



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

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. 3 semester hours credit

NAME(S) OF INSTRUCTORS:

Casey Dowgul, M.S.
Office – Room 111, Building O
(850) 526-2761, xt. 2449
dowgulc@chipola.edu
Office hours – Posted on door

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Kiefer, Barbara, Hepler, Susan, and Hickman, Janet.(2009). *Charlotte Huck's Childrens Literature* (10th Ed.). Boston: McGraw-Hill. ISBN: 978-0073378565

Required: LiveText student membership, Field Experience Edition, ISBN: 9780979663567

Appropriate dress for field experience: black slacks and School of Education polo (Polos are available in the campus bookstore.)

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, and all instructors record attendance daily. 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.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

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. 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 **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.

FREE TUTORING RESOURCES:

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. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

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 College 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, the student will analyze a student’s writing sample from the 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 into 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.

STUDENT LEARNING OUTCOMES FOR LAE3210 The student will:	State-Adopted Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Elementary Education K-6	Professional Ed.	
Develop one’s awareness of diversity in our society by reading various trade books for use in all classrooms, including ESOL.		E-2 FEAP 2.4	2.3	5.1, 5.2	MA 3 - SD
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	Various Reading/ Language Arts Standards met	E-5 FEAP 5.1	2.3	8.5 10.3	Task CC12D - RU MA 1 - SP MA 3 - SD MA 6 - RPT

to integrate with subjects across the curriculum.	through this outcome				
Know and articulate the life and works of one author and/or one illustrator using technology.		E-3 FEAP 3.5	5.2 6.3	12.1	Task CC12D - RU
Plan, implement, and identify appropriate lessons for teaching and assessing elementary writing lessons.	Various Reading/ Language Arts Standards met through this outcome	E-1 FEAPs 1.2, 1.6	3.2, 3.5	10.2, 10.3	Task CC8E - RU MA 4 - SD MA 5 - W
Evaluate children's books for their literary, artistic strengths/ weaknesses, and uses in the classroom		E-1 FEAP 1.3	1.9 2.4	4.1	MA 3 - SD

****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 LAE3210 will be 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 the teaching of writing in 4th grade, and may not**

earn more than 1 hour per 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 KNOWS WHEN TO EXPECT YOU. Students MUST wear black slacks and a School of Education polo to all PK-12 campuses. The shirts are available at the campus bookstore for student purchase.**

**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.**

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.

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. Novel in a Day – This will be presented within a class session. Novel in a Day is taking a piece of literature (typically a chapter book) and dividing it up amongst the class to have each group present a section. The sections are then presented in order according to the portion of the book you have.

2. Book Sharing – Each chapter of the course is broken into different genres. You will select two genres and bring in a children’s book reflective of that genre. In addition to giving a short summary of the book in class, you will submit a page with the name of the book, genre represented, and specific evidence from the book that demonstrates the genre. More information and a sign-up sheet for this Major Assignment will soon follow. If possible, these books need to come from the Chipola Teacher Education Bookshelves located in the library.

3. Children’s Literature Personal Database – The most effective way to become knowledgeable about children’s literature is to read it. You will be expected to read various amounts of literature selection based on various genres. You will be given a list of the genres that you need to cover, the information you need to provide on each one, and a template to use. **These books are required to come from the Chipola Teacher Resource Bookshelf selection, as these have been hand-picked as quality pieces of literature.**

4. Teaching Experience – For this teaching experience, you will be selecting a picture book from the Chipola Teacher Education Bookshelves located in the library. From this picture book, you will need to develop a lesson plan (using the Chipola Lesson Plan format) and incorporate creative activities to cover the State Standards. You will be

expected to teach this lesson twice. The first time you teach this lesson it will be in front of our Chipola class. This will be used as an opportunity to practice your lesson and receive feedback to improve from. Then, you will take your lesson to your practicum classroom and teach it to your class. The lesson will be evaluated by your college instructor 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.**

5. Field Journal Reflection - During your practicum hours, you will have focused questions and actions to look for. You will be expected to submit responses to the actions you observe. This will serve as a method of reflecting on each classroom visit.

6. Bibliotherapy Day – This will be presented during class sessions. Bibliotherapy is using literature to help a student through a difficult time. We will take a couple class sessions and share books with one another that could be used to help in certain situations that our students could be facing. You will be provided with a list of categories to sign-up for. If possible, these books need to come from the Chipola Teacher Education Bookshelves located in the library.

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.