

Dixie State College of Utah

ELED 4600: Methods in Teaching Elementary Language Arts CRN 43207 Fall Semester 2012

Course Information:

Credit: 2 credit hours

Meeting Days and Times: Thursdays 2:30 to 4:10

Instructor Information

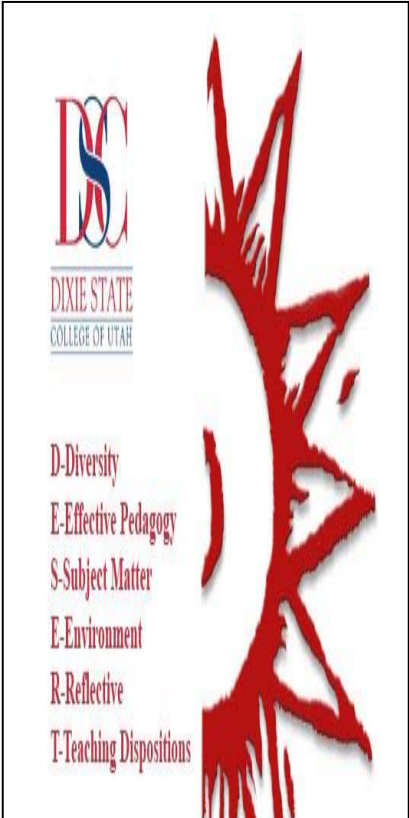
Sandy Petersen, Ph.D., Assistant Professor

Office Location: Education and Family Studies, Room 139

Office Hours: Mondays 12:00 to 2:00; Thursdays 11:30 to 2:30; or by appointment

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	<h4>D.E.S.E.R.T. Model Teaching Standards</h4> <p>D-Diversity (DM1):</p> <ul style="list-style-type: none">• Teacher candidates understand that diversity differences (e.g., race, gender, ethnicity, culture, exceptionalities, sexual and/or religious differences) affect learning.• Teacher candidates use culturally responsive curricula and teaching that meet the needs of all students. <p>E-Effective Pedagogy (DM2):</p> <ul style="list-style-type: none">• Teacher candidates create effective and meaningful instruction for all students based on required subject matter knowledge, state content standards, curriculum goals, and use of technology.• Teacher candidates create effective and meaningful assessments for all students based on required subject matter knowledge, state content standards, curriculum goals, and use of technology.• Teacher candidates use the instruction they have designed to successfully provide instruction.• Teacher candidates assess whether students can demonstrate the intended outcomes. <p>S-Subject Matter (DM3):</p> <ul style="list-style-type: none">• Teacher candidates exhibit a strong knowledge of the subject matter they will teach.• Teacher candidates facilitate the acquisition of that subject matter knowledge in their students through appropriate instruction. <p>E-Environment (DM4):</p> <ul style="list-style-type: none">• Teacher candidates create physically and emotionally safe classroom environments that encourage active learning, self-motivation, and cooperative interaction among students. <p>R-Reflective (DM5):</p> <ul style="list-style-type: none">• Teacher candidates are active learners and reflective practitioners, individually and with their colleagues. <p>T-Teaching Dispositions (DM6):</p> <ul style="list-style-type: none">• Teacher candidates foster and demonstrate caring and professional relationships with students that focus on acceptance and attention to their educational needs.• Teacher candidates foster relationships with colleagues, families and the community at large to support student success.
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Teacher Accreditation Education Council (TEAC)

<http://www.teac.org/accreditation/goals/index.asp>

Utah Effective Teaching Standards http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS_Full_Document-9-4-11.aspx

Interstate Teacher Assessment and Support Consortium (InTASC)

[http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April 2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April%202011%29.html)

Course Description

For Elementary Education majors. Teacher candidates in the Elementary Education program will learn and gain an understanding of elementary language arts concepts, curriculum, and standards at the local, state, and national levels. This course will emphasize pedagogical knowledge of elementary language arts including research based instruction and assessment strategies in teaching spelling, writing, penmanship, and grammar. Teacher candidates will demonstrate their understanding through a variety of assessments and transfer their knowledge, dispositions, and teaching skills to practicum experiences in local schools.

Prerequisites

Admission to Dixie State College Elementary Education Baccalaureate Program

Course Objectives

1. Identify the IRA/NCTE standards for Language Arts. (DM2, DM3, DM5)
2. Demonstrate the ability to determine students' instructional levels and focus work study appropriately. (DM1, DM2, DM6)
3. Develop hands-on activities that allow children to examine, discriminate, and make critical judgments about speech sounds, spelling patterns, and word meanings. (DM2, DM4)
4. Develop lesson plans that incorporate best practices in teaching phonics, spelling, and vocabulary.
5. Describe and teach the qualities of writing including ideas, organization, voice, word choice, fluency, conventions, and presentation.(DM1, DM2, DM3)
6. Evaluate student writing through the use of rubrics.
7. Demonstrate proficiency in the use of a broad range of assessment, instructional, and intervention strategies in language arts. (DM2, DM3)

This course is intended to help you become an effective instructor of language arts, but also to help you become a more effective and engaged reader/writer/speaker yourself so you can share your knowledge and enthusiasm with your students.

