



ED 321-01-1 Elementary Language Arts Methods II

Semester/Year: Spring 2019	Instructor: Kacie Cohen, NCC, LMHC
Course# , Credits: ED 321, 3 credits	Email: Kacie.cohen@chaminade.edu
Class Title: Elementary Language Arts II	Telephone: 808-735-4745
Course Format: On-ground)	Office Hours: By appointment any day
Class Location: Brogan 101	Office Location: Behavioral Science 108
Class Time/Day: T-Th, 10-11:20am	O&P Requirement: 8 hours in a 3-5 classroom
Textbook: Reutzel, Ray D., & Cooter, Jr. Robert B.(2013) <i>Teaching Children to Read</i> , 3 rd ed. Pearson, Boston, MA ISBN: 978-0-13-296350-3	

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, grades 3-5 (or 6).

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 (<i>Knowledge of subject matter</i>)
PLO2	Developmentally Appropriate Practice (<i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>)
PLO3	Pedagogical Content Knowledge (<i>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</i>)
PLO4	Educational Technology (<i>Knowledge of and application of appropriate technology for student learning</i>)
PLO5	Assessment for Learning (<i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i>)
PLO6	Diversity (<i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i>)
PLO7	Focus on Student Learning (<i>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</i>)
PLO8	Professional & Ethical Dispositions and Communication (<i>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</i>)

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

CLO 1 (InTASC 4, 7)	Demonstrate knowledge of literacy processes and evidence-based instructional practices. (PLO 1, 3)
CLO 2 (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 (InTASC 6)	Identify a variety of assessment tools and practices to plan, guide and evaluate effective instruction, including requirements of the edTPA portfolio. (PLO 5, 7)
CLO 4 (InTASC 4)	Demonstrate understanding of ELA Common Core Standards for reading, writing, listening, speaking, and language. (PLO 1, 3, 7)
CLO 5 (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
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

How can teachers best support English language learners?	5	

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; preparing for edTPA and other student teaching requirements.

Course Requirements

Textbook	150	Active reading of all assigned chapters (includes viewing and completing all embedded features to enhance comprehension)
Children's Literature	100	(1) Creation of book file (trade books for use in Grades 3-5 teaching) to show understanding of 8 genres.
O&P	100	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
Other Assignments	150	Wonders assignments and presentations
Videos	150	Annenberg Learner, Teaching Reading 3-5 Workshop with weekly posts in Canvas
Participation	100	Active participation in all classes to support our learning community
Final Examination	100	Final assessment that will assess your comprehension or application of the concepts covered in the course assignments, chapter reading, videos, and course learning objectives.

Grading Scale:

930-1000: A

770-840: C

850- 920: B

690-760: D (course must be retaken if grade is below C)

Participation and Punctuality: Submit assignments and arrive on time, and come to each class prepared for full participation (including Campus 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.

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 the student provides evidence 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. (tentative based on the program requirements for 2019)

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.college.com, or call toll free (866) 647-0654.
eCollege Account Support: Call 739-8327 or email helpdesk@chaminade.edu Web Link: <http://chaminade.college.com/>.

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 plan grade 3-5. Present and share in a class presentation of approximately 30 minutes, by week 11-14; incorporating one form of assessment.

Wonder’s Lesson Plan: Review and present a lesson from Wonders, a comprehensive K-6 literacy program.

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.

Textbook: Each student will present a Learning Outcome per assigned Chapter. Each student should review and understand the Learning outcomes in their assigned chapter prior to the class presentation. Students will create an activity for class discussion/participation based on the main concepts of the chapter. Each presentation will be a minimum of 20 mins and presented in PowerPoint or a comparable media of your choice. A maximum one-page chapter outline must be typed out for each member of the class and instructor. This will be supplemented by materials provided in class and/or online, and the online supplement to our textbook. . See Presentation Rubric below for point scale.

Videos Questions: Answer the weekly questions from *Teaching Reading Grades 3-5 Workshop*, 30-minute videos produced by Annenberg Learner, learner.com. In this 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.

Observation and Participation (O&P) Eight hours with all required paperwork completed ASAP. Final written report on the O&P experience.

