

**Berry College Charter School of Education and Human Sciences**  
**EDU 321WI—Language Arts for Early Childhood Education (4 credit hours)**  
**Spring 2015**

**COURSE DESCRIPTION:** EDU 321 provides experiences with a balanced literacy program through the integration of all the language arts across the curriculum with a focus on children’s literature. Instructional and assessment strategies, including technology, for helping diverse learners use literacy to explore cultures, arts and sciences are integral components of EDU 321. Field experience required. PR: EDU 320 and admission to teacher education program. CR: EDU 371 WI.

**TEXTBOOKS:** *(Most of these are the same texts you used Fall 2014 in EDU 320 and will use during Fall 2015 for EDU 429, so keep them.) Required Texts:*

1. Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension to enhance understanding* (2<sup>nd</sup> ed.) Portland, ME: Stenhouse Publishers.
2. Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The Essential Guide*. Porstmouth, NH: Heinemann
3. Tompkins, Gail E. (2005). *Literacy for the 21<sup>st</sup> century: A balanced approach* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
4. Lynch-Brown, C., Tomlinson, C.M. & Short, K.G. (2011). *Essentials of Children’s Literature* (7<sup>th</sup> ed.). Boston: Pearson.

**PURPOSE OF COURSE:** Language Arts for Early Childhood Education is the second half of a year-long course and as such provides preservice teachers with additional understandings and competencies for teaching literacy in grades P-5. Areas of special emphasis are: literature-based instructional frameworks, basal readers, reading/writing processes, comprehension, and content area instruction. Concepts developed in EDU 320 will be extended and applied in this course as students integrate all the language arts (reading, writing, listening, speaking, viewing, and visually representing).

**CONCEPTUAL FRAMEWORK:** We believe that teachers are “**Developers of Human Potential.**” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their **head, heart and hands**. Our philosophy and purposes are based on three dimensions to develop teachers and educational leaders who **1) Promote Reflection and Decision Making (head), 2) Facilitate Learning (hands), and 3) Enhance Self and Social Awareness (heart)**. Each of these dimensions is tied to one or more of the 10 program standards.

This course is placed in the junior year between the pre-school curriculum course in the sophomore year and diagnostic reading in the senior year; streaming of literacy content occurs throughout those three courses. In addition, Language Arts for Early Childhood Education is coordinated with other junior year block courses (curriculum, arts and cultures, and science).

CSEHS Teacher Education Program Standards  
InTASC Model Core Teaching Standards - 2011

**Standard #1: Learner Development (Head)**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences (Heart)**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments (Hands)**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge (Head)**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content (Head)**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment (Hands)**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction (Hands)**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies (Hands)**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice (Head)**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration (Heart)**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**STUDENT LEARNING OUTCOMES and ASSESSMENT MEASURES:**

Upon completion of this course, students will have the following knowledge, skills, and dispositions as literacy teachers:

Student Learning Outcomes (based on International Reading Association Standards and Georgia Professional Standards Commission certification standards)	INTASC Standards/ Berry College Teacher Education Goals	Course Subgoals	ASSESSMENT MEASURES	RUBRIC/ CRITERIA
<p><b>1. Foundational Knowledge:</b> Candidates have knowledge of the foundations of reading and writing processes and instruction.</p>	<p>2, 4 (Head)</p>	<p><b>Foundational Knowledge:</b>            a. Define reading as a constructive, interactive process.            b. Identify and use selected organizations, journals, and websites providing information on the improvement of literacy.            c. Describe multiple frameworks for organizing literacy instruction in elementary classrooms.            d. Identify schema demands of a variety of texts and demonstrate knowledge of strategies for supporting comprehension construction.</p>	<p>Written Position Statement</p>	<p>Rubric</p>

