



**Kremen School of Education
and Human Development**

SYLLABUS FOR TEACHING THE LANGUAGE ARTS K-12 (LEE 213)	
Fall 2013	California State University, Fresno
Course Information	Instructor Name
3 Units	Office Number
Time	E-Mail
Location	Telephone
Website: https://bbl-app.learn.fresnostate.edu	Office Hours

Introduction and Course Description

Catalog Description:

Seminar on integrated language arts, reading-writing connections, and using language arts in literature-based reading programs and theme cycles.

Course Description:

This course focuses on strategies for teaching the six language arts (listening, speaking, reading, writing, viewing, and visually representing) identified in the *California Preschool Learning Foundations and Frameworks* (Volume 1) and *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. Students apply constructivist and socio-lingual theories of learning to language arts instruction and read research related to integrated and balanced language arts instruction for elementary and secondary school students. Topics include literature focus units, reading and writing workshop, and using language arts as tools for comprehending texts, presenting knowledge learned, and constructing new knowledge across content area disciplines.

Prerequisites

Students are required to be accepted in the Masters in Education with an option in Literacy Instruction.

Required Textbooks and Materials

Akhavan, N. (2007). *Accelerated Vocabulary Instruction: Strategies for Closing the Achievement Gap for All Students*. New York: Scholastic.

Garan, E. (2007). *Smart Answers to Tough Questions: What to Say When You're Asked About Fluency, Phonics, Grammar, Vocabulary, SSR, Tests, Support for ELLs, and More*. New York: Scholastic

McLaughlin, M. & DeVoogd, G. L. (2004). *Critical literacy: Enhancing Students' Comprehension of Texts*. New York: Scholastic.

Routman, R. (2004). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Tompkins, G. E. (2009). *Language arts: Patterns of Practice* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Please Download:

California Preschool Learning Foundations and Frameworks (Volume 1)

California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Course Goals and Primary Learning Outcomes

Course Goals:

The goals of this course are to prepare students to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development; and to prepare students with the capacity to plan, implement, evaluate, and modify literacy instruction to meet the needs of diverse struggling readers and English Language Learners.

To achieve these goals, students will:

1. Learn how cognitive, sociological, and reader response theories impact the reading-writing processes and language arts instruction;

2. Review pertinent state and national language arts documents and understand how the documents impacts on how the language arts are taught in elementary, middle school, and high schools;
3. Learn approaches to class organization for language arts instruction, including literature focus units, literature circles, and reading-writing workshop;
4. Learn effective strategies for teaching reading and literature (literal, interpretive, and critical comprehension) at elementary, middle school, and high school levels;
5. Learn effective strategies for teaching talk, listening, drama, viewing, visually representing, writing, and grammar at elementary, middle school, and high school levels;
6. Learn about the English language and its orthography and how to apply this knowledge in teaching word identification, vocabulary, and spelling;
7. Learn about comprehension and the factors necessary for students to comprehend well, including background knowledge, fluency, vocabulary, narrative and expository text structures, response to literature, and metacognitive strategies;
8. Learn ways to meet the needs of culturally and linguistically diverse students and other special populations;
9. Compare traditional assessment techniques with authentic assessment and identify strategies for using portfolios at elementary, middle school, and high school levels; and
10. Learn ways to use literature in teaching language arts.

Primary Learning Outcomes:

Students will be able to:

1. Apply research on K-12 language arts in the design and implementation of lessons in a theory to practice project;
2. Research a topic related to language arts and write a research paper comparing the impact of cognitive, sociological, and reader response theories on the reading-writing processes and language arts instruction; and
3. Use assessment results to develop differentiated integrated and balanced language arts lessons in classroom settings.

Examinations and Major Assignments

Assignment and Examination Schedule

Date	Assignment	Points	Percentage of Grade
	Research Paper	50	50%
	Theory to Practice Project	50	50%

Theory to Practice Project (50 points)

Apply what you are learning in this course in a practical way. Identify specific standards from the *California Preschool Learning Foundations and Frameworks* (Volume 1) or the *California*

Common Core to address using the strategies you researched. Begin by evaluating the culture of literacy at your school site in terms of parental and community support, print rich environment, administrative support and professional development in literacy. What would you consider to be some strengths and weaknesses at your site. Then combine your state-adopted materials with additional supplemental resources to deliver the instruction. One lesson must include instruction on digital online literacy skills. I am especially interested in your application of the materials presented in the textbook and in class and how you manage to create a culture of literacy within the classroom in your specific context. Your project is worth **30 points**, and should represent at least 12 hours of work with students. You will present your project to the class.

Inquiry Paper (50 points)

You will choose a question related to language arts that you wish to learn more about, then research the topic and write a research paper. We will discuss topics in class and I want to approve each topic before you begin working. Examine the question in depth, consulting at least 8 sources, primarily NCTE and IRA journals. Two sources can be from the Internet as long as they are professional sites. Compile what you learn in a scholarly paper, typed, double-spaced, and at least 10 pages long. Use the APA format. Include the following components in your paper: cover page; introduction (question and why you chose it); 2 or 3 major headings (information you gathered about the topic); conclusion; and reference list.

I will read your rough draft (typed with references and an outline for prewriting) and give you many suggestions for revising and editing your paper. Then you will revise and edit your rough draft before submitting the final paper. This project is worth **40 points**, and grading will be based on use of the writing process, content, thoroughness, organization, style, use of Standard English and APA format. My purpose in this assignment is to have you (1) learn more about the language arts, (2) learn about the APA format, and (3) to refine your writing skills. Your final paper after it is graded will be placed in your Reading/Language Arts Master's Degree Portfolio.

