

Chaminade University of Honolulu

Semester/Year Fall 2019	Instructor: Kacie Cohen, LMHC, NCC
Course# and Credits: ED 320, 3 credits	Email: Kacie.cohen@chaminade.edu
Class Title: Elementary Language Arts I	Telephone: 808-735-4745
Course Format: On-ground	Office Hours: Mon 9-11, Wed 2-4, or as needed
Class Location: Brogan 101	Office Location: BS 108
Class Time/Day: T & Th 10-11:20	O&P/Service-Learning Requirement: 8 hours Observation and Participation
Textbook: LANGUAGE ARTS (LL)-W/2 ACCESS EDITION: 9TH 16 PUBLISHER: PEARSON ISBN: 9780134587110	

Catalog Description: This course guides teacher candidates 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 from emergent to fluent stages; the role of oral language, culture, and new literacies; creating a literate environment; and developing expertise in using children’s literature to support learning in all areas of language arts: reading, writing, speaking, listening, viewing and visually representing. The emphasis is on lower elementary grades, K-2, with next semester’s Elementary Language Arts II having a stronger focus on upper elementary. (8 hours of Observation and Participation required.)

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.

Marianist Values

1. Education for Formation in Faith: Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
2. Integral, Quality Education: The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division 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.
3. Education and the Family Spirit: The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
4. Education for Service, Peace and Justice: All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
5. Education for Adaptation and Change: True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

(from *Characteristics of Marianist Universities: A Resource Paper* Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton)

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 InTASC 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:

PLO 1	Content Knowledge <i>Knowledge of subject matter</i>
PLO 2	Developmentally Appropriate Practice <i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>
PLO 3	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>
PLO 4	Educational Technology <i>Knowledge of and application of appropriate technology for student learning</i>
PLO 5	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>
PLO 6	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>
PLO 7	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>
PLO 8	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)

CLO 1 (InTASC 4)	Demonstrate knowledge of literacy processes and research-based instructional practices. (PLO 1, 3)
CLO 2 (InTASC 2)	Demonstrate understanding of 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. (PLO 5, 7)
CLO 4 (InTASC 4)	Demonstrate understanding of foundational skills of reading: print concepts, phonological awareness, phonics and word recognition, fluency and comprehension. (PLO 1, 3, 7)
CLO 5 (InTASC 6, 8)	Describe practices used in the early identification of at-risk readers, especially problems with print concepts, phonological awareness, basic phonics skills, and ability to read high-frequency words. (PLO 2, 5)
CLO 6 (inTASC 9)	Demonstrate a general understanding of how the edTPA process contributes to professional growth of teacher candidates.

Essential Questions Addressed in This Course

Essential Questions	Related CLOs	Related PLOs
What is research-based literacy instruction?	1,4	1,7
What is the role of literature 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?	6	8

Key Teaching-Learning Strategies: Classroom and online interaction (eCollege); collaborative learning activities; modeling of effective literacy practice; written assignments; student presentations; self-reflection; guest speakers; individual research; O&P and service-learning.

edTPA: 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 for teacher certification in the state of Hawaii beginning in 2019. Chaminade University has integrated edTPA assignments in all teacher education courses.

Key Teaching-Learning Strategies: Classroom and online interaction (eCollege); collaborative learning activities; modeling of effective literacy practice; written assignments; student presentations; self-reflection; guest speakers; individual research; O&P and service-learning.

Course Requirements:

Textbook Chapter Readings / Activities and Discussions	250	Chapter reading, presentation, class discussion and written applications of acquired Learning Outcomes. *See Presentation Rubric
Videos	200	30-minute (20) video assigned weekly, video activity due by next class
Children’s Literature	150	Author presentation, library visit and book file (for use in preK-2 teaching) to show understanding of various genres and ways to use children’s literature in teaching * See Presentation Rubric
O&P	100	Eight hours of Observation and Participation in a classroom assigned by the Field Services Director, and completion of all O&P assignments
Classroom Management Plan	100	Each student will present on his or her classroom management plan. The classroom management plan should be appropriate for grades K-2. The printed version of the plan will be copied and shared with all class members. The presentation of the plan should be no longer than 15 mins. *See classroom management plan for template.
Signature Assignment	100	Lesson plan for K-2 based on CCSS.
Final Paper	50	Reflection paper on what this means to you as a pre-service teacher.
Tests	100	Three in-class tests will be given throughout the semester

Attendance and participation	150	Participation in class activities and/or discussions will be counted for full point attendance. See Education Division policy on required attendance, all classes
Final Assignment	150	Final Examination short answer and multiple choice questions that includes the CLO's, Textbook learning outcomes, Annenburg Learner workshop videos, reading material/handouts, and/or class videos.

