**EDUC 3013 Literature, Language Arts, and Reading**

**EDUC 3023 Methods in Reading and Language Arts**

**Fall Semester, 2018**

**Course Description:**

3013: Study of teaching materials and techniques used in middle grades language arts and literature programs with focus on the use of speaking, listening, reading, writing across the content areas, guidelines for evaluating juvenile literature; and studies of authors and illustrators. Practicum is required.

3023: An examination of the reading and language arts skills needed by students in grades 6-12 for successful operation within the content areas, with attention given to methods, materials, and the relationship between adolescent development and the reading/language arts process in presecondary and secondary school settings.

**Prerequisites:** EDUC 2204, EDUC 2220, EDUC 2230, EDUC 3020, and EDUC 3011 or EDUC 3021, GPA 2.75, Admission to the Teacher Preparation Program

**Co-requisite**: EDUC 3014, and/or EDUC 3015, and/or EDUC 3016

**Professor:** Christina Santoyo, Ph.D.   
**Office:** Goolsby 102 E

**Textbooks:**

Required:

1. McTighe, J., & Wiggins, G. (2004). *Understanding by design: Professional development workbook.* Alexandria, VA: ASCD.
2. Himmele, P., & Himmele, W. (2011). *Total participation techniques: Making every student an active learner*. Alexandria, VA: ASCD. **(available as an e-book through the library catalog)**
3. LIVE TEXT online FEM model subscription

Recommended (readings will be available on LiveText):

* Gallagher, K. (2011). *Write like this*. Portland, ME: Stenhouse Publishers
* Miller, D. (2009). *The book whisperer*: *Awakening the inner reader in every child.* San Francisco, CA: Jossey-Bass
* Arends, R. I. (2012). *Learning to teach*. (10th ed.). New York, NY: McGraw Hill.

Additional Readings/Sources:

Supplementary readings will be made available by the instructor during the course of the semester.

1. Excerpts from textbooks
2. Periodicals: For example, *Chronicle of Higher Ed., Ed. Leadership, Social Education, Phi Delta Kappa, Harvard Educational Review, Education Week*, and newspapers/ magazines *(Atlanta J&C, NYTimes, Washington Post, Time, Newsweek, Economist*)
3. Websites: For example, Foxfire [www.foxfire.org](http://www.foxfire.org), classroom resources www.readwritethink.org, educational reform data and issues in [www.ets.org](http://www.ets.org) and [www.nces.org](http://www.nces.org); Georgia Standards of Excellence www.georgiastandards.org

**Academic Accommodations**

Young Harris College is committed to creating an environment in which all students have access to learn and work to their full potential. YHC provides academic accommodations for students registered with Disability Services in the Student Success Center in accordance with current federal laws. Students should contact Disability Services in the SSC as soon as possible to obtain accommodation forms or to register with Disability Services. Disability Services in the SSC can be contacted at 706-379-5200 or sscinfo@yhc.edu. Information is also available on the Student Success Center tab on YHC Connect at connect.yhc.edu.

**Academic Integrity**

In the spirit of maintaining the highest level of academic integrity for all students at YHC, you will be expected to adhere to the Honor Pledge and be accountable to the Honor Code guidelines as stated on the YHC website: <http://www.yhc.edu/academics/honor-council> Therefore, all written assignments for this course are subject to the originality detection software found at [turnitin.com](http://turnitin.com/).

**Attendance Requirements**  
Professionalism in the field of education requires regular attendance and punctuality and is connected to the dependability criteria of the Division of Education pre-professional ideals and the Georgia PSC Code of Ethics. All current members are expected to demonstrate proficiency in all areas of the pre-professional ideals. Failure to attend class, arrive on time, or stay throughout, will result in a less than proficient rating on the pre-professional ideals and may therefore jeopardize good standing in the TPP.