Required Textbook (s) / Recommended Books

Required Texts Engaging in the Language Arts by Donna Ogle and James W. Beers

Various journal articles provided by the instructor or available on Canvas.

Important Dates to Remember

August 20	Classwork Starts
August 21	Last Day to Add Without Signature
September 3	Holiday/ Labor Day
August 27	Drop/Audit Fee Begins (\$10 per class)
September 4	\$50 Late Registration/Payment Fee
September 28	Graduation Application Deadline
September 10	Pell Grant Census
September 10	Last Day for Refund
September 10	Last Day to drop without receiving a "W" grade
September 11	Courses dropped for non-payment

September 14	Last Day to ADD Classes
October 10	Mid-Term Grades Due
October 15	Last Day to DROP/AUDIT Classes
October 11-12	Semester Break
November 12	Spring Registration open to Seniors (90+ credits)
November 13	Spring Registration open to Juniors (60+ credits)
November 14	Spring Registration open to Sophomores (30+ credits)
November 15	Spring Registration open to all students
November 9	Last Day for Complete Withdrawal
November 21-23	Thanksgiving break
December 7	Classwork Ends
December 10-14	Final Exams

Date & Time of Final Exam

The final exam will be given on Thursday, Dec. 13th at 3:00.

Disability Resource Center/ Statement If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516

Tutoring	Writing Center	Testing Center	Computer Center	Library
Tutoring services are provided for all registered DSC students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building. Room 433. www.dixie.edu/tutoring	The writing center is in the Jeffery R. Holland Centennial Commons Building. Room 421. The online writing center can be accessed at: owl@dixie.edu (English Dept. Writing Center)	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg.	The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State College Library at the Jeffery R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.

D-MAIL: Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your Dmail account. You will be held responsible for information sent to your Dmail, so please check it often.

Logging into Canvas: Students use their same Blackboard Username and Password to login to the Canvas system. If anyone has forgotten their login information or their courses aren't displaying, please contact the Helpdesk and/or the website www.dixie.edu/helpdesk/. The Helpdesk is located in the Smith Computer Centers main computer lab.

Instructure Canvas: This class will utilize the CANVAS tool provided by DSC Computing. CANVAS can be access from the website <https://canvas.dixie.edu/>. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

Wireless Connection: Education Department rooms 119 & 124 have wireless connections. To access this from your personal computer please go to <http://wireless.dixie.edu/> website for directions.

Academic Honesty – As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

Instructors Policy on Late Assignments, Missed Exams/Quizzes, and Unexcused Absences

You will be expected to conduct yourself in a manner that will reflect your apprenticeship into the teaching profession. To that end, I expect you to demonstrate courtesy and respect to everyone in the class. I anticipate your undivided attention, your wholehearted participation, and honest and ethical behavior. Academic dishonesty in any form will not be tolerated (See Academic Discipline Policy 3.34). Any time you are in the public schools you must also adhere to the highest standards of the profession. You are to follow the instructions of your teacher/supervisor. It is never our place to criticize the school, the teacher, or the students in a practicum.

You are expected to be in attendance at every class session in its entirety. Absences and/or tardiness will affect your grade. **Two points from your overall grade will be deducted for any class missed without formal documentation.** Appropriate documentation must be provided for any emergency or college sponsored absences (See Attendance Policy 23.5).

Assignments must be turned in on time. **Late assignments will not be accepted.**

Please turn off and put away cell phones before class begins. If you have an emergency situation, see me prior to class.

Disruptive Behavior- DSC disruptive behavior policy states, “Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.” This policy will be followed.

Major Course Assignments

Quizzes may be given at any time and **cannot be made up.** Please do not ask for an exception to this policy.

Spelling Article Find a current article (2008 or later) on teaching spelling, and be prepared to share the content and your evaluation of it in a small group setting.

Multimedia Project Design a multimedia project assignment for your students that will help them master one of the standards in Language Arts. Your project should provide clear directions for student expectations, a rubric for assessment, and an example of a finished project that will help your students understand what is expected. Be prepared to demonstrate your project to the

cohort and prepared to explain how it supports what you know about language development. *This assignment will be placed in your e portfolio.*

Poetry File Select three to five poems *that are considered to be good literature*, would be appropriate for your grade level, and would support one of the Common Core standards in any subject. Submit your poems and the standards they support along with your rationale for using them in your teaching.