Grading

Grades, including a running total, will be posted on Blackboard so you can monitor your progress. Final grades will be determined according to the following scale: 90% or better = A, 80-89% = B, 70-79% = C, 60-69% = D, 59% or below = F.

(See the rubric in the syllabus for further clarification on grading)

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

Work Submission Policy: All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" symbol or "View/Complete Assignment" link in the grade book to ensure that the correct document was submitted. Late assignments may not be accepted. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

Study Expectations: In this hybrid course you will be provided opportunities to interact with others both in class and via Internet technology (i.e., *Blackboard, Collaborate, Discussion Forums, Videos, VoiceThread, and Podcasts*). As a hybrid course, some assignments will require participation in class sessions, and other modules will require students to work outside of the classroom. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the Blackboard web site at least 3 times a week.

University Policies

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link:

http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Tentative Course Schedule

Tentative Course Schedule

Date	Topic	Assignment
1	Course Overview Critical Literacy Introduction Developing an inquiry into pedagogy Theory to practice overview	Read Syllabus
2	Students' funds of knowledge; Multiple literacies; Connecting with students Gathering resources for research paper	Moll (1992); Moje (2000)
3	Moving beyond stereotypes: Understanding Cultural Literacy Intersections Research topics/sources	House on Mango Street, Drown, or Against the Odds
4	Critical Comprehension: Going beyond literal and inferential understanding Timeline/plan for theory to practice project	McLaughlin & DeVogd Chapters 1-3 Complete an activity of your choice with students (bring in the book and be ready to report in small group)
5	Critical Comprehension: Reflecting on students' responses and understandings Research Topic & References	McLaughlin & DeVogd Chapters 4-6 Complete an activity of your choice with students. (be prepared to share in small groups)
6	Connecting research, theory, and pedagogy to build a culture of literacy	Routman p. 3-40
7	Organizing Reading Instruction: Readaloud, shared reading, guided reading, independent reading experiences	Routman p. 41-116 Garan Section II
8	Emergent Literacy: Connecting Oral language to Written language and Visual literacy	Routman p. 117-184 Tompkins Ch 7 & 8 Garan Sections III, IV, and V

Date	Topic	Assignment
9	Integrating the language arts: reading, writing, listening, speaking, viewing, visual representation	Tompkins Ch 4
10	Information Literacy & Digital Literacies	Draft of Research paper due
11	Vocabulary development Writing groups	Tompkins Ch 5 Akhavan Review whole book and select 3 strategies to try out in small group
12	Writing process and strategies for content area learning	Tompkins Ch 3 & 6
13	Content-Area Reading Grammar, Sentence Manipulation Poetry, figurative language and music Popular culture and literacy learning	Tompkins Ch 10 Bring your favorite poem or song to share
14	Theory to practice: Synthesizing literacy research to practical applications for classroom teaching	Theory to practice presentations
15	Theory to practice: Synthesizing literacy research to practical applications for classroom teaching	Theory to practice presentations RESEARCH PAPERS DUE

Rubrics

Theory to Practice Project: Report & Presentation Rubric

CRITERIA	EXCEEDS EXPECTATIONS (90-100% total)	MEETS BASIC EXPECTATIONS (80-89% total)	NEEDS IMPROVEMENT: (Below 80% total)
FORMAT: 10 points possible	Well-organized, with few mechanical/grammatical errors, in APA format with references and student samples. 9-10 points	Well organized, some mechanical and grammatical errors that affect clarity. 7-8 points	Not well organized, unclear in places. 0-6 points
REACHING DIVERSE LEARNERS: 25 points possible	Effectively integrates different modes of communication and expression through language arts and visual and performing arts to reach multiple ways of learning and meaning-making for diverse learners (EL, different learning styles). Opportunities for creativity, critical thought, and expression for all students. 23-25 points	Experiences and lessons include some integration of language arts and visual and performing arts to meet diverse learners and learning styles. Some opportunities for creativity and higher order thinking. 20-22 points	Little to no evidence of integrating language and visual and performing arts, teaching and learning experiences stratified toward one learning style or language mode. 0-19 points
APPLIED THEORY: 25 points possible	Theoretical framework is applied effectively and shapes the teaching and learning activities and experiences. Conceptual understanding of relevant theories is cited. 23-25 points	Some evidence of theoretical framework, some connection to teaching and learning experiences 20-22 points	Little to no evidence of theoretical framework for teaching and learning experiences. 0-19 points
PRAXIS 25 points possible	Three iterations of: 1. Teaching and on going assessment of a lesson, 2. Reflecting upon the students' learning (e.g. conversations, readings, individual thought.), 3. Ways to modify or improve teaching. 23-25 points	Some evidence of analytical reflection and ways to modify or improve one's practices. 20-22 points	Superficial discussion about lesson with little critical thought and reflection upon teaching practices. 0-19 points
CLASS PRESENTATION 15 points possible	Includes an outline for members of the audience. Effectively relates a description of the project, student samples presented highlight different learners/learning styles with a discussion of how students responded to the project and evidence of praxis. 13-15 points	Good discussion about the particulars of the project, includes samples, could go deeper into connecting theory and practice. 11-12 points	No evidence of preparation/organization. Does not include a handout or student samples. Superficial recapping of the project. 0-10 points