The instructor reserves the right to withdraw a student who misses 15% or more of class meetings without a physician’s note or YHC activity excuse. Class attendance and Withdrawal policies are described in detail in the *Young Harris College Catalog.*

**Efficacy**

Class communication will be conducted and class resources will be available primarily through the Live Text website and secondarily through YHC Moodle. When candidates have questions or concerns regarding class materials or activities they should 1) first access and read information provided on the electronic platforms or in class, and 2) be resourceful in resolving their uncertainty. If candidates have availed themselves of both of these avenues yet questions remain, they may schedule a face-to-face meeting with the professor. **Candidates seeking additional feedback beyond the intended amount must also schedule face-to-face meetings for doing so**. The professor expects all students to be proactive learners – looking for answers to their own questions, seeking support when needed, and advocating for their own needs.

**Electronic Communication**

Students should practice professionalism in communication with the instructor - including electronic. *Reasonable email expectations should be honored*. Emails sent in the evening, on weekends, or during other class times should not expect an immediate reply. Email is a relatively passive way to resolve issues and a message can easily get buried or lost in the dozens that your professors receive daily. **Do not assume your email has been read or received without confirmation.** **Any concerns about assignments or grades need to be addressed in person – schedule a meeting with the professor.** Students should practice professional writing in email communiques with all faculty and staff at both YHC and in the field.

**Grading Policy**  
Assignments will be graded on a 1-4 Level scale based on the work of education scholar Robert Marzano. A translation document for the 4 level scale can be found on Live Text. Course grades reflect the Young Harris College Academic Policies and Grading System. See the [Academic Policies page](http://catalog.yhc.edu/content.php?catoid=8&navoid=196) for a description of the YHC Plus/Minus grading system. <http://catalog.yhc.edu/content.php?catoid=8&navoid=196>

**Any questions or concerns about assignment, assessment, or final grades must be done in person during office hours or by appointment.** Questions or concerns about a grade should be brought to the instructor **no sooner than 24 hours and no later than 1 week after grade is assigned**.

**Late work**

Late work is accepted **only when previous arrangements have been made** with the professor. Exceptions will be made, extensions granted, and consequences determined on a case by case basis. Failure to turn in an assignment without previous warning will be interpreted as a choice and graded as incomplete.

**Participation**

EDUC 3013 requires active engagement in consideration of social science concepts. Social learning theory, collective responsibility for learning, and participating in class activities is vital to developing a deep understanding of the pedagogy. Participation in class discussions, collaborative work, and in-class activities is expected as it fulfills the learning objectives of the course. Failure to participate will be reflected in the pre/professional ideals and may therefore jeopardize good standing in the TPP.

**Printing Handouts**

Printing is free in the YHC library. The expectation is that students will make the necessary preparations to bring the appropriate number of handouts for any presentation requiring them.

**Reflective Thinking**

The YHC Division of Education defines reflective thinking as a deliberate process in which the reflector carefully and habitually considers events or ideas in light of the potential for growth of self and others. The reflector operates from multiple perspectives, accepts uncertainty as a necessary component of the practice, and undertakes those with the possibility for positive impact in the world. Students will be expected to engage in reflective thought in developing well-informed decision making skills.

**Technology**

It is advisable to bring technology to class for each meeting as it may be used for educational purposes. Educational purposes include doing research for the course, taking notes for the course, or collaborating with your peers in the course. Using technology during class meetings for personal reasons, other course work, academic dishonesty, or other distracting purposes will negatively impact your grade. If you must have your cell phone on for emergency contact reasons, discuss that with your instructor and try to put the phone on silent.

**Weather**

Whenever possible, the expectation for school cancellations because of weather is that we will still engage in the work remotely. This will mean assignments and readings are still due, and **you may be required to participate in online discussions.**

**Writing Style**

As is professionally and academically accepted in the discipline of Education, all written assignments should follow general **APA** guidelines as appropriate. You can find several references online and in the library to support your practice of APA format.