<p><b>2. Instructional Strategies and Curriculum Materials:</b> Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.</p>	<p>1, 5, 7, 8 (Hands)</p>	<p><b>Instructional Strategies and Curriculum Materials:</b></p> <ul style="list-style-type: none"> <li>a. Identify and use a variety of strategies for addressing the five stages of reading lessons: pre-reading, reading, responding, exploring, and applying.</li> <li>b. Demonstrate knowledge of and use the Gradual Release of Responsibility model for skill and strategy instruction.</li> <li>c. Design and implement in a team teaching setting a unit of instruction that integrates listening, speaking, reading, writing, viewing, and visually representing along with children’s literature in a content lesson.</li> <li>d. Identify text structures and strategies that scaffold students’ interactions with texts in order to facilitate comprehension.</li> <li>e. Demonstrate understanding of levels of comprehension, questioning strategies, and means of checking for depth of comprehension.</li> <li>f. Demonstrate instructional competency in cognitive and metacognitive strategies to improve comprehension in various content areas.</li> <li>g. Identify elements of and use multiple instructional frameworks for literacy instruction, e.g. (a) basals, (b) guided reading, (c) reading workshop, (d) writing workshop, (e) literature circles.</li> <li>h. Identify and use research-based strategies for instruction vocabulary and comprehension in content areas.</li> <li>i. Demonstrate knowledge of how to teach the steps in process writing.</li> <li>j. Demonstrate ability to craft various forms</li> </ul>	<p>Lesson Plans</p> <p>Reading Workshop Notebook</p> <p>Writing Workshop: Multigenre Project</p>	<p>Evaluation Checklist</p> <p>Rdg. Workshop Rubric</p> <p>Rubric</p>
		<p>of expression (multigenre and poetic) for varying purposes, audiences, and points of view. k Select and use literature, materials, resources, and technology appropriate to the age, developmental level, cultural and linguistic backgrounds, and exceptionalities of students to enhance literacy and content area learning.</p> <p>l. Demonstrate knowledge of ways to integrate listening, speaking, reading, writing, viewing, and visual representation throughout the elementary curriculum.</p>		

<p><b>3. Assessment, Diagnosis, and Evaluation:</b> Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p>	<p>6 (Hands) 2 (Heart)</p>	<p><b>3. Assessment, Diagnosis, and Evaluation:</b> a. Assess literacy and content learning through authentic methods. b. Identify students abilities along developmental continuums and select texts appropriate for students' needs and interests.</p>	<p>Lesson Plans</p>	<p>Evaluation Checklist</p>
<p><b>4. Creating a Literate Environment:</b> Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p>	<p>4 (Head) 3 (Hands) 8 (Hands)</p>	<p><b>4. Creating a Literate Environment:</b> a. Understand the role of children's literature for enhancing instruction across the curriculum and for life-long learning and pleasure. b. Understand how literature and literacy helps people recognize, clarify, and define their values and develop their social awareness. c. Demonstrate knowledge of various genre, authors, illustrators, awards, and trends and issues surrounding use of children's literature for instruction. d. Use reading and writing as a means of exploring and learning. e. Develop an awareness and understanding of diverse families, cultures, and communities through literature and literacy activities. f. Demonstrate a repertoire of strategies for eliciting response to literature.</p>	<p>Reading Workshop Notebook  Writing Workshop: Multigenre Project  Literature Circles</p>	<p>Rdg Workshop Rubric  Rubric  Observation Checklist</p>
<p><b>5. Professional Development and Dispositions:</b> Candidates view professional development as a career-long effort and responsibility.</p>	<p>9 (Head) 10 (Heart)</p>	<p><b>5. Professional Development and Dispositions:</b> a. Display professional dispositions related to teaching PreK-5 and to literacy instruction. b. Reflect on teaching and learning behaviors in order to adjust instruction and examine the moral and ethical consequences surrounding literacy instruction.</p>	<p>Observation  Professional Book Study Group</p>	<p>Professional Dispositions Rubric  Response Tasks</p>

**FIELD EXPERIENCE:** Each student will participate in a field experience as a member of a two-person team and is assigned to classrooms in schools with which Berry College has established partnerships. Teams will be formed in the ECE Methods & Curriculum II course that is blocked with the Language Arts for Early Childhood course and integrated with the Arts and Cultures course. During the semester, students will complete 35 hours in those classrooms by actively participating in the classroom activities, assisting the teacher, and teaching lessons. Lessons from the Language Arts for Early Childhood course are to be completed during these 35 hours.

