**Department of Teaching and Learning**

**EDRD 4500-70 Methods for Teaching Elementary Language Arts II**

**Fall, 2013**

**Instructor Contact and Course Information**

Instructor: Dr. Beth Morton Christian

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Office Location: VSCC 300 Bldg. 300-102/TSU Clay Hall 216

Class Days/Times: M/W 12:00-3:00

Office Hours: Tuesday. 10:00-2:00 (VSCC)

Wed. 10:00-12:00 and 3:00-4:00 (VSCC)

Thurs. 1:00-4:00 (TSU)

**Pre-requisites:** Admission to Residency I, EDCI 3500, EDRD 3500, and EDCI 2200

**Co-requisites: EDCI 4620, EDCI 4550, and EDCI 4600**

**Catalog Description:** This course, designed to be taken during the first semester of the senior year, builds on Methods for teaching English Language Arts I. Emphasis in this course is on assessment and interventions with struggling readers and writers. This course begins with a review of general methodology in reading and writing and moves into assessment covering Informal Reading Inventories, running record, cloze procedure, miscue analysis and connects findings with a variety of instructional strategies and techniques for children and adolescents who struggle with various aspects of becoming literate. Strategies and intervention techniques are tied to both assessment and state standards. EDRD 4500 is designed to integrate reading, writing, and technology with content material e.g., social studies, humanities, math, and science.

**Textbook(s) Information:**

Morrow, L.M., Wixson, K.K. & Shanahan, T. (Eds.). (2012). *Teaching with the Common*

*Core Standards for the English Language Arts (Grades 3-5*). New York: Guilford. ($25.00)

Gallagher, K. (2004 ). *Deeper reading: Comprehending challenging texts*, 4-12. Portland, ME:

Stenhouse. ($25.00)

**Other:**

North Central Reading Association Membership Fee: $25.00 (Vol State Cohort Only)

**Course Proficiencies (Content Knowledge, Skills, Dispositions)**

**(\*Course proficiencies are based on the seven (7) Key Performance Areas which have identified by the Professional Education Unit.  The complete listing of Key Performance Areas is available at** [**www.tnstate.edu/coeweb**](http://www.tnstate.edu/coeweb) **-> student resources -> key performance areas.)**

KSD 1 Plan:

1a3.    Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.

1a4.    Includes goals and objectives that emphasize higher order thinking skills appropriate to the content area and the students.

1b1.   Uses state performance indicators and classroom assessments within the

content area to obtain information about students, their achievement, and uses

this information to design and deliver appropriate instruction.

1b3.    Selects research-based strategies, methods, activities, and materials validated

as sound practice within the content area.

1b4.    Designs instruction to cause students to integrate content knowledge, skills, and

            inquiry across content areas.

1b5.    Designs instruction that utilizes materials, human and community resources, and

            technology in ways appropriate to the content area.

1c2. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner.

KSD 3 Evaluate

3a1. Aligns classroom assessments with state performance indicators and grade level accomplishments.

KSD 7 Specialize

7a2.    Demonstrates competence in development of and application of content-specific pedagogical skills based on Tennessee and specialized professional association (SPA) criteria.

Dispositions

KSD1. *Plan:* Value learners’ experiences and strengths as a basis for growth and their errors as learning opportunities.

KSD5. *Model Professionalism:* Consistently demonstrate caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for *all* learners and constituents

**Teacher Standards, Common Core Standards, and/or other National Discipline/Content Standards**

**IRA STANDARDS: (**Below are the International Reading Association’s Standards for Reading Professionals that align with this course. )

* 1.1Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
* 1.2Demonstrate knowledge of reading research and histories of reading.
* 1.3Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
* 1.4Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
* 2.1Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.
* 2.2Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
* 2.3Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds
* 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
* 4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
* 4.3 Model reading and writing enthusiastically as valued lifelong activities.
* 4.4 Motivate learners to be lifelong readers.

**Professional Expectations in Classroom Conduct**

**Arrive.** Get to class before start time and return on time after breaks. This allows you to settle in, check with others, and be ready to start class on time.

**Prepare**. Complete all readings before class and be prepared to apply what you have read, discuss it, and ask questions.

**Discontinue.** Turn off all social technology devices, digital media, and websites intended for personal and private communication while in class. Digital devices may be used for note taking, group discussions and classroom presentations.

**Attend** all class sessions including field experiences as applicable. If you miss more than one day in class or in the field, expect your instructor to be concerned and to have a conversation with you.

**Articulate and document.** Express your understanding of the subject matter concepts in conversations and personal notes. Connect the subject matter from class sessions, observations, and insights into an easily retrieved system for use with students and faculty. This deepens your knowledge and enables you to communicate using academic language in practical ways.

**Submit** assignments on or before the dates listed in this syllabus. When a special need arises, please arrange with the instructor ahead of time regarding what assignments can be completed and when the assignments are due.

**Produce** scholarly work (written, oral, and presentations) exemplary of the professional degree you seek. The written and spoken contributions are clear, coherent, organized, and use correct grammar and style. This means *think before you speak* and *proofread carefully* before you turn in your written work. If you need assistance in producing written work, please contact The Writing Center (found online at <http://www.tnstate.edu/aeao/centers/writing_center.aspx>. Work that does not meet scholarly expectations will be returned and will receive an unacceptable grade.