*Assignment ratings*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4**  **EXEMPLARY** | **3**  **MEETS EXPECTATIONS;**  **PROFICIENT** | **2**  **APPROACHING EXPECTATIONS;**  **LIMITED** | **1**  **DOES NOT MEET EXPECTATIONS; UNSATISFACTORY** | **0**  **INCOMPLETE** |
| In addition to the score 3.0 performance, in depth inferences and applications go beyond what was taught | No major errors or omissions regarding any of the information or processes explicitly taught; complex processes evident; little to no input required from instructor | No major errors or omissions regarding simpler details, but  missing complex processes;  may require input from instructor | With help, partial understanding;  partial accomplishment of task;  Lack of evidence of understanding OR evidence of not understanding | No understanding or skill demonstrated |

*Final grade translation*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| More 4s than 3s  \*No 2s or 1s | At least one 4 and the rest are 3s.  \*No 2s or 1s | ¾ of ratings are 3 or 4s and the rest are no lower than 2  \*No 1s | ½ of ratings are 3 or 4 and the rest are no lower than 2 | At least 40% of ratings are 3s or 4s and the other 60% are no lower than 2 | At least 40% of ratings are 3s or 4s; may include a score lower than 2 | 70% of ratings are 2 or above | At least half the ratings are 2 or above | More than half the ratings are 2 or below |
| A | A- | B+ | B | B- | C+ | C | C- | F |

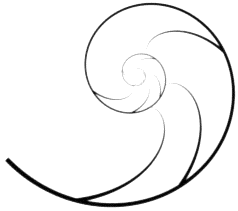
**\*The grading method will be discussed within the first week of class and is subject to change.**

**YHC Mission Statement**   
Young Harris College educates, inspires, and empowers students through a comprehensive liberal arts experience that integrates mind, body, and spirit.

**Goals**:   
Young Harris College will:

* Educate students through a comprehensive liberal arts experience.
* Challenge students through innovative academic, cultural, athletic, and spiritual programs.
* Recruit and retain excellent students, faculty, and staff.
* Empower students, faculty, and staff to reach their full potential.
* Increase significantly the College’s financial resources and facilities to support growth and development.
* Contribute to the quality of life of our local community.

**Conceptual Framework for the YHC Teacher Preparation Program**  
The Teacher Preparation Program at Young Harris College originates from the College Mission, Goals, Values, and Vision combined with Professional, State, and Institutional standards for the preparation of prospective teachers. With the robustness of a Liberal Arts background woven throughout, the institutional motto of “**Educate, Inspire, Empower**” fully supports the developmental milestones entailed by the conceptual framework of the initial teacher preparation program at YHC. These program foci, which will be internalized by teacher candidates in a manner similar to the emulsification process the nautilus undergoes to form the chambers of its shell, may be defined as: **(a) YHC mission and values; (b) experiential meaning making; (c) pedagogies that address the art and science of teaching; (d) professional transformation; and (e) advocacy**. With continuous assessment providing on-going feedback and monitoring of all components of the teacher preparation program, the development of a professionally-informed pedagogy based on a strong liberal arts background that will lead to the capacity for advocating for self, the community, the profession, and enriched educational outcomes for all characterizes both the approach of the Young Harris College faculty as well as the program expectations/outcomes for teacher candidates. Thus, the image of the nautilus shell, that spirals toward the outer environment from a resilient core and continuously develops throughout a lifetime, is the icon for effective educator preparation at Young Harris College.



**Pedagogical understanding**

**YHC Mission & Values**

**Experiential meaning-making**

**Professional**

**Transformation**

**Advocacy**

**Professional Outcomes**

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| --- | --- | --- | --- | --- |
| Student Outcomes | INTASC Standards | Intern KEYS | Program/ Content Standards | Institutional Standards |
| 1. The student will utilize knowledge of adolescence, language, learning, teaching, and diversity to plan and adapt instruction which maximizes learning for all students in today’s schools. | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1,9,10 | 1, 2, 3 | 1, 2, 3, 4, 5 |
| 1. The student will apply teaching methods and techniques that demonstrate best practices based on research and theory of the language arts. | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1,2,3,4,5,6,7,8 | 1, 2, 3 | 1, 2, 3, 4, 5 |
| 1. The student will demonstrate the ability to plan and implement appropriate instruction and assessment for grades 4-8. | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1,2,3,4,5,6,7,8,9,10 | 1, 2, 3 | 1, 2, 3, 4, 5 |
| 1. The student will identify resources available to help teach English to all students in grades 4-8, including exceptional students, culturally different students, and linguistically different students. | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1,2,4,9,10 | 1, 2, 3 | 1, 2, 3, 4, 5 |

