Collaborate    Innovate    Educate

XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
Language Arts Curriculum, Pedagogy, and Assessment EDMC 351-01 (3 hours)
Spring 2015

Instructor: Dr. Delane Bender-Slack
benderslackd@xavier.edu
Day and Time: Tuesday/Thursday 10:00-11:50
Class Location:
Class Location: 745-3958
Office Hours: Tuesdays 2:00-4:00, by appointment
312 Hailstones Hall

CHILDHOOD EDUCATION & LITERACY 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 background 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:
This course is designed to prepare students to teach middle childhood language arts. Students will have ongoing
supervised field experiences with children in grades 4-9. They are required to be active learners, reflecting on the
experiences and concepts presented in the course, as well as in their own teaching and learning about middle
childhood language arts students. The collaborative nature of middle school structure and teaching is emphasized
such as interdisciplinary teaming. Effective teaching and management strategies are modeled. Pre-requisite: EDFD
100 and 200 level courses, EDMC 340.

REQUIRED TEXT & RESOURCES:
University of Chicago Press.
Atwell, N. (2014). In the middle: A lifetime of learning about writing, reading, and adolescents. Portsmouth, NH:
Heinemann.
Academic Content Standards: K-12 English Language Arts. Ohio Department of Education, Office of Curriculum
and Instruction. (Available online)
TASKSTREAM Subscription

STANDARDS:
NMSA Standards Addressed in Class
Standard 1. Middle Level Courses and Experiences
Institutions preparing middle level teacher have courses and field experiences that specifically and directly
address middle level education

Standard 3. Middle Level Curriculum and Assessment
Middle level teacher candidates understand the major concepts, principles, theories, standards, and research
related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4. Middle Level Teaching Fields
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

**Standard 5. Middle Level Instruction and Assessment**

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

**Standard 7. Middle Level Professional Roles**

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

OSTP Standards Addressed in Class

*Standard 1:* Teachers understand student learning and development, and respect the diversity of the students they teach.

*Standard 2:* Teachers know and understand the content area for which they have instructional responsibility.

*Standard 6:* Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

NCTE/IRA Standards Addressed in Class

*Standard 4:* Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

*Standard 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.

*Standard 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 nonprint texts.

*Standard 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.

*Standard 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.

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

**COURSE OUTCOMES:**

- Explore the connectedness of curriculum, pedagogy, and assessment (NMSA 3, NMSA 5, NCTE 11)
- Investigate the interrelationships between reading, writing, speaking, and listening (NMSA 4, NMSA 5, OSTP 2)
- Investigate the resources available to help teachers adapt, implement and evaluate literature-based and writing activities (NMSA 4, NMSA 5, OSTP 2, NCTE 5, NCTE 6, NCTE 8)
- Explore and apply reader response theory (NMSA 4, NCTE 6)
- Enter a conversation about the ways that literature can be used to attend to diversity issues (NMSA 1, OSTP 1, NCTE 10)
- Investigate the incorporation of multiple types of texts into the middle school classroom (NMSA 1, NMSA 4, NMSA 5, NCTE 8)

**EVALUATION/ASSIGNMENTS:**

**COURSE TIME**

1. **Reading Assessments:**

   Students will be assessed on their reading assignments. Students should also bring the **BIG THREE:** two comments and a question regarding each reading assignment. Students should be active readers by taking notes, highlighting, and/or using post-its while reading. Bring active reading evidence to class prepared to lead small-group discussions.

2. **Original Peer Teaching Mini-Lesson:**

   Using the XU lesson plan format on Taskstream, students will design and teach one *original* mini-lesson to the class. The lesson should be appropriate for a writing/reading workshop.

3. **Professional Development Community Outreach**
Each student will participate in a professional development experience that constitutes community outreach. This semester we will visit two community sites where this would be possible. Because each site has different needs, what you produce may vary. More information will be discussed at the sites and in class.

4. Professional Journal Critique
Each student will choose a professional journal to evaluate. Students will be expected to read and skim the articles in three to six issues of an approved professional periodical. A written evaluation of the journal should report on the “conversations” that are currently prevalent within it. Thus, while the student is including a summary of the types of “conversations” occurring in the field, the evaluation should also include one or two paragraphs that are more reflective and consider the implications of the journal’s content. In addition to the written assignment, students will be expected to informally discuss their findings with the rest of the class.

5. Written Piece with Process
Students will submit a final piece (or pieces) of personal writing with evidence of the writing process. Students will design an appropriate assessment for the piece to submit with the final.