**Dress appropriately** for your work in schools. You are a model for students and you are always interviewing for a teaching position. This means dress so that if you are contacted by the school while in class, you could go to work directly without having to go home to change clothes.

**Collaborate** with your colleagues. Be generous in conversing with others to discover new thoughts and ideas. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.

**General University Information**

1. **Official Course Enrollment —** Students who are not on the official class roster may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names appear in the enrollment system for this class. Please make sure that you are in the correct section. Any person (including children) not on the class roster or invited by the course instructor cannot attend class nor be on the premises of the University. A student may choose to audit the course.
2. **Classroom Conduct —** The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution.
3. **Academic Integrity —** students are individually responsible for what is earned and achieved in this course. Cheating and plagiarism constitute grounds for Grade-F no matter how well course performance is assessed. Any material taken from another work (including the author’s previously submitted coursework) must be documented using correct APA Style. In no instance may another person’s work be used as one’s own without penalty, this includes information received from others during examinations or submitting another’s assignments, papers, and other academic assignments as one’s own. When in doubt, students should check with the course instructor to clarify what is allowable and what is not allowable. Disciplinary sanctions may be imposed through regular TSU procedures. The instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” for the course, and to prohibit the student from attending class sessions for the duration of the semester.

On pages 22, the Tennessee State University Student Handbook states: Academic Misconduct. Plagiarism, Cheating, Fabrication – For purposes of this section, the following definitions apply:

* Plagiarism: the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own proper attribution.
* Cheating: shall mean, but is not limited to, using or attempting to use unauthorized materials, information, or aids in an academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit hours.
* Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise…

Plagiarism, cheating, and other forms of academic misconduct are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the institutional disciplinary procedures set forth below, the instructor has the authority to assign an appropriate grade for the exercise or examination, proportional to the nature and extent of academic misconduct, including an “F” for the assignment/test or an “F” in the course. Disciplinary sanctions will be imposed only through the appropriate institutional student disciplinary processes.

Tennessee State University Division of Student Affairs. (2012-2013). *THE STUDENT HANDBOOK: Concerning Student Affairs, Conduct and Discipline—Academic and Classroom Misconduct,* p. 22. Retrieved August 5, 2013, from Tennesee State University: <http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf>.

1. **Classroom Attendance —** Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance and be able to report on official request the number of absences of any student in the class. At any time from the beginning of the classes, an instructor may report a student for unsatisfactory attendance. Reporting a student is at the discretions of the instructor with the understanding that excessive absence is defined as no less than one more than the number of times a class meets per week. Any student report for excessive absence from class will be barred from further attendance in that class until formerly readmitted by the instructor. Some absences may be excused provided the student is responsible in informing the instructor and to finding out what work was missed during a period of absence. Unexcused absences and or tardiness may contribute to a lower grade for this course. Additional University policy regarding absences and the required explanation and justification is found in the *THE STUDENT HANDBOOK: Concerning Student Affairs, Conduct and Discipline—Class Attendance , Absences, Drop/Add and Withdrawals*, pp. 46-7. Retrieved August 5, 2013 from <http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf>
2. **Disabled Student Services —** students with documented disabilities must present the official documentation from the TSU Office for Students with Disabilities by the fourth class meeting of the semester. This is a private matter of concern between instructor and student. Without the proper documentation, any student is assumed to have no limitations in performing course requirements and to course standards.
   1. Contact Patricia Scudder, Director of Students with Disabilities—Disabled Student Services Office, at 963-7400, preferably before the fourth class meeting, if you need accommodation. The Departmentof Teaching and Learning in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. The instructor must be aware of your status if it will affect your class activities and assignments—*before* assignments are due.
   2. To obtain services the student must:

* Register with the Office for Disabled Student Services by completing the Disabled Student Registration Form. A link labeled *Register for Services (Download form)* can be located on this webpage <http://www.tnstate.edu/disabilityservices/>.
* Meet with a member of the Disabled Student Service office, 117 Floyd-Paine Center.
* Present the *Accommodation Letter* to their teachers describing the accommodation needed.

1. **Inclement Weather —** Class will meet for every class session except as noted in the syllabus or when the University officially closes due to weather conditions. It is acknowledged that weather conditions may be worse in areas other than Nashville, TN. Students are expected to notify the instructor when weather conditions prohibit safe travel to the campus.
2. **Children —** TSU policy prohibits children from attending any class session, left unattended in the hall or snack room, or allowed to remain unattended on campus. Faculty have been instructed, in writing, to direct any student who brings a child(ren) to class to leave.
3. **Changes to Course Syllabus —** The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

**Course Expectations**

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| **Assignments**   * **Professionalism and Participation** * **Weekly Assignments and Activities** * **“Close” Reading Lesson Plan** * **Integrated ELA Unit Plan including:** * Context for Learning * Planning Web/Outline * 5 Lesson Sequence * Planning Commentary * Assessment Commentary | **Point Values**   * **100** * **100** * **100** * **700 pts** * **1000 Total Points** |

**Key Assignments**

ELA Integrated Unit/Lesson Sequence

**Grading Scale**

**Grade Percentage Points**

**A= 93-100% (925-1000)**

**B= 85-92% (845-924)**

**C= 75-84% (745-844)**

**D= 70-75% (695-744)**

**F- 69% and below (694 and below)**