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EDEC 335 Language Arts: Social Studies Block

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Xavier University
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy

EDEC 335 Language Arts /Social Studies Block
Tuesday & Thursday 9:00 – 1:00
6 credit hours
Spring Semester 2012

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By appointment
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CE & L Department Mission Statement:

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic backgrounds and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Course Overview and Purpose

Language Arts and Social Studies instructional Strategies. Oral and written language skills. Reading and children's literature for the integrated curriculum. Formal and informal assessment strategies.

This course is designed to prepare students to teach language arts and social studies to children in preschool through third grade from a holistic, developmentally appropriate perspective. Students will become more familiar with best practices, teaching strategies, and classroom application in regards to the disciplines of language arts and social studies instruction. In addition, National Standards and the Ohio Model Curriculum relating to early childhood will be explored in both disciplines as well as an interdisciplinary approach. The university classroom will involve collaborative learning within a constructivist seminar setting. A field component will allow for observation and strategy implementation in the early childhood classroom. During this time students will observe, plan and implement **four lessons** (two language arts and two social studies) guided by their cooperating teacher. A college instructor will observe at least one lesson. Topics to be studied include thematic strands of social studies, constructivist theory in integrated curriculum, language arts, and literature.

Course Text and Resources

Tompkins, G. and Seefeldt, C., Castle, S., & Falconer, R. (2009). *Language Arts Patterns and Practices (7/e) and Social Studies for the Preschool/Primary Child (8/e)*. Customized textbook at the bookstore entitled: EDEC 335, LA/SS Block.

Academic Content Standards: K-12 English Language Arts. Ohio Department Of Education, Office of Curriculum and Instruction. (Available online).

Academic Content Standards: K-12 Social Studies. Ohio Department Of Education, Office of Curriculum and Instruction. (Available online).

TASKSTREAM Subscription (if not already purchased)

Standards:

Ohio Standards for the Teaching Profession (handout provided in class)

NAEYC (National Association for the Education of Young Children) Standards) (handout provided in class)

NAEYC (National Association for the Education of Young Children) Standards) (Complete list of standards provided in class)

Standard 1, Promoting Child Development and Learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and

challenging learning environments

Standard 4. Using Developmental Effective Approaches to Connect with Children and Families

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

5a: Understanding content knowledge and resources in academic disciplines

5c: Using their Own Knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Standards for the English Language Arts

The objectives for this course are derived from the NCTE/IRA Standards for English Language Arts. "The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. Although the following standards are presented as a list, they are not distinct and separable, they are ...interrelated and should be considered as a whole." (Standards in Practice 4,5,6,8,10,11,12).

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world: to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and their texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation) media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and non-print texts, artifacts,

people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

Course Goals and Outcomes

By the end of this course you will have a better understanding of reading education, more specifically, the interrelationship of reading, writing, speaking, and listening. The following principles will be reinforced:

- Use of current, effective methods and materials for teaching preschool through primary grades language arts and social studies (**NAEYC:1a,1c, 2a, 4d, 5a, 5c, OSTP, IRA: 4,5,6,8,10,11,12**)
- Integrate LA/SS objectives with other disciplines (**NAEYC: 1a,1c, 2a, 4d, 5a, 5c, OSTP, IRA : 4,5,6,8,10,11,12**)
- Integrate the use of technology in planning and implementing lessons (**NAEYC: 1a, 1c, 2a, 4d, 5a, 5c OSTP, IRA: 8**)
- Become familiar with the scope and sequence of LA/SS in early childhood(**NAEYC: 1a,1c, 2a, 4d, 5a, 5c, OSTP, IRA: 4,5,6,8,10,11,12**)

EVALUATION/ASSIGNMENTS

1. First Lesson Plan (20 points)

(OTSP: 1,2,3,4,5,6; IRA: 4,5,6,8,10,11,12, NAEYC 1a,1c,2a. 4d, 5a, 5c,)

Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines.

You are to submit the first lesson plan you teach in your field placement. A complete lesson plan using the Taskstream format and the reflection form should be submitted before spring break.

2. Field Observation and Lesson Plan (25 points) NAEYC Standard 4d 5a, and 5c: Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines. You will be observed one time during your field placement. A complete lesson plan will be evaluated. (OTSP: 1,2,3,4,5,6; IRA: 4,5,6,8,10,11,12) *Accreditation Assignment

3. Reflective Field Journal (100 points) NAEYC Standard 5c: Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines. *Accreditation assignment. (OTSP: 1 -7, IRA: 4,5,6,8,10,11,12)

You will keep a journal of your field experience. Your weekly classroom observations, learning techniques, lesson plans, and other relevant and important information should be included in your journal. Your journal should be organized based on the new Ohio Standards for the Teaching Profession.

