

EED 330A
K-6 Children's Literature & Language Arts Methods
WEC
Spring 2009
Saturday 8:00-12:00

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Class meeting room: Foss 43

Credits:

Prerequisites: Admission to the Education Department

Course Description: *Examination and preparation of materials and resources for children's literature and language arts at the kindergarten and elementary levels.*

This is an active curriculum and methods course which features listening, reading, writing and speaking as integral communication skills. This course will consist of both theory and practice in which components of a comprehensive writing program are modeled, demonstrated and practiced in a workshop environment. In addition, this course will acquaint students with children's literature at various levels. Strategies for using children's literature as an integral part of language arts instruction will be modeled and practiced. Students in this course will participate in a variety of activities that will enhance their understanding of literacy teaching and learning with elementary students.

Education Department Mission Statement:

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

Mission Themes (MT) assessed in this course: Being competent in pedagogy.

Applicable Standards of Effective Practice:

- Standard 1 – Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.(MT – Knowledgeable in content)
- Standard 2 – Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's

intellectual, social, and personal development. (MT – Knowledgeable in content)

- Standard 3 – Diverse Learning: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. (MT – Embracing diversity)
 - 3C – The teacher must know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- Standard 4 – Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. (MT – Competent in Pedagogy)
- Standard 5 – Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard 6 – Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (MT – Competent in pedagogy)
- Standard 8 – Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- Standard 9 – Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates choices and action on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. (MT – Reflecting critically)

Course Objectives:

The students in this course will:

- Demonstrate and exhibit understanding of the writing process, developmental phases of writing, and related literacy topics, (1,2 & 6)
- Demonstrate knowledge of a variety of writing theories and develop a personal philosophy of writing, (1,4,7,& 9)
- Demonstrate knowledge and implementation of a comprehensive writing curriculum including modeled writing, independent writing, guided writing, shared writing, and an in-depth understanding of the writing process (1,4, & 7)
- Demonstrate use of a variety of instructional writing strategies and assessments that address the needs of learners from diverse ethnic, cultural, and socioeconomic backgrounds and students with exceptional needs, (2,3,4,7,& 8)
- Develop themselves as critical, reflective readers and practitioners (9)
- Become familiar with a wide variety of children's and young adolescent literature,
- Develop strategies for using children's literature to teach within an integrated curriculum.

- and explore ways to use literature to enhance a multicultural curriculum.

Field Experience Requirement: This course does not require a field experience.

Required Text:

Language Arts: Patterns of Practice, Seventh Edition. Pearson
Gail E. Tompkins, 2005.

Recommended Text:

Essentials of Children’s Literature, Sixth Edition. Allyn & Bacon.
Carl M. Tomlinson & Carol Lynch-Brown, 2005.

Assessment Tool	Activities/Documents	Program Standards
Teacher observations/anecdotal record keeping based on assignment expectations	Class Participation	MSEP: 4.A,J; 5.E,G,L,M;6E,G,I,K; 8.A
Teacher observations/anecdotal record keeping/continuums based on assignment expectations	Responses to assigned readings	MSEP: 4.A,J; 5.E,G,L,M; 6.E,G,I; K; 8.A,I
Rubric assessment based on assignment expectations	Literature Selection Reviews	MSEP:1.G; 3.O,P; 6.E
Teacher evaluation, student evaluation, peer evaluation based on assignment expectations	Literature Circle participation/presentation	MSEP:1G; 3.P; 5.E,G,L,M; 6.E,G, I; 8.A,G,H,I,J
Rubric assessment based on assignment expectations	Author Profile	MSEP:1.G; 3.O,P; 6.E
Teacher evaluation, peer evaluation based on assignment expectations	Personal Narrative	MSEP: 3.P; 4.A,L; 4.G,L,M;6.E,G, I;8.A,G,H,I,J,K,L
Teacher evaluation based on assignment expectations	Website Critique	MSEP: 2.D;G; 3.A, C,E,H,K,L,M Q; 4.A, D,G, H,;5.K; 7.C,F
Teacher evaluation	Response to Writing	MSEP

Assignment/Assessment Descriptions and Grading: To be handed out in class

Policies:

Attendance: Most of the class sessions involve demonstrations, discussions, and/or activities which cannot be made up, so it is strongly recommended you attend all class sessions to insure you do not miss any important material. If you will miss a class session, please speak with the instructor ahead of time. Students may with the permission of the instructor make-up unavoidable absences (emergencies) by engaging in equivalent learning activities which the student must design and document for the instructor. Other avoidable absences may not be made up. Attendance qualifies you for class participation points, so it has a direct bearing on your grade for this course.