Grading Scale:

100%-90%: A

79%-70%: C

89%-80%: B

69%-60%: 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. To promote respectful participation, electronic devices are not allowed in class (for exceptions consult instructor).

Points will be deducted from overall total for problems in punctuality and participation. There could also be deductions for tardies, and for unexcused absences as described below.

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 (two classes if T/Th) 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. 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.

Signature Assignment: To document teacher candidate's 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). The SA for this class is a lesson plan based on Common Core State Standards and incorporating children's literature.

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 or Graduate Program Director. (If the Dean or the Director 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 or Graduate Program Director 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 or Graduate Program Director; 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 or Program Director 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 647-0654. eCollege Account Support: Call 739-8327 Web Link: <http://chaminade.college.com/> User ID: 7-digit CUH student number. Password: Last 4 digits of your SSN.

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 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.

Notes on Assignments

Classroom Management Plan: Each student will present on his or her classroom management plan. The classroom management plan should be appropriate for grades K-3. The written version will be copied and shared with all class members. The presentation of the plan should be no longer than 15 mins. *Refer to the classroom management template

Signature Assignment – Lesson plan. The signature assignment for this course is lesson planning. Your plan is to be based on a **children’s book of your choice and CCSS foundational skills**. Design and present to our class a lesson of approximately 30 minutes. *Refer to the revised for EDU 320 edTPA template, CCSS, and General Learner Outcomes.

Other key assignments - Children’s Literature (3 parts): Library Visit: Visit the main public library, explore resources there, and submit answers to questions 1-6 by the due date (no exceptions). Book File: Create and share with the class a record of at least 16 books for lower elementary children, preK-2. (You will add books for upper elementary children in ED321 next semester). There should be two books for each of these eight genres: **Realistic Fiction, Historical Fiction, Fantasy and Science Fiction, Biography and Autobiography, Nonfiction/informational, Picture Books, Poetry, and Traditional**. Files can be done in any format you choose (electronic or print). Class presentation: **Beginning in week 2, each class will end with a short (approximately 15 minutes) presentation of their favorite author using PowerPoint or any other presentation software of your choice.** Tell what you have learned about your author (or illustrator) and read one of his/her books to the class. Dates and authors will be assigned.

Textbook-based assignments: 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.

Teacher Preparation Assessment (edTPA) -Assignments based on the edTPA documents provided in class and online. Reflection paper on what edTPA will mean to you as a pre-service teacher.

Observation and Participation (O&P) Eight hours with all required paperwork completed before week 2 ends.

Reflection Paper: The Observation and Participation reflection should include the following topics 1) School Name, Grade, and number of students and teachers 2) Explain the teacher's classroom management style and routines. 3) Describe how the teacher creates a literate community, include classroom routines that promotes language arts achievement and how the students respond to the environment. Include either a drawing of the classroom layout or a picture of the classroom **WITHOUT** any students or adults. 4) How does the teacher address the different learning styles of each student? (Refer back to the "Learning" article and learning style survey.) 5) In what ways does the teacher create engagement and motivation for student's learning? 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?

Final Assignment Student will explain how 5 CLO's, Textbook Learning Outcomes, Annenberg Learner Workshop learning goals, reading/material handouts, and/or class videos can be applied to their effective teaching practices, classroom routines/instructions/management, and student learning.

Template for Classroom Management Plan

1. Determine your philosophy/Mission/Vision: Many classroom management plans begin with the teacher's philosophy of motivation.

Consider: What is your Mission and Vision?

Vision = what outcomes are you looking to achieve with your students?

Mission = what will you do every day to make sure that vision is achieved?

2. Consider preventative methods of classroom management. Classroom management is not just about punishing students who behave poorly. It is also about practicing **preventative measures** that help you get control of a classroom before someone misbehaves.

DESCRIBE HOW YOU WILL.....

- Set the tone on the first day of class. Start building relationships with your students by being friendly and getting to know each other. Share the rules and consequences so they know up front how you expect them to behave.
- Create a **positive** classroom environment. Encourage students to participate and acknowledge their contributions. Treat one another with respect.
- Utilize a variety of teaching methods. Students learn in different ways. Use a mixture of lecture, small groups, activities, games, and multimedia.
- Set your procedures and routines within the first two weeks. Review these when needed especially after Winter and Spring Break. Stick to a routine. This lets students know what to expect each day in class. While moving away from the routine periodically can be effective for special days, doing it often causes students to be unprepared.

3. Define 3-5 classroom rules. It is important that you follow these rules, too. Set the example for students and let them know they can trust you to keep your word. List these in your plan.