Include a collection of all materials collected in the field. Observation notes, overview of the classroom set-up, a sketch of the classroom, literacy survey, discipline systems, lesson plans and any materials created to support those lessons (including but not limited to bulletin boards and interactive charts), reflections of lessons, theory-to-practice logs, and any items you see fit professionally to include. The journal is designed to focus your attention on the school and its resources, the thought processes of elementary children, and the instructional flavor of the environment.

5. Peer Minilesson Plan Presentation (25 points): (NAEYC Standard: 5a ,OTSP: 1,2,3,4,5,6; IRA: 4,5,6,8,10,11,12) Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines.

You will work with a partner to develop a mini-lesson plan in language arts. All materials for the lesson should be included. Each plan must reference the Ohio Academic Content Standards appropriate to the lesson. The lesson plans will be used for your class presentations and taught to your peers. The lesson should be approximately 15 - 20 minutes in length. You should be prepared to answer adult level questions following your presentation. You may teach the same lesson plan in your field placement. Your lesson plan and presentation will be evaluated using the following criteria:

___ 7 pts. A written lesson plan using the Taskstream format

___ 5 pts. Accuracy of the language arts information

___ 2 pts. Effective questioning techniques

___ 2 pts. Effectiveness of the presentation

___ 2 pts. Grade level appropriateness

___ 2 pts. Appropriate materials

___ 5 pts. Overall presentation

5. Videotaped Lesson (50 points) NAEYC Standard 5a, 5c: Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines. *Accreditation assignment. (OSTP: 1,2,3,4,5; IRA: 4,5,6,8,11,12)

You are to plan, implement and video tape a language arts or social studies lesson during your field experience. Please record 30 minutes of your lesson. Please turn in your assessment of student learning with your videotaped lesson and a copy of the students' work. A complete analysis of your assessment of the effectiveness of your plan should also be submitted with the videotape, lesson plan, and student work. The analysis is posted on Blackboard. Please also include your teacher's feedback. Video cameras may be checked out from the library – please plan ahead.

Please include the following:

- Transitional Form 20 points
- Lesson Plan 25 points
- Student work 5 points
- Teacher's comments
- DVD

6. Theory-to-Practice Logs (60 points) DUE WEEKLY (NAEYC: 1a,1c, 2a 4d, 5a, 5c; OSTP: 1,4,7; IRA: 4,5,6,8,11,12)

You will keep an observation journal of your field experience. You will record your weekly classroom observations. Sixty (60) minutes of observed time will be recorded in your journal each time you are in the field. Each week you will bring your observations to class. We will also use these observations as a way to communicate and discuss the classroom culture, instructional techniques, weekly readings, etc. You will also complete a theory-to-practice log focusing on one

aspect of your observations. You will include connections you make to the weekly readings and/or other professional information. You will complete 6 theory-to-practice logs and submit the logs on Tuesday mornings.

7. Weekly Responses – Quickwrites (100 points)

NAEYC: 1a,1c, 2a, 4d, 5a, 5c; OSTP: 1,4,7; IRA: 4,5,6,8,11,12

Students will complete quickwrites over the weekly readings that may include both textbook and article information. The dates for the quickwrites will be announced in class and listed on the calendar.

8. Community Resource and Booklist (50 points)

(NAEYC: 1a,1c, 2a, 4d, 5a, 5c; OSTP: 1,4,7; IRA: 4,5,6,8,11,12)

You will identify and create a list of five community resources that you could use to teach the social studies. A booklist with at least 5 books should be included with each of the community resources identified.

9. Final Project – Interactive Learning Center and Presentation (100 points)

(NAEYC: 1a,1c, 2a, 4d, 5a, 5c, OSTP: 1,2; IRA: 4,5,6,8,10,11,12)

Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines.

You will create and share an Interactive Learning Center with the class. You will use the Learning Center to introduce a topic, and highlight major concepts related to the topic. Your Learning Center topic must be approved by the professor. The theme of the Learning Center will focus on a social studies standard and the activities must include the language arts. You will describe four (4) activities. Your activities should get students actively involved in the learning. This assignment will be evaluated for presentation, creativity, integration of the language arts and literature, active involvement of students, and clearly identified standards and topic. More details will be provided in class.

Grading Policy

Percent Grade

95-100 A

93-94 A-

90-92 B+

87-89 B

85-86 B-

82-84 C+

79-81 C
77-79 C-
74-76 D+
71-73 D
70 and below F

Assignment Overview

Peer Lesson Plan	25 points
Videotape Analysis	50 points
Reflective Field Journal	100 points
Theory-to-Practice Logs	60 points
Quickwrites	100 points
Interactive Learning Project	100 points
Participation and Professional Disposition	25 points
Community Resource and Booklist	50 points
First Lesson Plan	20 points
Lesson Plan (Field Observation)	25 points
TOTAL POINTS:	555 points

Course Policies:

Professionalism: Students are required to demonstrate behavior consistent with a professional career in education. Please review the disposition form. In particular, candidates should follow the guidelines below:

Attendance and Participation:

A. Attendance

In order to earn credit in any course for which you are registered, the student is required to attend classroom exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. You are expected to be in class unless something unforeseen occurs to you or your family. Please call or email in the event that you will not be in class. It is your responsibility to gather all missed materials. Zero points will be deducted for the first absence but 5 points will be deducted for the second absence and any other absences. More than two absences, please see professor. Two points will be deducted for each excessive tardy (more than 10 minutes) or leaving early.

