THE TEACHING OF COMMUNICATION ARTS (K-6)
EDN 348
Fall 2004
Mrs. Becky Walker

King Hall 106       Phone: (Work) 962-3366
WALKERR@UNCW.EDU    (Home) 791-2669

Required Text:
Park, Linda Sue A Single Shard

Optional Texts:
Portsmouth, NH: Heinemann.
Harste, Jerome, and Short, Kathy. (1996). Creating Classrooms for Authors and Inquirers,
Portsmouth, NH: Heinemann.

Purpose:
This course is designed to provide an opportunity for students to formulate a professional
philosophy of language 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:

1. To understand the goals and objectives of the communication arts program.

2. To conceptualize the curriculum of the communication arts and its relation to the other
   subjects.

3. To articulate a personal/professional definition of literacy and a philosophy that corresponds
   with that definition.

4. To conceptualize a communication arts program consistent with his/her stated philosophy.
5. To demonstrate understanding of and skill in applying the current knowledge about literacy practices.

6. To create a classroom environment conducive to learning and literacy development.

7. To identify strengths and weaknesses of print and non-print resources and their uses for learning.

8. To use the communication skills needed for elementary teachers.

9. To develop the professional relationships that support personal and professional growth.

10. To accept responsibility for your own learning and to support others in their learning.

11. To show proficiency in assessing and evaluating literacy growth and in using that assessment to plan engagements that will facilitate further growth.

12. To demonstrate skill in using technology in class presentations and in supporting children’s learning.

**Invitations:**
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. Class attendance and participation are important and expected.

1. Participate consistently as a reader
   - Read the text; read children's literature
   - Show evidence of reading (Professional, Personal)
   - Participate in literature circles
   - Review children’s non-print materials

2. Participate consistently as a writer—use writing as the tool it is
   - Write to learn – Hypothesis-Test; Question/Answer; Connections
     This needs to happen weekly; assigned and personal choice
     Share and discuss with classmates
     Select one to submit to the instructor as scheduled
   - Write for personal reasons about topics of your choice; publish one piece of this writing
   - Show evidence of writing (writing folder)
   - Participate in the authoring cycle
   - Analyze you own handwriting and take steps for growth if needed

3. Participate consistently and aggressively as a learner
   - Reflect about yourself as a learner and as a literate person
-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

4. Use technology as a tool for learning and teaching
   -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 for the thematic unit.
   -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.
   -Design and deliver a lesson using presentation software.
   -Use wireless technology in classroom when using videotape and VCRs. Video tape your teaching and share with classmates.

5. Discover your own literacy through accepting Graves' invitations. Complete at least three actions as they are described in the text. This is something you actually do now, not a description of something you plan to implement in your future classroom. Prepare a summary of the invitations/actions you accepted and completed. Please include the page number of the action in your description. Read the texts and be prepared for class discussions.

6. Write and make public your extended definition of literacy and learning. Take it through the authoring cycle. Include at least one draft with your final copy.

7. Observe, assist, and teach in an elementary school classroom for a minimum of 10 hours. Teach a variety of lessons: Reading, Spelling, Handwriting, English, Writing, and assist with a wide range of related literacy activities like read aloud, library events, conferences, informal assessment, book fairs, etc. A suggested framework for teaching: observe 2 periods, interact with 6 language arts periods, prepare and teach at least 3 lessons with one on phonics.

8. Conduct writing and reading conferences with your students.

9. Be aggressive in your learning. Ask questions and explore answers. Reflect about what you are learning. Take ownership of your learning. Think about the processes involved and how to best help children learn them

10. Summarize your learning in a top ten list. Identify at least ten major concepts of importance to you this semester and write a brief paragraph for each one. *Response strategies are one concept, not several.
11. Attend class. It is very important to be in class. Don't short change yourself. More than three absences will result in a full letter reduction in grade. (10 points per absence) Please email me when there are circumstances I should know about that make your absence unavoidable.

12. Complete and pass all quizzes, the mid-term examination, and the final examination.

13. Create an integrated unit integrating your knowledge of how to best support literacy learning.

**Grading:**

This course is focused on learning, not on grades. Students are invited to focus on learning as well (not on grades). Please don't allow grades and minimum requirements to become your focus. Rather, let your focus be learning all you can about how to best support literacy growth. In order to facilitate this focus, and to conduct the class consistent with a holistic philosophy of learning, each student automatically begins with a grade of "A". In order to maintain that "A", each student must successfully complete each of the requirements mentioned above. If a particular assignment is not completed at the level deemed appropriate by the instructor, students will be invited to redo the assignment. If a student chooses not to receive an "A", he or she may receive a grade based on coursework completed and the table below.

<table>
<thead>
<tr>
<th><strong>Invitation</strong></th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation as a reader (text discussions)</td>
<td>50</td>
</tr>
<tr>
<td>Participation as a writer/learner (folders)</td>
<td>50</td>
</tr>
<tr>
<td>Participation w/ technology</td>
<td>50</td>
</tr>
<tr>
<td>Graves' invitations</td>
<td>50</td>
</tr>
<tr>
<td>Philosophy (rough and final)</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Top Ten list</td>
<td>50</td>
</tr>
<tr>
<td>Work in schools (field experience)</td>
<td>150</td>
</tr>
<tr>
<td>Integrated unit (mini-lessons)</td>
<td>50</td>
</tr>
<tr>
<td>Mid-term</td>
<td>50</td>
</tr>
<tr>
<td>Final (published piece)</td>
<td>50</td>
</tr>
</tbody>
</table>

| **Total Points Possible** | 650 |

<table>
<thead>
<tr>
<th><strong>Grading Scale</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>610 - 650</td>
<td>A</td>
</tr>
<tr>
<td>551 - 609</td>
<td>B</td>
</tr>
<tr>
<td>501 - 550</td>
<td>C</td>
</tr>
<tr>
<td>Below 501</td>
<td>D</td>
</tr>
</tbody>
</table>