**This course takes place in conjunction with *Grounding Field Experiences* in the TPP. Candidates are responsible for familiarity with the expectations during this transition phase, as well as upcoming phases. TPP Policies and Progression:**

**TRANSITION PHASE 1 – Grounding Field Experiences**

**CHECKPOINT CRITERIA for potential candidates:**

1. Maintain all credentials established upon admission to the program.
2. Submit an electronic portfolio that meets expectations as determined by the major professor and/or advisor using the Unit Assessment instrument.
3. Successfully meet all field studies criteria.
4. Provide documentation of self and faculty-completed assessment of Professional Ideals using TPP rubrics.
5. Submit Field Study Experiences Guide with Section A completed.

**CHECKPOINT POINT 1 – Authorization to Early Field Studies**

**Literature, Language Arts, and Reading Course Requirements**

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| **Requirement/Project** | **DUE BY** |
| **Student-Centered Models Presentations**  Middle and high school teachers often choose to use teacher-centered models in their classes. However, research shows that student-centered models are often more effective in fostering student engagement and retention. Teacher candidates will divide the following models (Arends, 2012) and create multimedia presentations to introduce them to the class and demonstrate how they can be implemented.   * Cooperative Learning * Classroom Discussion * Inquiry * Problem-Based Learning | Cooperative & Discussion: 9/18  PBL & Inquiry: 9/25 |
| **Technology Activities**  Teacher candidates will create 3 activities that require learners to use technology for communicative purposes. You will present your activities to the class using models representative of high expectations for each activity. A means of assessing (a rubric) should be included for evidence of scoring learner’s work. | Activity 1: 10/9  Activity 2: 10/23  Activity 3: 11/27 |
| **Lesson Segment/Unit plan**  **Three lesson plans/teaching rehearsals**  Teacher candidates will teach one 20-minute lesson on reading, one 20-minute lesson on writing, and one 20-minute lesson on language/grammar. Each lesson will utilize a different teaching method (presentation, direct instruction, inquiry, concept teaching, problem-based learning, or cooperative learning). Each teaching rehearsal requires a formal lesson plan to be submitted on the same day as the lesson. Select one anchor standard to focus on.  **Theme Study**  To make the lesson segment more cohesive, the candidate will combine an over-arching theme study (following suggestions from *The Book Whisperer)* with the three teaching rehearsals completed for class.  Teacher candidates will self-select a conceptual theme for study and will complete a unit that includes:   1. Concept map/timeline of study 2. Vocabulary activities 3. Writing activities 4. Literary activities 5. Assessments as appropriate for various activities 6. Supplementary materials (non-fiction texts, poems, memoirs, etc.) | LP 1: 10/2  LP 2: 10/30  LP 3: 11/13  1-pg template: 9/11  2-pg template:  10/16  Final: 12/4  Presentation: Final Exam |
| **Professional Ideals (Live Text)**  Each candidate and partner teacher will use the Live Text professional ideals rubric prior to a meeting with the instructor. During the meeting, candidates will provide evidence for ratings. Instructors will also assess the candidate. Failure to meet the expectations for the professional ideals will be reflected in the transition point audit and may obstruct continuance in the TPP. | *Schedule a meeting between Nov 12-16. Meetings must be complete by Nov 16* |
| **Conceptual framework Journal (Live Text)**  Candidates will practice reflective writing about self-selected issues that demonstrate development through the YHC TPP conceptual framework. Submit via Live Text. Journal requirements are not a grade for this course, but rather a checkpoint criterion for moving on to the next Transition Phase in the TPP program. Failure to meet the journal expectations will be reflected in the transition point audit and may obstruct continuance in the TPP. | *NOV 12* |
| **INTASC Portfolio (Live Text)**  Candidates will offer artifacts and reflections that show growth. Portfolio requirements are not a grade for this course, but rather a checkpoint criterion for moving on to the next Transition Phase in the TPP program. Failure to meet the expectations for portfolio requirements will be reflected in the transition point audit and may obstruct continuance in the TPP. | *NOV 1* |
| **Transition Point Audit (Live Text)**  Each candidate will submit a completed audit of the checkpoint criteria and submit it on Live Text, requesting to move on in the Teacher Preparation Program. Responses to requests to move on in the program will be disseminated approximately two weeks after the end of the semester. *\*Candidates with****unmet transition criteria****must also create a professional growth plan to submit with the transition audit. Find the professional growth plan on Live Text if needed.* | NOV 26 |