- Focus on some themes or big ideas. For example, respect and integrity are common values in classroom settings.
- Get specific. Big themes are helpful, but only if they are translated into specific behaviors. For example, respect can be demonstrated through showing up on time, not interrupting others, keeping cell phones and other electronic devices put away, and paying attention.
- Create the rules together. At the very least, explain your rules and then discuss them with your class. This allows them to contribute and gives them some ownership of the class.

4. Incorporate school policies and procedures that are aligned to the positive behavioral supports plan. Build off these and incorporate your own policies, procedures and rules to create a positive classroom environment for your students.

5. Explain consequences for breaking those rules. Communicate consequences up front so students know what to expect when they behave inappropriately. These can be explained the first day of class, put on a poster in the classroom, or included in the course syllabus. Be as specific as possible. Then be sure to follow through.

6. Write a contract explaining your rules, consequences, rewards, procedures and expectations to the students and the parents. Have the parents sign and return a copy of this contract stating that they understand and have read the contract.

Lori Newcomer, Ph.D. University of Missouri Classroom Systems of Positive Behavior Support

SCORING RUBRIC FOR 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 PowerPoint 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	

Please note this course schedule is **TENTATIVE** :

Dates:	<u>Student Learning Objectives, Discussions, Video, Activities, and Lesson Plan Presentations</u>
Week 1:	<p>Chapter Lecture, Activities, and Presentations</p> <p>How Children Learn</p> <ul style="list-style-type: none"> The Process of Learning Learning Strategies Social Contexts of Learning Implications of Learning Language <p>Arts</p> <p>Language Learning and Culture</p> <ul style="list-style-type: none"> The Four Language Systems Academic Language Culturally and Linguistically Diverse <p>Students</p> <ul style="list-style-type: none"> Critical Literacy Implications for Learning Language <p>Arts</p> <p>How Students Learn Language Arts</p> <ul style="list-style-type: none"> A Community of Learners Self-Efficacy The Six Language Arts Language Arts Strategies Integrating Technology Communicative Competence Engaging English Language Learners <p>30-minute (20) video assigned weekly</p>
<u>Week 2:</u>	<p>Chapter Lecture, Activities, and Presentations</p> <p>Patterns of Practice</p> <ul style="list-style-type: none"> Literature Focus Units Literature Circles Reading and Writing Workshop Thematic Units <p>The Teacher's Role</p> <ul style="list-style-type: none"> Scaffolding Learners Differentiating Instruction Teaching Struggling Students Language Arts Standards <p>Assessing Learning</p> <ul style="list-style-type: none"> Monitoring Progress Evaluating Learning Implementing Portfolios Integrating Technology

EDU 320 Elementary Language Arts Methods 1

	<p>High-Stakes Assessments 30-minute (20) video assigned weekly</p>
<u>Week 3:</u>	<p>Chapter Lecture, Activities, and Presentations Fostering Children’s Interest in Written Language <ul style="list-style-type: none"> Concepts about Written Language Concepts about the Alphabet Young Children Learn to Read <ul style="list-style-type: none"> Shared Reading Language Experience Approach Young Children Learn to Write <ul style="list-style-type: none"> Introducing Young Children to Writing Interactive Writing Minilessons 30-minute (20) video assigned weekly</p>
<u>Week 4:</u>	<p>Chapter Lecture, Activities, and Presentations Writing in Journals <ul style="list-style-type: none"> Personal Journals Dialogue Journals Reading Logs Double-Entry Journals Learning Logs Simulated Journals Social Networking <ul style="list-style-type: none"> Classroom Blogs Safety Concerns Letter Writing <ul style="list-style-type: none"> Friendly Letters Email Business Letters Simulated Letters Teaching Personal Writing <ul style="list-style-type: none"> Mentor Texts Minilessons Engaging English Language Learners Assessing Personal Writing 30-minute (20) video assigned weekly</p>
<u>Week 5:</u>	<p>Chapter Lecture, Activities, and Presentations LISTENING <ul style="list-style-type: none"> Types of Listening <ul style="list-style-type: none"> Discriminative Listening Aesthetic Listening Efferent Listening Critical Listening Reading Aloud</p>

EDU 320 Elementary Language Arts Methods 1

	<p>Persuasion TALKING Talking in Small Groups Discussions Grand Conversations about Stories Discussions about Informational Books Asking Questions Oral Reports Interviews Debates TEACHING ORAL LANGUAGE Minilessons Mentor Texts Taking Notes Engaging English Language Learners Assessing Oral Language 30-minute (20) video assigned weekly</p>
<p><u>Week 6:</u></p>	<p>Chapter Lecture, Activities, and Presentations The Reading Process Stage 1: Prereading State 2: Reading Stage 3: Responding Stage 4: Exploring Stage 5: Applying Teaching the Reading Process The Writing Process Stage 1: Prewriting Stage 2: Drafting Stage 3: Revising Stage 4: Editing Stage 5: Publishing Teaching the Writing Process The Author’s Craft Engaging English Language Learners Connections between Reading and Writing 30-minute (20) video assigned weekly</p>
<p><u>Week 7:</u></p>	<p>Chapter Lecture, Activities, and Presentations Visual Elements Color Line Symbols Humor Teaching Visual Language</p>

