THE TEACHING OF COMMUNICATION ARTS (K-6)

Course Syllabus
UNCW EDN 348-800, Spring 2005
Tuesday, 6:30 Ð 9:15 PM
CCCC Business Technology Building Room - 103

Instructor:
Mr. Michael Tinklenberg
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Required Text:

Language Arts: Patterns of Practice, 6th ed., Gail E. Tompkins, Merrill Prentice Hall, 2005

Recommended Text:

Strategies That Work, Teaching Comprehension to Enhance Understanding, Harvey, Stephanie & Goudvis, Anne, Stenhouse and Pembroke Publishers, 2002

Course Description:

This course is a study of various approaches to school language instruction. It includes examination of strategies and methods for promoting growth in language learning in elementary classrooms with an emphasis on engaging activities such as drama to enhance learning. It provides extensive opportunities to assess, teach, and evaluate all areas of children's language and reading development in public school classrooms. (Field experience required.)

Prerequisites: EDN 301 and EDN 340 Corequisite: EDNL-322-830

Purpose:

This course is designed to: provide an opportunity for students to formulate a professional philosophy of literacy and learning, develop a 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 also designed to create teachers who can use children's literature to support effective learning. Students will use the course to further their progress as effective decision-makers and reflective practitioners.

Objectives:

The student learns to:
understand the goals and objectives of the communication arts program.
conceptualize the curriculum of the communication arts and its relation to the other subjects.
articulate a personal/professional definition of literacy and a philosophy that corresponds with that definition.
conceptualize a communication arts program consistent with his/her stated philosophy.
demonstrate understanding of and skill in applying the current knowledge about literacy practices.
create a classroom environment conducive to learning and literacy development.
identify strengths and weaknesses of print and non-print resources and their uses for learning.
use the communication skills needed for elementary teachers.
develop the professional relationships that support personal and professional growth.
accept responsibility for personal learning and to support others in their learning.
show proficiency in assessing and evaluating literacy growth and in using that assessment to plan engagements that will facilitate further growth.
demonstrate skill in using technology in class presentations and in supporting children’s learning.
use observations of students to make effective decisions and to reflect about practices and their consequences.

**Learning Strategies:**

This course is designed so that learning occurs through student engagement in learning strategies that illustrate or demonstrate a philosophy of language arts teaching, curriculum, and learning.

**Reading Strategies:**

- Read the text. Read and review children’s literature.
- Engage in both personal and professional reading.
- Participate in literature circles.
- Review elementary language arts materials.

**Writing Strategies:**

- Write weekly reflections related to classroom visits (fieldwork experience)
- Write weekly reflections related to text readings and class discussions (due following week)
- Develop a language arts unit.
- Read/Review professional journal article.
- Explore various handwriting styles and evaluate your own.
- Prepare a Writing Portfolio/ Resource Kit

**Technology Strategies:**

- Use web search engines and specific web addresses to find resources for instruction (including ESL and special education). In particular, find resources for planning and teaching lessons in language arts and for developing the curriculum and instructional
strategies for the thematic unit. Also, use UNCWÔs virtual library to search and find an article to review.

Use UNCWÔs Taskstream to write at least one communication arts lesson
Include URLs in the bibliography for work completed for the course
Make computer resources available to others through the creation of files and handouts.
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 plan and teaching.
Make a schematic drawing of the classroom providing particular detail to the language arts areas.
Video tape your teaching and share with classmates.

\textit{Classroom Teaching Field Experience:}

Observe, assist, and teach in an elementary school classroom. Teach a variety of lessons including: English, reading, spelling, writing, and handwriting. Assist with a wide range of related literacy activities such as: read aloud, library events, conferences, informal assessment, book fairs, etc.

Suggested framework for teaching: Visit schools during 8 language arts periods, observe 2 hours or class sessions, prepare and teach 6 lessons using a 6-point lesson plan. Lesson plans must be approved by your supervising teacher at least 2 days in advance. \textbf{Use Taskstream to write at least one of these lessons.} Set up a time to discuss methods of formal and informal language arts assessments. Ask to see completed samples. Take notes and share what you learned with our class. Write reflections for each observation and lesson taught.