Late Work: Course assignments handed-in on time may be re-done for additional credit if they are deficient in some way. Late assignments cannot be re-done for extra credit and will only receive half credit. NO work will be accepted after the last day of regularly scheduled classes.

Special Needs: Students with diagnosed learning needs may have legal rights to course modifications. If you have been identified as having a physical or learning disability, please let me know what special considerations need to be made. All students have the right to use the Augsburg College Counseling Center and Student Development staff services, as well as to receive tutoring assistance with this policy.

Honesty Policy: The Augsburg college policy on academic honesty applies to this course. You will be required to acknowledge your compliance with this policy.

Technology Expectations: As an education department, we expect these entry-level technology skills from our preservice teachers:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resources (e.g. Blackboard).
- Access and use online file space (e.g. AugNet/Netware space).
- Use word processing for assignments. We require that they be done in Microsoft Word or Works and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Blackboard and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

TENTATIVE COURSE SYLLABUS - PLEASE READ ASSIGNED READINGS BEFORE COMING TO CLASS.

PLEASE BRING THE FOLLOWING ASSIGNMENT TO CLASS ON THE FIRST DAY.

***Guiding Question – Summarize your personal experiences with Language Arts/English instruction as a student in K-12 & college. Discuss how your current attitude towards teaching language arts is impacted by your own experience. This assignment should be a 1-2 page typed paper.**

WEC EED 330 Spring 2009	Children's Literature	Language Arts	Writing Process	Assignments Due
April 4	Overview Genre – Picture Books	Overview Reading Writing	Overview 6 Traits of Writing- Ideas & Content Prewriting-Road Map of Life Graphic Organizers <i>Tompkins: Ch 3</i>	KWL – do in class *Guiding Question Response
<i>Assigned Rdgs:</i>	<i>L-B/T: Ch 1 & 3</i>	<i>Tompkins: Ch 1&4</i>		
April 18	Genre – Traditional Tales Multicultural Lit	Listening Reader's Theatre	Graphic Organizers 6 Traits – Organization Rough Draft <i>Tompkins: Ch 9</i>	*Picture Book Reviews *What, So What, Now What Response *Graphic Organizer
<i>Assigned Rdgs:</i>	<i>L-B/T: Ch. 6 &11</i>	<i>Tompkins: Ch 7</i>		
April 25	Genre – Modern Fantasy	Speaking Reader's Theatre	6 Traits – Voice Conference-Revise And Rewrite <i>Tompkins: Ch 6</i>	*Traditional Tales Reviews *Rough Draft *Website Critique
<i>Assigned Rdgs:</i>	<i>L-B/T: Ch 7</i>	<i>Tompkins: Ch 8</i>		
May 9	Genre - Realistic Fiction Contemporary	Viewing Visually Representing <i>Tompkins: Ch 14</i>	6 Traits – Word Choice Conference -Revise And Rewrite <i>Tompkins: Ch 5</i>	*Modern Fantasy Reviews *Revision Draft *Author Profiles
<i>Assigned Rdgs:</i>	<i>L-B/T: Ch 8</i>			
May 16	Genre-Historical Fiction	Spelling Literature Circles <i>Tompkins: Ch 12&14</i>	6 Traits – Sentence Fluency Conference -Revise And Rewrite Editing	*Realistic Fiction Reviews * Response to Writing * Lit Circle book *Author Profiles
<i>Assigned Rdgs:</i>	<i>L-B/T: Ch 9</i>			
June 6	Genre – Poetry Genre-Nonfiction & Biography	Grammar Assessment Literature Circles	6 Traits – Conventions	*Historical Fiction Reviews *Personal Narrative Final Copy * Lit Circle book * Author Profiles
<i>Assigned Rdgs:</i>	<i>L-B/T: Ch 10 & 4 Tompkins: Ch 11</i>	<i>Tompkins: Ch 2 &13</i>		
June 20		Handwriting Visual Representations Literature Circle Presentation <i>Tompkins Ch 13&14</i>	Publishing Sharing	* Literature Circle Reflection Paper *Poetry Reviews *Nonfiction Reviews *Biography Reviews *Author Profiles
<i>Assigned Rdgs:</i>				