6. Critical Conversation Curriculum Chart (accreditation assignment)
Students will design a year-long conversation, sub-divided into conversational domains by way of overarching questions or conversation starters, texts students are to consume and produce, and units. Please use outside resources, citing in APA style. This will be presented to the class.

FIELD TIME
1. Field Observation Notebook with Theory-to-Practice Logs:
Students will keep an Observation Notebook, recording your first four classroom observations. The goal is to observe (in writing) for approximately 60 minutes of Language Arts each visit. After your observation, you will complete a Theory-to-Practice Tool, which is a place to connect your classroom experiences with our texts. Following an observation, you will submit a copy of your observation with the Theory-to-Practice Tool. Hard copies will be placed under the appropriate standard in your portfolio.

2. Lesson Plans (accreditation assignment)
Each student will be responsible for developing and implementing two original, detailed lesson plans, using the XU lesson plan format. Each should be taught in a Language Arts class, with a focus on the various modes of language, and must include some critical classroom conversation. All worksheets, any discussion questions, and materials must be included. Each lesson must include Ohio Academic Content Standards. One of these lessons must be observed by me. One must be recorded. In order to allow time for feedback, lesson plans must be submitted to the classroom teacher prior to teaching. Please ask your mentor teacher to initial your lesson plan, indicating s/he has reviewed the plan prior to teaching. Written reflections of taught lessons will also be submitted with the lesson plan.

3. Photowalk Community Fieldtrip
During the first or second week of the field experience, each student will take some time to visit the community in which they are teaching and take pictures of resources available to families (social, educational, economic, etc.). Through a slide show via PowerPoint or other venue, each student will create a virtual fieldtrip of the community. These can be submitted on a CD or flash drive in my office mailbox or through a link. You may work with others.

4. Portfolio
Students will create and maintain a portfolio throughout the course and field experience that is organized using the Ohio Standards for the Teaching Profession. During finals week, each student will share her/his binder during a private conference.

Points for Assignments:
- Reading Assessments – 10 points each (NMSA 2, NCTE 6)
- Professional Journal Conversation Critique – 50 points (NMSA 7, NCTE 6)
- Peer Teaching Lesson – 20 points (NMSA 1, NCTE 4, NCYE 8)
- Written Piece with Process - 50 points (NCTE 4, NCTE 5)
- Critical Conversation Curriculum Chart – 100 points (NMSA 3, NCTE 8)
- Observation Tool and Notes – 20 points each (NMSA 2, NCTE 5)
- Lesson Plans - 25 each (NMSA 1, NMSA 4, NMSA 5, NCTE 4, NCTE 8, NCTE 10)
- PD Community Outreach - 20 points (NMSA 7, NCTE 11)
- Photowalk Community Fieldtrip - 50 points (OSTP 1, OSTP 6)
- Portfolio (OSTP 1-7) - 50 points
GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>93-94%</td>
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<tr>
<td>B+</td>
<td>90-92%</td>
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<tr>
<td>B</td>
<td>87-89%</td>
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<td>B-</td>
<td>85-86%</td>
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<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>77-78%</td>
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<tr>
<td>D+</td>
<td>74-76%</td>
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<tr>
<td>D</td>
<td>71-73%</td>
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<tr>
<td>Failure</td>
<td>70% and below</td>
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Points basis = Number of points by points possible

COURSE POLICIES:

Attendance: The Xavier University catalogue states “In order to earn credit in any course for which s/he is registered, the student is required to attend classroom and laboratory 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.”

As people who highly value education, it is important that you attend all class sessions. Your participation and attendance in class is critical. Attendance will be taken every class period through a student sign-in sheet that will be checked by the professor. Please be on time, as punctuality is an indicator of consideration for your fellow educators.

All students should arrive on time and remain in class for the duration of the meeting. Failure to attend class meetings will result in a lower class grade and possible course failure. In other words, two absences will decrease your earned final grade one letter grade. If you miss more than two classes, you will receive an F for the course. Two tardies equals one absence. Any snow day may be made up during finals week.

Class Participation: Participation is necessary for sharing ideas and building a sense of a learning community. Participation includes but is not limited to contribution of ideas in class, answering questions, pre-class preparation, submission of assignments in a timely manner, and being respectful of the differing ideas, opinions, and experiences of others. Students are expected to be fully prepared and to become actively involved in activities, discussions, and exercises.