B. Participation and Professional Disposition (25 points)

Class participation is an expression of your interest and knowledge of the content. Throughout the class we will complete projects and discuss content. Be sure to have read the assigned readings prior to class. Texting, phone calls, inappropriate conversation, and use of your laptop are not acceptable.

Ask. Respond. Discuss. Disagree. Learn. Understand.

Academic Honesty: The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Accommodations: Xavier University's Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Conaton Learning Commons and the phone number is 745-2875. Please inform the instructor of accommodations as soon as possible.

Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 745-3280 on the fifth floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

Written Assignments: Correct grammar, mechanics, and spelling are required. All assignments must be type-written and double spaced, 12 point font. Please be sure to proofread your assignments.

Assignment Due Dates: Assignments are due on the dates indicated on the syllabus. Failure to turn in assignments by the due date will result in a loss of 5 points for every day late - including weekends! Please see professor for unusual circumstances.

Placement Participation

Please note that a lesson plan must be completed prior to teaching. Your plan must be submitted to the classroom teacher prior to teaching - NO EXCEPTIONS! Your teacher must have the appropriate time to review your lesson plan and provide feedback before you teach it. This will benefit everyone as well as show professional courtesy to your supervising teacher. After the completion of each lesson you should write a written reflection (use the reflection activity form). You must have your cooperating teacher initial your plan indicating she/he has reviewed the plan prior to teaching and observed your lesson.

*****Please provide a copy of the lesson plan on the date of my observation as well as a copy of any handouts being used in the classroom.**

*****Please complete your BCI/FBI check immediately. You MUST have your background checks before starting in your field placement.**

COURSE CALENDAR

The following is a tentative schedule of course readings and assignments.

Please note that the professor reserves the right to amend or change the syllabus and calendar according to the needs and interest of the students.

<u>Date</u>	<u>Readings/Assignments Due</u>
Week 1 (On Campus)	
Tuesday	Introduction to course Review Syllabus
Thursday	LA - #1 Learning and Language Arts (Quickwrite) Theory-to-Practice Tool Crayons to Computers
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Week 2 (On Campus)	
Tuesday	These are the Social Studies, #2 (Quickwrite)
Thursday	Writing Workshop and Minilessons
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Week 3 (On Campus)	
Tuesday	Teaching and Assessing Language Arts Lesson Plans
Thursday	Teaching and Assessing Language Arts Lesson Plans (Minilesson sign-up, review Calkins)
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Week 4	
Tuesday	The Reading and Writing Process (Quickwrite)
Thursday	The Reading and Writing Process
BEGIN FIELD PLACEMENT	
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Week 5	
Tuesday	Putting it all Together
Thursday	Putting it all Together
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Week 6

Tuesday **Emerging into Literacy
(Quickwrite)**

Thursday **Culture, Diversity, and Values**

Week 7

Tuesday **Minilesson Presentations**

Thursday **Minilesson Presentations**

Week 8

Tuesday **Looking Closely at Words
(Quickwrite)**

Thursday **Field Placement (9 to 1) – NO CLASS**

Week 9

Spring Break – NO CLASS

Week 10

Tuesday **Children's Study of Time, Continuity, and Change:
History
(Quickwrite)**

Thursday **Children's Study of Time, Continuity, and Change:
History
Interactive Chart Presentation**

Week 11

Tuesday **Personal Writing/Reading and Writing Information**

Thursday **Field Placement (9 to 1) – NO CLASS**

Week 12

Tuesday **People, Places, and Environment: Geography
(Quickwrite)**

Thursday **Listening to Learn**

**Week 13
(ON CAMPUS)**

Tuesday **Developing Citizenship: Civics and Government
(Quickwrite)**

Sustaining Talk in the Classroom

Thursday **Easter Break – No Class**

Week 14

Tuesday **Economics and Global Connection
(Quickwrite)**

Thursday **Field Placement (9 to 1) – NO CLASS**

Week 15

Tuesday **Reading and Writing Stories**

Thursday **Poetry**

****Last Day in the Field****

**Week 16
ON CAMPUS**

Tuesday **Learning to Spell Conventionally
Language Tools: Grammar and Handwriting
(Quickwrite)**

Thursday **Individual Meetings – Reflective Journals DUE**

**Week 17
ON CAMPUS**

Tuesday **INTERACTIVE LEARNING CHART PRESENTATIONS**

