special Needs: If you require accommodation for any special needs on a regular basis or on a one-time basis please notify me before class.