Chaminade University of Honolulu

## ED 321 Elementary Language Arts Methods II

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| **Semester/Year**    Spring 2015 | **Instructor:** Melissa Young |
| **Course# , Credits:** ED 321, 3 credits | **Email:** melissa.young@adjunct.chaminade.edu |
| **Class Title:** Elementary Language Arts II | **Telephone:** 808-554-5934 |
| **Course Format:** Online | **Office Hours:**  Online |
| **Class Location:** eCollege | **Office Location:**  Virtual Office eColelge |
| **Class Time/Day:**  Monday-Sunday | **O&P Requirement:**   8 hours in a grade 3-5 classroom |
| **Textbook:**  Gunning, Thomas G. (2013). *Creating Literacy Instruction for All Students*. 8th ed. Boston, MA, Pearson. ISBN: 0-13-290095-5 with MyEducationLab | |

**Catalog Description:** This course guides the students in exploring the meaning of literacy and how it is taught with research-based strategies. Topics include a comprehensive view of the development of reading and writing in upper elementary grades; the role of oral language, culture, and new literacies; creating a literate environment; teaching English Language Learners; content area reading; and vocabulary development.  Another focus is developing expertise in using children's literature to support learning in all areas of language arts: reading, writing, speaking and listening. The emphasis is on upper elementary language arts.

**Chaminade University Mission Statement:** Chaminade University offers its student an education in a collaborative learning environment that prepares them for life, work and service.  Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

**Conceptual Framework:** The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community.  This alignment is designed to prepare education professionals who meet the national TEAC standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

**Program Learning Outcomes (PLOs):** Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

| PLO1 | **Content Knowledge** (*Knowledge of subject matter*) |
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| PLO2 | **Developmentally Appropriate Practice (***Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning* ) |
| PLO3 | **Pedagogical Content Knowledge** (*Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner*) |
| PLO4 | **Educational Technology** (*Knowledge of and application of appropriate technology for student learning*) |
| PLO5 | **Assessment for Learning** (*Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*) |
| PLO6 | **Diversity** (*Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments*) |
| PLO7 | **Focus on Student Learning** (*Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology*) |
| PLO8 | **Professional & Ethical Dispositions and Communication** (*Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)* |

**Course Learning Objectives** (CLOs) By the end of this course, the students will:

| CLO 1<br>(InTASC 4, 7) | Demonstrate knowledge of literacy processes and evidence-based instructional practices. (PLO 1, 3) |
|------|------|
| CLO 2<br>(InTASC 2) | Explore a wide range of instructional practices, approaches, methods and technologies to support learners from diverse cultural and linguistic backgrounds. (PLO 2,3,4,6) |
| CLO 3<br>(InTASC 6) | Identify a variety of assessment tools and practices to plan, guide and evaluate effective instruction, with special emphasis on requirements of the edTPA |

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| | portfolio. (PLO 5, 7) |
| **CLO 4**<br>(InTASC 4) | Demonstrate understanding of ELA Common Core Standards for reading, writing, listening, speaking, and language. (PLO 1, 3, 7) |
| **CLO 5**<br>(InTASC 7, 8) | Describe practices used in teaching all students, especially English Language Learners and struggling readers (PLO 2, 5) |

**Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives**

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
|---|---|---|---|---|---|---|---|---|
| CLO 1 | **x** | | **x** | | | | | |
| CLO 2 | | **x** | **x** | **x** | | **x** | | |
| CLO 3 | | | | | **x** | | **x** | |
| CLO 4 | **x** | | **x** | | | | | |
| CLO 5 | | **x** | | | **x** | | | |

**Essential Questions Addressed in This Course**

| Essential Questions | Related CLOs | Related PLOs |
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| What is evidence-based literacy instruction, especially in upper elementary grades? | 1,4 | 1,7 |
| What are the roles of (a) literature and (b) academic language in a child's literacy development? | 1,2,4 | 2,3,4,6,7,8 |
| How is literacy development assessed in ways that support learning among diverse students? | 3 | 2,5,6 |
| What is edTPA and why does it matter to you? | | |

**Key Teaching-Learning Strategies:** Classroom and online interaction; collaborative learning activities; modeling effective literacy practice; written assignments; oral and visual presentations; self-reflection; guest speakers; individual research; O&P and preparing for edTPA.

## Course Requirements

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| Textbook | 160 | Assignments to support and extend the weekly reading of chapters; 6 tests on textbook material |
| Children's Literature | 150 | Creation of book file (trade books for use in G3-5 teaching) to show understanding of 8 genres, with 3 assigned.  Author presentation. |
| O&P | 150 | Eight hours of Observation and Participation in a classroom assigned by the Field Services Director and completion of two edTPA-based O&P assignments. |
| Final Assignment | 150 | One lesson in a learning segment grade 3-5, using  ELA Common Core State Standards and edTPA |
| edTPA Assignment | 50 | TBA |
| Videos | 160 | Annenberg Learner, Teaching Reading 3-5 Workshop with weekly posts in eCollege |

**Grading Scale:**

820-738=A
737-656=B
655-574=C
573-492=D (must repeat course)
491 & below =F (must repeat course)

**Participation and Punctuality***:*  Submit assignments and arrive on time, and come to each class prepared for full participation (including eCollege work). To promote respectful participation, the use of phones is not allowed in class (for exceptions consult instructor).

Points will be deducted from overall total for problems in punctuality and participation, in both on-class and eCollege work. There could also be deductions for excessive absences as described below.

**edTPA**: In 2014, the Hawaii Teacher Standards Board (HTSB) approved the use of the *Teacher Performance Assessment* or  edTPA, a performance-based assessment for Teacher Education Preparation Programs.  The successful completion of an edTPA Portfolio will be required during the student teaching practicum. This is in conjunction with other requirements for teacher certification in the state of Hawaii. Chaminade University has integrated edTPA assignments in all teacher education courses.  Please go to http://cuhedtpa.weebly.com/ for more information.