This course is part of an accredited teacher preparation program, which leads to a professional license. The teacher candidates are required to demonstrate professional attitudes, dress, behavior, and academic demeanor in class and during field experiences. Unprofessional behavior may result in a lower course grade. All assignments must be turned in to the instructor on or before the assigned due date. *Turn off/silence all phones, and put away before class. Using your phone during class will result in an absence for the class, and you may be asked to leave. Computers may only be used at specified times.

Quality of Work: All assignments must be typed with correct grammar and spelling. As college students in an education course, APA style is expected. Completion of work does not insure receiving all of the allotted points. Students who fail to provide quality assignments will receive a lower grade. Grades will not be disputed. Assignments turned in late will receive a maximum of half the possible points allowed.

Note: All work is expected to be prepared in a thoughtful and professional manner. In order to receive full credit, work must be: (1) Professional - insightful, free of spelling, grammatical, and all mechanical errors. (2) Submitted on time – deductions will be taken for all late or incomplete work. (3) Neatly word-processed, double-spaced, APA format (4) Ethical – in line with ethical standards, and most importantly (5) Of excellent, outstanding quality through evidence of critical thinking and deep reflection.

Academic Honesty: The Childhood Education and Literacy Department values and expects academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Plagiarism: 1. Submitting another’s published or unpublished work, in whole, in part, or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, citations, or bibliographical reference. 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 Room 400 in the Conaton Learning Commons, and the phone number is
745-2875. Please discuss necessary accommodations with the professor.

### COURSE CALENDAR:

**Overarching question:** How might we best foster critical classrooms of conversation through our teaching of reading, writing, speaking, listening, viewing, and visually representing?

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<thead>
<tr>
<th>EDMC 351 Tentative Course Outline**</th>
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<tbody>
<tr>
<td><strong>Date</strong></td>
<td><strong>DAILY CONVERSATION STARTER</strong></td>
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| Class 1 1/13 | What is your understanding of curriculum? | Signed Syllabus  
Atwell chapters 1-3  
Modes of language |
| Class 2 1/15 | What is your understanding of a classroom? | Identity  
Crayons to Computers Fieldtrip |
| Class 3 1/20 | What kinds of school traditions limit conversation? | Applebee chapters 1-3 |
| Class 4 1/22 | What does it mean to conceive of curriculum as conversation? | Applebee chapters 4-6  
Atwell chapters 4-5  
Objectives |
| Class 5 1/27 | What domains of conversation do you plan to allow and encourage in your own classroom? | Applebee chapter 8  
Lewison, Leland, & Harste Intro & ch 1  
Atwell chapter 6-7  
Critical Literacy  
American Sign Museum Fieldtrip |
| Class 6 1/29 | How do we recognize effective critical classroom conversations? | Lewison, Leland, & Harste chapter 10  
Atwell chapter 8  
Domains, Lesson Planning |
| Class 7 2/3 | How can conversational tension drive the learning process? | Lewison, Leland, & Harste chapters 2-4 |
| Class 8 2/5 | What are the predominant critical conversations in ELA today? | Journal reading and sharing due  
Professional Journal Critique Due  
Assessment |
| Class 9 2/10 | How might multiple perspectives complicate our classrooms conversations? | Lewison, Leland, & Harste chapters 5-6  
Observation |
| Class 10 2/12 | How do we ensure that critical literacy and its related conversations lead to action? | Lewison, Leland, & Harste chapters 7-8  
Atwell chapter 13 |
| Class 11 2/17 | What does it mean to promote social justice through our conversations in the classroom? | Lewison, Leland, & Harste chapter 9  
PD Outreach Due |
| Class 12 2/19 |  | Peer Teaching Due |
| Class 13 2/24 | How do I best model what I believe through classroom conversations? | Atwell chapter 9-11  
Final written piece due |
| Class 14 2/26 | How do we help students enter the culturally relevant and current conversations we wish to undertake in the classroom? | Atwell chapters 12  
Photowalk Community Fieldtrip Due |
** How might we best foster critical classrooms of conversation?

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<thead>
<tr>
<th>Class 15</th>
<th>Final Exam</th>
<th>Portfolio Conferences</th>
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** Instructor reserves the right to change or modify any assignments, readings, or class topics as needed.

* Plan ahead and complete work ahead of the scheduled due dates to avoid missed deadlines due to snow, illness, printer/computer break-downs, and family emergencies!

* Please print out a copy of the syllabus and bring it to the first class.

EDMC 351  
Dr. Bender-Slack

I have read the syllabus and understand the course rules and expectations.

____________________________________________
Student Name Printed

____________________________________________
Student Signature

____________________________________________
Date