***This is an estimated calendar of events. The instructor reserves the right to make changes as needed.***

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| ***WEEK*** | ***DATE*** | ***Tuesday***  **Literature, Language Arts, and Reading** |
| 1 | AUG 21 | Introduction to methods course assignments and semester   * How are middle school and secondary language arts different? * Practice GACE |
| 2 | AUG 28 | **NO FACE-TO-FACE CLASS- GA ETHICS SYMPOSIUM**  Teacher-Centered Models online module (Moodle) |
| 3 | SEP 4 | Understanding by Design Overview  Assign Student-Centered Models presentations  Instructional Planning and Assessment  **Read: *Understanding by Design* Introduction** |
| 4 | SEP 11 | Designing a Language Arts classroom  **Read: Book Whisperer Ch. 1**  **Bring in completed 1-page UbD Template for peer feedback** |
|  | SEPT 17 | TEAC Meeting- Invite your partner teachers |
| 5 | SEP 18 | The power of choice; Close Reading  Work on Lesson Planning together  **Read: Write Like This- Ch. 1 and 2**  **Cooperative Learning and Discussion Presentation** |
| 6 | SEP 25 | Literature Genres and Language; Reading during class time  Rubric writing discussion  **Read: Book Whisperer Ch. 2**  **Inquiry and Problem-Based Learning Presentation** |
| 7 | OCT 2 | Assessing reading  **Read: Write Like This- Ch. 3 and 4**  **Teaching Rehearsal 1** |
| 8 | OCT 9 | Writing and Writing Strategies  **Read: Book Whisperer Ch. 3**  **Technology Presentation 1** |
| 9 | OCT 16 | Writing and Writing Strategies  **Read: Write Like This- Ch. 5 and 6**  **Bring in completed 2-page UbD Template for peer feedback** |
| 10 | OCT 23 | Writing and Writing Strategies  **Read: Book Whisperer Ch. 4**  **Technology Presentation 2** |
| 11 | OCT 30 | Writing and Writing Strategies  **Read: Write Like This- Ch. 7 and 8**  **Teaching Rehearsal 2** |
| 12 | NOV 6 | Grammar and CAPS   * How to embedded this in the students’ writing/reading lessons   **Skim: Weber- Write Way to Teach Grammar (handout and PowerPoint)** |
| 13 | NOV 13  *Mandatory end of semester conferences*  *Nov 12 – 16* | Classroom Discourse  Integrating Technology  **Read: Socratic Seminar**  **Teaching Rehearsal 3** |
| 14 | NOV 19-23 | **NO CLASS- THANKSGIVING BREAK** |
| 15 | NOV 27 | Engaging All Students  **Read: Total Participation Techniques Section II**  **Technology presentation 3** |
| 16 | DEC 4 | Engaging all students  **Theme Study Due** |
| 17 | TUES, DEC 11  8-10:30 AM | **Final exam: Theme Study Presentation** |