**USE OF TECHNOLOGY:** Each candidate will use the Internet to search children's literature websites, to locate lesson plans, and to locate instructional materials (documented by citation at end of lesson

plans). Candidates will use iWeb for multigenre writing, will use a computer based graphics program for creation of instructional materials, and will use websites for identification of Lexile units as well as other ways of leveling texts.

**METHODS OF INSTRUCTION:** Topics will be presented using a variety of approaches including lectures mediated by electronic and visual means, mini-lessons, simulations of strategies, workshops, collaborative learning teams, group investigations, and discussions. Individual and team teaching will strive to illustrate integration of the language arts.

**ATTENDANCE POLICY:** Attend all classes and field experience sessions. Since many of the literacy strategies presented in the text will be modeled or simulated in class, your presence is imperative. *Being present in class means you are alert and thoughtfully participating in all class discussions and activities.*

- Laptops may be used for taking notes or in-class activities that necessitate their use. I do monitor laptop usage. Inappropriate usage will be addressed individually and may cause a reduction in a student's professional dispositions grade.
- Cell phones must be turned off and stowed out of sight unless you are expecting an emergency call (please clear this with me at the beginning of the class) or we are using them for in-class activities. Inappropriate usage will be addressed individually and may cause a reduction in a student's professional disposition grade.
- Unexcused absences will result in an eight-point reduction from your course point total. Absence in excess of four hours (two class meetings) may jeopardize passing this course. Illness or family emergencies may be considered excused absences if the student emails me or tells me in person. Documentation from the Ladd center or family doctor is required for illnesses to be considered excused.
- Tardy: Any student not prepared to begin class at 8:00am will have a four-point reduction in her or his class point total unless I am emailed ahead of time with an explanation meriting an excused tardy (documented medical appointment).
- Assignments are to be turned **AT THE BEGINNING OF** class on the dates indicated in the syllabus. **No late assignments will be accepted, unless written permission has been granted by the professor 24 hours prior to the due date.**

**ACADEMIC INTEGRITY:** Academic dishonesty includes, but is not limited to, the following: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting. Students are expected to comply with the college's policies concerning academic integrity. A full description of policies and appeals procedures can be found in the *Viking Code*. Violations of the Viking Code will be addressed individually and may result in a zero on the assignment or a failing grade in the class (per instructor's discretion). Furthermore, preservice teachers are also bound by the *Georgia Code of Ethics*.

## **SPECIAL REQUIREMENTS:**

### **1. Professional Development And Dispositions:**

1. Behaviors indicating a disposition toward professional and ethical practice will be evaluated with the Professional Dispositions Rubric. Areas to be evaluated include initiative in one's own learning, decision-making, preparedness, attendance, professionalism during the field experience, collaboration, and adherence to ethical standards.

2. Professional Book Club Assignments. Candidates will participate in reading a professional book and discussing it in small groups during class as members of a professional book club. Teachers in schools frequently engage in professional book clubs as a way to increase their content knowledge and improve their teaching. Further directions will be provided for the written submissions accompanying this assignment.

## **2. Instructional Planning:**

1. Each individual (not teams) will write *3 sequential comprehension lesson plans* focusing on teaching a strategy and/or text structure lesson. This assignment has two purposes: 1) to prepare candidates to teach comprehension strategies, and 2) to prepare candidates in writing a set of connected lessons as required for completion of edTPA during student teaching.
2. Basal Reading / Literature Anthology Scavenger Hunt: most schools purchase a basal reader or literature anthology (or they may call it a core reading program) to use to organize the instruction offered during language arts. You will complete a scavenger hunt (provided in class) to learn more about the program the school uses during your field experience placement.