Book Reports Create two nontraditional book reports; one children's chapter book and one children's picture book. Both should be books that you would recommend to other teachers. Samples and ideas will be provided in class.

Article Responses You will review various journal articles and critique them in light of what you know about teaching Language Arts to children.

Personal Narrative Writing Assignment After studying this form of writing and looking at examples, you will write a narrative of a personal experience.

Grading Scale

The tracking sheet provided at the end of this syllabus shows the points attached to each assignment and grading requirements. Keeping track of your points on this sheet will allow you to know your grade standing at any time throughout the course.

Date	Topics to be studied during that week	Readings are to be completed prior to the week in which they will be studied	Assignments
August 23	Course overview What are the Language Arts?		
August 30	<u>Engaging in the Language Arts</u> Introducing the Language Arts Today	Chapter 1	Chapter 1 Quiz
Sept. 6	<u>Engaging in the Language Arts</u> Assessing Language Arts	Chapter 2	Chapter 2 Quiz
Sept. 13	<u>Engaging in the Language Arts</u> Engaging with Literature	Chapter 5	Chapter 5 Quiz Bring a children's picture book that you feel deals well with an important social issue.

Sept. 20	<u>Engaging in the Language Arts</u> Understanding Oral Language Development	Chapter 3	Chapter 3 Quiz Book Reports due
Sept. 27	Plays, Choral Readings, Poetry		Poetry File Assignment Due
Oct. 4	Midterm – to include <u>Engaging in the Language Arts</u> Chapters 1, 2, 3, 5 and class notes, articles, and activities		
Oct. 18	<u>Engaging in the Language Arts</u> Developing Speaking and Listening	Chapter 6	Chapter 6 Quiz Multimedia Project due
Oct. 25	<u>Engaging in the Language Arts</u> Spelling Development	Chapter 9	Chapter 9 Quiz Spelling article due
Nov. 1	Administering and Scoring Spelling Inventories		
Nov. 8	<u>Engaging in the Language Arts</u> Writing Development	Chapter 11	Chapter 11 Quiz
Nov. 15	<u>Engaging in the Language Arts</u> Writing Conventions	Chapter 12	Chapter 12 Quiz
Nov. 29	<u>Engaging in the Language Arts</u> Exploring Writing Genres	Chapter 13	Chapter 13 Quiz
Dec. 6	Personal Narrative		Personal Narrative due
Final Exam Tuesday, May 3 2:30 Room 124	To include Chapters 6, 9, 10, 11, 12, 13, class notes, articles, and activities		

Language Arts Grade Tracking Sheet

Assignment	Points Possible	Points Earned
Chapter 1 Quiz	10 pts.	
Chapter 2 Quiz	10pts.	
Chapter 5 Quiz	10 pts.	
Picture book/social issue assignment	5 pts.	
Chapter 3 Quiz	10 pts.	
Book reports (5 pts. per book)	10 pts.	
Poetry File Assignment	15 pts.	
Midterm Exam	30 pts.	
Total/ Midterm	100 pts. possible	My total
Chapter 6 Quiz	10 pts.	
Multimedia Project	30 pts.	
Chapter 9 Quiz	10 pts.	
Spelling Article	10 pts.	
Chapter 11 Quiz	10 pts.	
Chapter 12 Quiz	10 pts.	
Chapter 13 Quiz	10 pts.	
Personal Narrative	30 pts.	
Final Exam	30 pts.	
Total/Final Grade	250pts. possible	My total

Midterm scoring

A = 95% - 100% 95 - 100 pts.	B = 83% - 86% 83 - 86 pts.	C = 74% -76% 74 - 76 pts.	D = 64 -66% 64 - 66 pts.
A- = 90% - 94% 90 - 94 pts.	B- = 80% - 82% 80 - 82 pts.	C- = 70% - 73% 70 - 73 pts.	D- = 60 -63% 60 - 63 pts.
B+ = 87% -89% 87 - 89 pts.	C + = 77% - 79% 77 - 79 pts.	D+ = 67 -69% 67 - 69 pts.	F = 59% or below 59 or fewer pts.

Final grade

A = 95% - 100% 237 - 250 pts.	B = 83% - 86% 206 - 216 pts.	C = 74% -76% 185- 190pts.	D = 64 - 66% 160 - 166 pts.
A- = 90% - 94% 225 - 236pts.	B- = 80% - 82% 199 - 205pts.	C- = 70% - 73% 175 - 184 pts.	D- = 60 - 63% 149 - 159 pts.
B+ = 87% -89% 217 - 224 pts.	C + = 77% - 79% 191 - 198pts.	D+ = 67 -69% 167 - 174 pts.	F = below 59% 148 pts. or fewer