Reflection Paper: The Observation and Participation reflection should include the following topics 1) School Name, Grade, and number of students and teachers . Include either a drawing of the classroom layout or a picture of the classroom **WITHOUT** any students or adults. 2) Explain the teacher's classroom management style and routines. 3) Describe how the teacher uses assessment to focus or guide their instruction 4) How does the teacher create a literate community? 5) In what ways does the teacher create engagement and motivation for student's learning for reading and writing? 6) Describe the activities or lessons you participated in, what did you experience, how did you relate to the students, what were your overall feelings of being in the classroom and working with the students? 7) What teaching techniques, activities, lesson plans, teaching styles would you adopt and use in your future classroom with your students?

Spring 2019

Wk	Class Activities	Videos / Assignments
1	Review Syllabus, CLO, & PLO	
2	Wonders Review, Assignments, and presentation set up Chapter 7 Assessment Screening and Progressing Monitoring Assessments	Video: Assessment and Accountability Questions to Answers: How do standards and benchmarks inform assessment? What role can students play in their assessment? How can teachers prepare for high-stakes tests? How does assessment focus instruction?
3	Wonders Review, Assignments, and presentation set up Chapter 1 Effective Reading Instruction	Video: Creating Contexts for Learning Questions to Answers: Why does classroom organization matter? Why are routines important? How does grouping affect students' learning?
4	Wonders Review, Assignments, and presentation set up Chapter 2 Developing Children's Oral Language	Video: Building a Community of Writers Section 1: What community-building strategies and practices do you observe during Nicole's and Latosha's morning meetings? How do these strategies and practices help the students grow as writers? Think about the two conferences from Jeanne's classroom. What evidence do you see that she has created an atmosphere of safety and respect? How do you encourage your less talkative students to participate in classroom conversations? Section 2: During the class reflection time, what do Lindsay Dibert's questions, responses, and body language convey to her students?

		Mark Hansen says that students often are working out writing dilemmas even when they appear off-task. What teaching strategies or structures would help you balance freedom and control in your writing classroom? Share some ways in which you and your students celebrate and honor writing and writers.
5	Wonders Review, Assignments, and presentation set up Chapter 3 Phonics and Word Recognition: Learning to Read Words	
6	Wonders Review, Assignments, and presentation set up Chapter 4 Reading Fluency	Video: Fluency and Wordy Study Questions to Answer: What instructional practices support fluency? What are effective word study strategies?
7	Wonders Review, Assignments, and presentation set up Chapter 5 Increasing Reading Vocabulary	
8	Wonders Review, Assignments, and presentation set up Chapter 6 Teaching Reading Comprehension	Video: Building Comprehension Questions to Answer: What do good readers do? What can teachers do to develop comprehension? What can teachers do to help struggling readers?
9	Wonders Review, Assignments, and presentation set up Chapter 8 Evidence Based Programs, Interventions, and Standards for Reading Instruction	
10	Chapter Assignments Wonders Review, Assignments, and presentation set up	
11	Grade Lesson Presentation	
12	Grade Lesson Presentation	
13	Grade Lesson Presentation	
14	Grade Lesson Presentation	
15	Grade Lesson Presentation All assignments due	
Final	Final Exam	May 6, 2019 (Monday) @ 8:30am-10:30am

SCORING RUBRIC FOR CHAPTER PRESENTATION

Guidelines for Presentation:

Presentation should be no shorter than 30 mins.

1- Class activity that is pertinent to the learning objective for the selected chapter

1-additional resource, may include (journal articles, video, and/or suggested readings)

Presentation may be presented on Powe rPoint and/or other presentation software:

<https://www.customshow.com/best-powerpoint-alternatives-presentation-programs/>

	Scoring Criteria	Total Points	Score
Organization (15 Points)	Information is presented in a logical sequence.	5	
	Presentation appropriately includes additional resources	10	
	Introduction is attention-getting, lays out the chapter theme well, and establishes a framework for the rest of the presentation.	5	
Content (45 points)	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and includes 1 class activity pertinent to the learning objectives	10	
	There is an obvious conclusion summarizing the presentation.	5	
	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
Presentation (40 points)	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits. 20mins	5	
	Information was well communicated.	10	
	Total Points	100	