COURSE TITLE: Methods in Teaching Language Arts in Elementary School
COURSE NUMBER: LAE 3314

COURSE DESCRIPTION (with prerequisites):
This course includes the development and implementation of methods, materials, content, organization for teaching reading, writing, listening, and speaking in the elementary school. Current background check (fingerprinting) acceptable to the District in which the field experience will take place is required for this course. Ten (10) practicum hours are 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:
Not currently being taught

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 college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-
2812 for any issues in accessing or utilizing Canvas. 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.

**TUTORING RESOURCES:**
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**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 in order 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 of core content.

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.
STUDENT LEARNING OUTCOMES FOR LAE3314
The student will:

- Demonstrate knowledge and understanding of language and early literacy learning/development, and teaching practices.
- Analyze what teachers might do to support a child's growth and development in the language arts, including the use of data from writing assessment(s).
- Understand the relationship between the six areas of language arts and how it relates to instructional planning in the daily classroom.
- Enhance skills and strategies for teaching concepts through participation in elementary language arts and writing instructional activities.
- Understand language diversity and the different uses and types of language in the learning environment.

<table>
<thead>
<tr>
<th>State-Adopted Standards</th>
<th>FEAPs</th>
<th>FL Competencies and Skills: Elementary Education K-6</th>
<th>Prof Ed</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and understanding of language and early literacy learning/development, and teaching practices.</td>
<td>E-1 FEAP 3.2</td>
<td>1.11 4.8</td>
<td>8.1</td>
<td>Task CC8H - RU Task 4.4.1 - RU MA 3 – SD/W</td>
</tr>
<tr>
<td>Analyze what teachers might do to support a child’s growth and development in the language arts, including the use of data from writing assessment(s).</td>
<td>E-4 FEAPs 4.1, 4.3</td>
<td>4.1, 4.3</td>
<td>3.2 10.3</td>
<td>Task CC8H - RU Task 4.4.1 - RU MA 1 - W MA 2 – SD/W</td>
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<tr>
<td>Understand the relationship between the six areas of language arts and how it relates to instructional planning in the daily classroom.</td>
<td>E-1 FEAPs 1.5, 5.1</td>
<td>4.8</td>
<td>10.2</td>
<td>Task 4.4.1 - RU MA 1 - W</td>
</tr>
<tr>
<td>Enhance skills and strategies for teaching concepts through participation in elementary language arts and writing instructional activities.</td>
<td>Various Reading/Language Arts Standards met through this outcome</td>
<td>E-5</td>
<td>3.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Understand language diversity and the different uses and types of language in the learning environment.</td>
<td>E-2 FEAP 2.4</td>
<td></td>
<td>5.1</td>
<td>Task CC8H - RU</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 (Canvas) 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

Course Requirements:
Students enrolled in LAE3314 will required to complete the following.

10-hours Observation/Participation/Teaching
This course requires 10 hours of observation, participation, and teaching in a local public school. You must observe in grades K-2, and may not earn more than 2 hours in one day for this course. Be sure to sign in at the school EVERY time you go, even if the school says it is not required. The log must be turned in to the instructor by the designated date. Any falsification of signatures or other data on the log will result in an Honor Code Violation* to be placed in your permanent record, a letter-grade reduction of this course’s final grade*, and you will have to complete an additional 10 hours in a school and classroom designated by the instructor. Failure to complete the required hours or failing to turn in the form by the designated date will cause you to receive an Incomplete for this course until the hours are satisfactorily completed and the log submitted. YOU ARE EXPECTED TO ACT IN A PROFESSIONAL MANNER WHILE IN THE SCHOOL SETTING. YOU ARE ALSO EXPECTED TO GO TO THE SCHOOL ON A REGULAR SCHEDULE SO THE TEACHER KNOWNS WHEN TO EXPECT YOU.

*If this is your first Honor Code Violation; if you already have an Honor Code Violation on file, you could receive a failing grade for the course and/or face a committee hearing and expulsion from the Teacher Education Program.

Tasks (50% of final grade)
*Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course. Tasks are due at the beginning of class. Tasks and Major Assignments are considered “LATE” after the moment the instructor takes them up. Any task/major assignment received late (WHICH BEGINS AFTER THE FIRST 5 MINUTES OF CLASS) will result in a grade of 10 point deduction PER DAY. THIS WILL ONLY BE VALID FOR A 48 HOUR PERIOD. AFTER THOSE 48 HOURS THE GRADE WILL GO TO A ZERO. A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator (YOUR GRADE WILL NOT CHANGE).

