COURSE TITLE: Language Skills and Literature  
COURSE NUMBER: LAE 3210  

COURSE DESCRIPTION (with prerequisites):  
This course will provide students with knowledge of children's literature as well as knowledge of appropriate practices for teaching writing in the elementary grades. This course will explore children's literature as a subject of study and also as a tool and model for teaching various genres of writing such as fiction, non-fiction and poetry.  
**Ten (10) hours practicum is required for course completion.** 3 credit hours  
This course requires a minimum grade of “C” in order to receive credit.  

NAME(S) OF INSTRUCTORS:  
Casey Bush, M.S.  
Office – Room 105, Building G  
(850) 526-2761  Ext. 2449  
bushc@chipola.edu  
Office hours – Posted on door  

EFFECTIVE ACADEMIC YEAR:  
2011-12  

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:  

GRADING POLICY:  
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:  
A – 90 – 100  
B – 80 – 89  
C – 70 – 79  
D – 60 – 69  
F – 59 or less  
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.  

ATTENDANCE AND WITHDRAWAL POLICIES:  
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the
instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction** (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s
responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**
E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge.
E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

**Task CC8E – Six Traits of Writing Lesson Plans:** The teacher candidate will write lesson plans, using the Chipola Lesson Plan format, for specific modes of writing (narrative, expository, descriptive, and persuasive writing – for a total of four) that incorporate and demonstrate models of the Six Traits of Writing model and analytically evaluate student written essays using the Six Traits of Writing rubric. The lesson plans will reflect student’s knowledge of the developmental stages of writing, the writing process, revising, editing. Also with this assignment, you will be analyzing a student’s writing sample from your practicum classroom.

**Task CC12D – Author/Illustrator Presentation – Due the day you sign up to present** - Choose a children’s author and/or illustrator and survey that author’s life and works. Research his/her life, body of work, values, ideas, techniques, themes, styles,
etc. Compile the information you discover to present a presentation using a technology component to the class about your author. You will share a minimum of 5 books from this author or illustrator during your presentation. If possible, these books need to come from the Chipola Teacher Education Bookshelves located in the library. Presentations should be 15 minutes in length, and the instructor should be provided a handout of the PowerPoint. During the presentation, you are responsible for explaining how you would use this collection of texts to supplement your instruction.

## LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR LAE3210</th>
<th>NGSSS/Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills:</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td></td>
<td>Elementary Education K-6</td>
<td>Profession Ed.</td>
</tr>
<tr>
<td>Develop one's awareness of diversity in our society by reading various trade books for use in all classrooms, including ESOL.</td>
<td></td>
<td>E-2 FEAP 2.4</td>
<td>2.3</td>
<td>5.1, 5.2 MA 3 - SD</td>
</tr>
<tr>
<td>Survey U.S. and international children's literature: to have read and appreciated some prose and poetry of all kinds, for all levels from preschool through sixth grade, and on various disciplines and topics to integrate with subjects across the curriculum.</td>
<td></td>
<td>E-5 FEAP 5.1</td>
<td>2.3</td>
<td>8.5 10.3 Task CC12D - RU MA 1 - SP MA 3 - SD MA 6 - RPT</td>
</tr>
<tr>
<td>Know and articulate the life and works of one author and/or one illustrator using technology.</td>
<td></td>
<td>E-3 FEAP 3.5</td>
<td>5.2, 6.3</td>
<td>12.1 Task CC12D - RU</td>
</tr>
<tr>
<td>Plan, implement, and identify appropriate lessons for teaching and assessing elementary writing lessons.</td>
<td></td>
<td>E-1 FEAPs 1.2, 1.6</td>
<td>3.2, 3.5</td>
<td>10.2, 10.3 Task CC8E - RU MA 4 - SD MA 5 - W</td>
</tr>
<tr>
<td>Evaluate children’s books for their literary, artistic strengths/weaknesses, and uses in the classroom</td>
<td></td>
<td>E-1 FEAP 1.3</td>
<td>1.9, 2.4</td>
<td>4.1 MA 3 - SD</td>
</tr>
</tbody>
</table>

**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat'l or State Standardized Exam
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicum
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board
- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged
- **Performance/Exhibition**
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (d2l) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 6 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.