## **3. Reading Notebook:** You will organize a reading notebook in order to:

- increase your knowledge of children's literature, authors, and illustrators, and □  
organize the materials related to the content covered in this class

## **4. Writer's Workshop and Writing Notebook:** You will participate in writer's workshop in order to:

- help you understand the writing workshop framework for writing instruction
- increase your knowledge of the writing process
- engage in strategies you can use for teaching multigenre writing using iWEB (or other software) for
  - explanatory or informative writing
  - writing an opinion piece
  - writing poetry

## **5. Literature Circles:** You will participate in literature circles focused on literature related to diversity. The purpose of this is to:

- experience this framework for literacy instruction,
- increase your knowledge of the literature circle process, and
- engage in strategies you can use for teaching from a literature circle framework. (See handouts and scoring rubrics.)

## **6. Writing a Mystery Lesson Plans for BCEMS**

Working in a small group, you will create lesson plans to teach to 3, 4, & 5 graders from Berry College Elementary & Middle School. A rubric and directions will be provided.

## **7. Position Statement:** Using the position statements from professional organizations such as NCTE and IRA as models, you will build your philosophy about balanced reading instruction. The summary should include (a) instructional framework and reading theory, (b) comprehension, (c) writing, (d) the role of literature in reading, (e) fluency, and (f) word study, which includes vocabulary and phonics.

**ACCOMMODATION STATEMENT: Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center on the first floor of Memorial Library as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please see me during the first week of class so I can work with you to accommodate your needs.**

**EVALUATION COMPONENTS AND GRADING SCALE:**

COMPONENTS	POINTS
Professional Development & Dispositions Professional Disposition Rubric Professional Book Club Assignments	_____/20 _____/100
Instructional Planning Comprehension lesson plans	_____/100
Basal Reader & Literature Anthologies Scavenger hunt	_____/25
Reader's Workshop Participation in all aspects of workshop simulation Reading Notebook Reading Log (quality and quantity of reading) Progress towards goals Writing of Literary Letters Course Notes	_____/50
Writer's Workshop Participation in all stages of the writing process Publication of multigenre writing using iWeb or other software (1) opinion (2) poetry (3) informational text  Writing Notebook Compilation of all course materials and notes.	_____/100      _____/25
BCEMS Mystery Book Lesson Plan & Instruction	_____/100
Position Paper Final Exam: individual conference/position paper mock interview	_____/175 _____/25
To calculate your grade, add your points and divide by 720. That is the percentage that will determine your grade.	Total ____/720

A = 94-100 A- = 90-93 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76 C- = 70-73 D+ = 67-69 D = 60-66 F = 59 and below



DATE	TOPICS	READINGS/ASSIGNMENTS	DUE
Jan 12 Mon	Intro Syllabus Overview Intro to Multigenre Project	In Class:  Goal setting for reading workshop	
Jan 14 Wed	Comprehension Reader Factors Comprehension strategies How to teach a comprehension lesson	Tompkins, ch. 8	
Jan 19 - Monday	MLK Day	No Class	
Jan 21 Wed <i>Go over comprehension lesson plan</i>	Comprehension Reader Factors Continued  Professional Book Club	Harvey ch. 1, 2 & 3	PBC Assignment 1 (part one bring to class; then, take home to complete part two)
Jan 26 Mon	Comprehension Reader Factors Continued  Professional Book Club	Harvey, ch 4 & 5	PBC Assignment 1 (part two; bring to class to submit for a grade)
Jan 28 Wed	Comprehension Text Factors  Reading Workshop Nonfiction Texts	Tompkins, ch 9  Child Lit ch 10	Topic due for multigenre project and bring 3 resources
Feb 2 Mon	Comprehension Text Factors  Professional Book Club	Harvey, ch. 12, 13, 14	PBC Assignment 2
Feb 4 Wed	Writing Instruction Introduction to Mystery Book project with BCEMS  I model using mentor texts for informational writing in class	Writing workshop text: <b>1.</b> Chapter 7 <b>2.</b> Page 90 (start with beginning of second full paragraph "When") through page 91.  Tompkins, pg. 343-353	