EDU 320 Elementary Language Arts Methods 1

	<p>Viewing Art Appreciation Visual Language in Books Visual Language in Films Visually Representing Artistic Representations Graphic Representations Dramatic Representations 30-minute (20) video assigned weekly</p>
<p><u>Week 8:</u></p>	<p>Chapter Lecture, Activities, and Presentations History of the English Language Old English (A.D. 450–1100) Middle English (1100–1500) Modern English (1500–Present) Learning about Word Histories Words and their Meanings Morphological Information Synonyms and Antonyms Homonyms Multiple Meanings Idioms Borrowed Words Teaching Vocabulary Targeting Words to Teach Word-Learning Strategies Word Walls Word-Study Activities Minilessons Integrating Technology Differentiating Instruction Scaffolding English Language Learners Assessing Vocabulary Knowledge 30-minute (20) video assigned weekly</p>
<p><u>Week 9:</u></p>	<p>Chapter Lecture, Activities, and Presentations CONCEPT OF STORY Elements of Story Structure Story Genres Narrative Devices Teaching Students about Stories Integrating Technology Engaging English Language Learners Assessing Students’ Knowledge about Stories COMPREHENDING STORIES Guided Reading Readers Theatre</p>

EDU 320 Elementary Language Arts Methods 1

	<p>Response to Literature Retelling Stories COMPOSING STORIES Written Retellings Story Innovations Genre Stories Original Stories</p> <p>30-minute (20) video assigned weekly</p>
<p><u>Week 10:</u></p>	<p>Chapter Lecture, Activities, and Presentations Nonfiction Books Expository Text Structures Nonfiction Features Comparing Fiction and Nonfiction Research The Research Process Research Tools Reporting Artifact Books Lifelines and Timelines Charts “All about ...” Books Feature Articles Collaborative Reports Individual Reports Multigenre Projects Life Stories Teaching Nonfiction Research Workshop Minilessons Mentor Texts Integrating Technology Engaging English Language Learners Assessing Nonfiction</p> <p>30-minute (20) video assigned weekly</p>
<p><u>Week 11:</u></p>	<p>Chapter Lecture, Activities, and Presentations Playing with Words Laughing with Language Creating Word Pictures Experimenting with Rhyme The Poetry Genre Poems that Students Read Poems that Students Write Poetic Devices Teaching Poetry</p>

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	<p>How to Read Poems Teaching Students to Write Poems Minilessons Mentor Texts Integrating Technology Engaging English Language Learners Assessing Poetry 30-minute (20) video assigned weekly</p>
<u>Week 12:</u>	<p>Chapter Lecture, Activities, and Presentations Spelling Development Invented Spelling Stages of Spelling Development Analyzing Students' Spelling Development Teaching Spelling Spelling Strategies Components of the Spelling Program Minilessons Weekly Spelling Tests Integrating Technology Engaging English Language Learners Assessing Students' Spelling Development 30-minute (20) video assigned weekly</p>
<u>Week 13:</u>	<p>Chapter Lecture, Activities, and Presentations Grammar Grammar Concepts Teaching Grammar Engaging English Language Learners Assessing Students' Knowledge of Grammar Handwriting Handwriting Forms Students' Handwriting Development Teaching Handwriting Integrating Technology 30-minute (20) video assigned weekly</p>
<u>Week 14:</u>	<p>Chapter Lecture, Activities, and Presentations Literature Focus Units How to Develop a Literature Focus Unit A Primary-Grade Literature Focus Unit on <i>The Mitten</i> An Upper-Grade Literature Focus Unit on <i>The Giver</i> Literature Circles</p>

EDU 320 Elementary Language Arts Methods 1

	How to Organize for Literature Circles Reading and Writing Workshop Establishing a Workshop Environment How to Set Up a Reading Workshop How to Set Up a Writing Workshop Thematic Units How to Develop a Thematic Unit Using Content-Area Textbooks A Middle-Grade Thematic Unit on Flight 30-minute (20) video assigned weekly
<u>Week 15:</u>	Final Presentations, Lesson Plans, and Classroom Management Presentations
<u>Week 16:</u>	Final Presentations, Lesson Plans, and Classroom Management Presentations <u>Final Examination please refer to time and day of Final Exam Schedule</u>