

Chaminade University of Honolulu

Semester/Year: Fall 2020	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- Fri 8:30 – 5:00pm (By Appointment Only)
Class Location: Brogan 101	Office Location: Behavioral Science Bldg. #108
Class Time/Day: T & Th 9:40 – 11:10	O&P/Service-Learning Requirement: 8 hours Observation and Participation
Textbook: Tompkins, G., & Rogers, E. (2020). Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers (5 th ed.). Hoboken, NJ: Pearson.	

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

Course Overview & Information

1.1 Elementary Language Art Methods I:

This course will incorporate both in-person and online methods in delivering and instructing the content for course learning outcomes. To create online community engagement, students will participate in stimulating discussions with fellow classmates and instructor, share, and critique their learning experiences by utilizing the Canvas Learning Management and Google Classroom. To build a professional, respectful and engaging online presence in the online community students will also follow these ground rules from: Netiquette Tips For Online Discussions. Retrieved from <https://elearningindustry.com/10-netiquette-tips-online-discussions>

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

Course Technology & Tools:

2.1 Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable Internet connection. You will also need to access video and/or from some external websites or files posted within this course in the assignments tab. You should not take this class if you will not have reliable Internet access.

Software Requirements: You will need to have access to Google Classroom and Zoom applications, audio in an mp3 format (via Real Player, Media Player, or similar) as well as Acrobat Reader in order to read .pdf files. These can be downloaded without additional costs.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Zoom Application: Meeting ID: *See our Canvas course file

Google Classroom: Class Code: *See our Canvas course file

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Participation and Punctuality: Submit assignments, arrive on time, and come to each class on-ground and online prepared for full participation points. 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 or online 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.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor’s Chaminade email address, calling the instructor’s campus extension, or by leaving a message with the instructor’s division office. It is the instructor’s prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official

withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning

outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Requirements:

Textbook Chapter Readings / Activities and Discussions	250	Chapter reading, presentations, chapter activities, video observations, chapter discussions and written applications of acquired Learning Outcomes. *See Presentation Rubric on Canvas
Videos	200	30-minute (20) video assigned weekly, video activity and discussions due by the following class
Children’s Literature	150	Author presentation, book file, and online Language Arts Websites/Application (for use in pre K-2 teaching)
O&P	100	Eight hours of Observation and Participation *Alternate Assignment includes online videos of classroom teaching, student learning, and discussion questions.
Classroom Management Plan	100	Each student will present 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	2@ 100	Student will develop and

	pts each	<p>how students learn and develop (provide learning opportunities that support a student's intellectual, social, and personal development)</p> <ol style="list-style-type: none"> 1. how students differ in their approaches to learning (create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities) 2. how to use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills. 3. individual & group motivation & behavior (create learning environments that encourage positive social interaction, active engagement in learning, & self-motivation) 4. how to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals 5. how to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student <p>Assignment objectives:</p> <ul style="list-style-type: none"> • Part 1: Develop a lesson plan using the UBD format , following the scope and sequence of your cooperating teacher's curriculum [Note: You can download as Word doc (a) the description of UBD format (b) UBD blank outline for use when you type up your plan (c) Lesson plan assignment rubric that you will print and turn in with your plan] • Part 2: Teach the lesson at your apprenticeship site • Part 3: Reflect on the effectiveness of your plan and your teaching of the lesson.
Mid-Term Student Reflection	100	Student will reflect on their lesson plan and ability to execute the instructional practices they presented in class and evaluate their abilities and methods.

and Assessment		
Attendance and participation	150	Participation points will be given to students for in class and online activities.
Final Assignment	150	Final Examination short answer and multiple choice questions that includes the CLO's, Textbook learning outcomes, Annenberg Learner workshop videos, reading material/handouts, and/or class videos.

Grading Scale:

- A = 90 - 100% (518 – 575)
- B = 80 - 89% (460 – 517)
- C = 70 - 79% (402 – 459)
- D = 60 - 69% (345 – 401)
- F = 59% and below (0 – 344)

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.

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 assessed 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.

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.

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

Dates:	<u>Student Learning Objectives, Discussions, Video, Activities, and Lesson Plan Presentations</u>
Week 1:	Chapter Lecture, Activities, and Presentations How Children Learn The Process of Learning Learning Strategies Social Contexts of Learning Implications of Learning Language Arts Language Learning and Culture The Four Language Systems Academic Language Culturally and Linguistically Diverse Students Critical Literacy Implications for Learning Language Arts How Students Learn Language Arts A Community of Learners Self-Efficacy The Six Language Arts Language Arts Strategies Integrating Technology Communicative Competence Engaging English Language Learners 30-minute (20) video assigned weekly
<u>Week 2:</u>	Chapter Lecture, Activities, and Presentations Patterns of Practice Literature Focus Units Literature Circles Reading and Writing Workshop Thematic Units The Teacher’s Role Scaffolding Learners Differentiating Instruction Teaching Struggling Students Language Arts Standards Assessing Learning 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>Week 8:</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>

EDU 320 Elementary Language Arts Methods 1

	<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>