Goal: Visit your school once each week. Try to schedule visits for 8 consecutive weeks.
Make a plan with your supervising teacher for dates, times, and skills to be taught for lessons.

Develop a \textit{Thematic Unit} to incorporate lessons for all 6 areas of the language arts. Lessons may be integrated to include more than one area, ie., math or art could provide a Ôvisual representationÓ product. Your unit of study must represent 5 days of instruction. If agreeable with supervising teacher, \textbf{one lesson} from the thematic unit may be used for the field experience lessons. Discuss with teacher during initial visit.

\textit{Present/ Demonstrate} one of your lessons to the class. You will present one of the lessons that you have taught during your field experience. You can whatever presentation method that you wish. For example, you could use a power point presentation, overhead projector, video tape, charts, etc. An artifact from the lesson must be included, ie, a copy that is made into a transparency, a drawing or poster made by the students.

Summarize your learning in a \textit{Top Ten Essay} Each of the ten items must be described within a complete paragraph. This will serve as the \textbf{Final Exam}.

\textbf{Evaluation:}
Grades will be based on assessment of all learning strategies, attendance, participation in class, and professional attitudes and responsibilities. Peer review, self-evaluation, and instructor evaluations will be used in collaborative ways, though the determination of the final grade is done by the instructor only. Learning, not grades, will be the focus of the class. Yet students are encouraged to focus on maximum effort not minimum requirements in order to earn a well-deserved ÔAÕ.

<table>
<thead>
<tr>
<th>Learning Strategies/Assignments</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism/ Class Participation</td>
<td>10 %</td>
</tr>
<tr>
<td>Lesson Demonstration</td>
<td>15 %</td>
</tr>
<tr>
<td>Thematic Unit/ Portfolio</td>
<td>25 %</td>
</tr>
<tr>
<td>Field Experience/ Portfolio</td>
<td>30 %</td>
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<tr>
<td>Writing Resource Kit</td>
<td>5 %</td>
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<tr>
<td>Journal Article Summary/ Review</td>
<td>5 %</td>
</tr>
<tr>
<td>Top Ten Essay/ Final Exam</td>
<td>10%</td>
</tr>
</tbody>
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Grading Scale

96-100 A
93- 95       A-
91- 92       B+
88- 90       B
86- 87       B-
84- 85       C+
80- 83       C
78- 79       C-
76- 77       D+
73- 75       D
70- 72       D-
<70          F

Professional Attitudes and Responsibilities:

Class attendance, participation, and professional courtesy are important and expected. Place cell phones on Ôvibrate onlyÕ during class meetings and during classroom observations/ presentations.

Professional Attitudes and Responsibilities (Continued):

Students should inform the instructor in advance when an absence is anticipated. Written explanations are required for all absences: due promptly at next class meeting. **More than two** absences will lower the final grade. Be diligent and punctual in meeting public school commitments. Adhere to the public schoolÕs dress code.
Demonstrate enthusiasm and interest in becoming an effective teacher.

**Field Experience Evaluation:**

A written evaluation will be completed by your supervising teacher on the following items:
- Was prompt, prepared, and involved.
- Appeared interested in and enthusiastic about teaching.
- Demonstrated growth in the quality of classroom presentations.
- Was courteous and considerate towards students.
- Field experience time was used profitably and effectively.
- Paced work and explanations appropriately for students.
- Used clear, relevant examples when teaching.
- Communicated clear expectations to students.
- Used effective questioning strategies to direct student learning.
- Inspired students to put forth efforts to think independently.

**Student Disabilities:**

If you are a person with a disability and anticipate needing accommodations of any type in order to participate in this class, you must notify Disability Services (Westside Hall, 962-3746), provide the necessary documentation of the disability and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me in order that we can implement these accommodations.

***Please return the bottom portion to Mr. Tinklenberg by the end of the first class meeting.***

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I, ___________________________________________ have read the course syllabus and assignments for UNCW / EDN-348-800- The Teaching of Communication Arts (K-6) and understand the course requirements.

____________________________________          _____________________
signature                                                               date