The original grade will be used when calculating the course average. Points will not be added for resubmissions but will be deducted if not resubmitted within the timeframe set forth by the instructor. To pass this class ALL tasks must be successfully demonstrated with “acceptable” formal reflections included.

Task CC8H – Language Arts Skills and Strategies: This task is designed for the student to apply knowledge of language arts strategies and skills being used in elementary classrooms and how they can be integrated in with one another. Students will use information learned from class discussions about the various strategies and skills of language arts to compose a written response about what are the most common methods, research, and trends being used in schools today.
Task 4.4.1 – Critical Thinking Strategies and Materials File: This is a critical task in which the teacher candidate collects strategies to promote critical/creative thinking and problem solving within a lesson plan. Each strategy in the collection is described in a narrative and then incorporated into a lesson plan that is aligned with state-adopted standards at the appropriate level of rigor for grades five through nine. The lesson plans must be fully developed to provide learning experiences that require students to demonstrate a variety of applicable skills and competencies and lead to mastery of the standard(s). At least one lesson plan must include the use of technology. All lesson plans that contain a technology component must contain procedures for the safe, appropriate and ethical use of the technology(ies). The product is the file of annotated strategies and lesson plans.

Quizzes (10% of final grade)
After activities and instruction from various chapters of the book, there will be a quiz. **Quizzes cannot be made up if missed.** If you know you are going to be absent, you must contact the instructor prior to class and arrangements can be discussed to take the quiz before the anticipated absence, but not after.

Exams (10% of final grade)
There will be one midterm and one final exam. They will each receive equal weight.

Major Assignments (20% of final grade)

1. **Focused Observation Responses** - During your practicum hours, you will have focused questions and action to be looking for. You will be expected to submit responses to the action you are hoping to observe. This will serve as a method of reflecting on each classroom visit.

2. **Responding to Scored Samples** – Within the classroom setting, we will be scoring some writing samples and providing feedback according to the FCAT Writing Rubric Language. After this model is provided for you, you will be expected to analyze a student’s writing sample, score it according to the FCAT Writing Rubric, and provide feedback in the form of strengths and weaknesses in each of the four areas of writing.

3. **Teaching Experience** – to be conducted within your practicum hours - You should collaborate with your cooperating teacher to prepare and teach a whole-class lesson in at least one of the four different areas of language arts (reading, writing, listening, and speaking). The skill being taught should complement whatever the classroom teacher is working on and will be tied into the Sunshine State Standards. The lesson will be evaluated by your college instructor or your cooperating teacher using the Chipola Practicum Teaching observation form. **Your lesson plan should follow the Chipola Standard Lesson Plan Format and be submitted to the instructor AND the cooperating teacher NO LESS THAN 24 hours PRIOR to the lesson.** After you teach the lesson, you should complete the Observation Reflection Narrative within one calendar week of the lesson and submit to your college instructor. **Reflection Narratives not received within one calendar week from the day of the lesson will not be accepted.**

4. **Book/Movie Pairing** – You will be examining the difference between a book and movie of your choice. **These selections are REQUIRED to come from the Chipola K-12**
**Library Collection.** This will focus on the reading, listening, and viewing aspects of Language Arts. You will be given a write-up format to use for your response.

**Course Evaluation Criteria:**
- Exams (10%)
- Quizzes (10%)
- Major Assignments (20%)
- Tasks (50%)
- Professionalism in Attendance (5%)
- Professionalism in Participation (5%)

*Participation grade is earned by achieving a satisfactory participation grade on in-class assignments. Consider that you are not able to participate if you are not in class. You can see later in the syllabus that being on your cell phone is also included in participation and how points will be deducted.*

You will receive two grades in this category: one for attendance, the other for participation.

**GRADE ONE: ATTENDANCE** - The following scale will be used to calculate the attendance grade based on unexcused absences per 50-minute class period. The first 3 absences can be missed for any reason and no deduction will be made. After the third absence, the following will take effect:

- 0 to 3 absences......100
- 4th absence............90
- 5th absence............70
- 6th absence............60
- Over 6 absences........0

Being tardy will result in a 5-point deduction per tardy, beginning after the third tardy.

**GRADE TWO: PARTICIPATION** – Participating in class discussion and activities is an important component of the learning process. You are expected to participate in these discussions and activities and not be distracted by nonrelated things. That being said, having your laptops open during class, text messaging during class, working on assignments not related to this class, or in cases of being in the computer lab, being on websites not related to the course content (such as Facebook/Twitter, etc.) will result in point deductions for each offense. Your participation grade will be deducted each time you engage in non-class related activities, including all the aforementioned.

- 1st offense............90
- 2nd offense............70
- 3rd offense............70
- Over 3 offenses........0

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