**Education Division Attendance Policy** *As* stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the

attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences: 1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules.  2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn. This class - Undergraduate Day Courses T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

Education Division Incomplete Grade Policy: At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.  The issuance of an "I" grade is not automatic.  Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF.  The default for an "I" that is submitted without an alternative grade is "F.") The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted.  (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.)  This deadline date may not be extended.

Final Assignment (also called Signature Assignment): To document teacher candidates' progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a final assignment. Final assignments are accessed via a rubric linked to the relevant program learning outcome(s). All final assignments must be submitted on LiveText, where candidates may view their assessment results and any comments from the instructor.  Your final assignment is one lesson similar to those described in the edTPA Elementary Handbook.

edTPA Preparation:   This is a nationally used performance-based assessment of readiness to teach. The portfolio you develop during student teaching has three parts: Planning - what you intend to do in the selected lessons; Instruction - what you did in these lessons (2 short videos plus your commentary); and Assessment – impact of your teaching on student learning with a focus on selected students. Although this will be created during your final semester, it will be important to become familiar with what is required.  This and future classes will address various components of the edTPA so that you are fully prepared by the time you begin student teaching.

Academic Honesty Statement: In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean.  (If the Dean is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director. In either case, the Divisional Dean may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost.  The findings, in either case are final. If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean; to determine whether the evidence warrants an investigation, and how the investigation will be handled.  It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean to either resolve or organize a hearing. If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment.  Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.


Disability and Full Inclusion Statement:   Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities.  If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address.  A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act.  It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Technical Support: For technical questions contact the Chaminade eCollege helpdesk helpdesk@chaminade.ecollege.com, or call toll free (866) 647-0654.
eCollege Account Support: Call739-8327 or email helpdesk@chaminade.edu Web Link: http://chaminade.ecollege.com/. For LiveText, contact kevin.mikami@chaminade.edu

KSD Referrals Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become

highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values. Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it is necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Netiquette for Online Activities Be polite and respectful of one another. Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response. Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text. Be helpful and share your expertise. Foster community communication and collaboration. Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive "I agree" responses. Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others. Be brief and succinct. Don't use up other people's time or bandwidth. Use descriptive subject headings for each e-mail message. Respect privacy. Don't forward a personal message without permission. Cite references. Include web addresses, authors, names of articles, etc. Keep responses professional and educational. Do not advertise or send chain letters. Do not send large attachments unless you have been requested to do so or have permission from all parties.

**Notes on Assignments** **Final assignment –** One lesson with commentary based on the edTPA Elementary Handbook. Week 10.

**Children's Literature:** Two parts: (1) Author/Illustrator class presentation with follow-up discussion post. (2) Create and share with the class a record of at least 16 books for grades 3-6. There should be two books for each of these eight genres: Realistic Fiction, Historical Fiction, Fantasy & Science Fiction, Biography & Autobiography, Nonfiction/informational, Picture Books, Poetry, and Traditional. At least three of the books should have special relevance to children in Hawaii.

**Discussion Questions (20pts each):** In most weeks, you will read a new chapter and complete a discussion board posting. You will be required to respond to a weekly question posed by the instructor.

**Videos (20pts each) :** Write a short reflection on after viewing *each* video (see attached list with week numbers) from the *Teaching Reading Grades 3-5 Workshop*, sixteen 30-minute videos produced by Annenberg Learner. Links to appropriate videos will be provided weekly in eCollege. In your discussion post, reflect on how the video helped you grow in your understanding of literacy teaching. Make connections to textbook, O&P, edTPA, and other experiences. Post in eCollege by

midnight each Sunday. You will also be required to respond to the post of at least one of your classmates.

**Observation and Participation (O&P)** Eight hours with all required paperwork completed ASAP. Post two reports in eCollege, using edTPA-based directions provided separately. Read classmates' reports and respond as directed.

**Weekly Schedule - Spring semester, PACE, 2015 – ED 321, Language Arts II**

**\*This is a tentative schedule. Adjustments may need to be made depending on students coverage of topics in ED 320 and other factors.**

| Wk | Topics | Assignments |
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| 1 | Course Overview-OP Expectations & EdTPA Introduction<br>Review of ED 320 topics (Ch 1-6)<br>Assigned Videos | Video Reflection & Introduction Assignment |
| 2 | Chapter 7& 8<br>Building Comprehension<br>Assigned Videos | Video Reflection & Chapter Discussion Question |
| 3 | Chapter 9<br>Reading/Writing in Content Area<br>Assigned Videos: | Video Reflection & Chapter Discussion Question |
| 4 | Chapter 10<br>Children's Literature<br>Assigned Videos | Video Reflection & Chapter Discussion Question<br>Begin Children's Literature Project Part One |
| 5 | Chapter 11<br>Teaching Reading<br>Assigned Videos | Video Reflection & Chapter Discussion Question<br>Post Children's Literature Project Part One |
| 6 | Continued work in Chapter 11<br>Assigned Videos | Video Reflection & Chapter Discussion Question<br>Continue work Children's Literature Project Part Two<br>Begin Signature Assignment |
| 7 | Chapter 12<br>Writing & Reading<br>Assigned Videos | Video Reflection & Chapter Discussion Question<br>Initial OP Journal Entry |
| 8 | Continued work in Chapter 12<br>Assigned Videos | Post Children's Literature Project Part Two |
| 9 | Chapter 13<br>Literacy Programs<br>Assigned Videos | Video Review & Chapter Discussion Question<br>Final OP Journal Entry |
| 10 | Continued Work in Chapter 13 | Signature Assignment Due |