Feb 9 Mon	<p>Writing Workshop Begin writing informative/explanatory in class (multigenre)</p> <p>Work with group on BCEMS project</p> <p>Professional Book Club: <i>Connecting &amp; Questioning</i></p>	<p>Writing Workshop Text: ch 1, 2, 3</p> <p>Harvey, ch 6, 7, 8</p>	<ol style="list-style-type: none"> <li>1. Comprehension lesson plans due</li> <li>2. PBC Assignment 3</li> <li>3. Bring multigenre topic resources</li> </ol>
Feb 11 Wed	<p>Writing Workshop Conferencing with writers</p> <p>Continue writing informative/explanatory in class (multigenre)</p> <p>Professional Book Club: <i>*Visualizing and Inferring</i></p>	<p>Writing Workshop Text: ch 4 &amp; 5</p> <p>Harvey, ch 9</p>	PBC Assignment 4
Feb 16 Mon	<p>Writing Workshop Revising &amp; Editing</p> <p><i>*Complete</i> informative/explanatory in class (multigenre)</p>	Writing Workshop Text: ch 6	BCEMS Mystery Book Lesson Plans Due
Feb 18 Wed	<p>Professional Book Club <i>*Summarizing</i></p> <p>Writing Workshop: Written Conventions Grammar PreAssessment</p>	<p>Harvey, ch 10 &amp; 11</p> <p>Writing Workshop text: ch 8</p>	PBC Assignment 5
Feb 23 Mon	Be at BCEMS at 8:00 prepared to teach your mystery lesson plans.	We will finish by 9:45	
Feb 25 Wed	Be at BCEMS at 8:00 prepared to teach your mystery lesson plans.	We will finish by 9:45	
<b>FEB 27</b> <b>**FRIDAY**</b>	<b>BCEMS Teaching</b> We will wrap up our mystery writing lesson plans today.		

Mar 9 & 11	<b>Spring Break</b>		
Mar 16 Mon	NO CLASS	Make – up for attending class Friday at BCEMS	
Mar 18 Wed  <i>Go over scavenger hunt</i>	Frameworks for literacy instruction overview  Basal Reading Programs  Introduce opinion writing	Tompkins, ch 10 (start with page 317 and stop on top of page 330)  Child Lit Text: 257-259	
Mar 23 Mon	Frameworks for literacy instruction  Guided Reading	Guided Reading Text: ch. 11 & 12	
Mar 25 Wed	Frameworks for Literacy Instruction  Guided reading Opinion writing	Guided Reading Text: ch 5 & 8 (managing the classroom and differentiation)	
Mar 30 Mon	Frameworks for Literacy Instruction  Literature Focus Units  Introduction to Literature Circles (choose a text) Complete opinion writing	Tompkins, 330-336  Tompkins, CH 10; p. 336-343	Scavenger hunt due
April 1 Wed  <i>Introduce Lit Position Statement</i>	Frameworks for Literacy Instruction  Daily 5  Literature Circle Simulation w/variety of response modes	Daily 5 Handouts provided by Dr. _____  Read first 1/3 of your selected chapter book for lit circles	

Apr 6 Mon	Literature Circles Simulation  Reading Workshop Modern fantasy	Read up through approximately 2/3 of your selected chapter book  Child Lit: ch 7	
Apr 8 Wed	Literature Circles  Reading Workshop Traditional Literature	Finish your selected chapter book  Child Lit: ch 6	Bring graphic organizers for literacy position statement paper

	Grammar Post Assessment		
April 13 Mon	Reading Workshop Poetry!  Writing Workshop: Begin writing poem (multigenre)	Child Lit: ch 4	
April 15 Wed	Writing/Reading Workshop: Poetry  Literacy Position Statement Peer Review in class	Work on position statement	
April 20 Mon	Writing Workshop Assemble Multigenre Project	Work on position statement	Reading Notebook Due
April 22 Wed	Literacy Position Statement Final revision/edits	Work on position statement	Multigenre Project Due Writing Notebook Due
April 27 Mon	Children's Literature Book Buffet & Poetry Slam		
April 29 Wed	Reading Day - No Classes!		
<b>Thursday</b> <b>May 1</b>	Final 11:00-1:00	<b>Individual Interviews</b>  Other times as needed. A sign-up sheet will be provided in class.	Literacy Position Statement Due