



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: EDUC 307 – Language Arts and Writing Across the Curriculum

Course CRN # and Section: 20573, 01

Semester Taught: Spring 2019

Credit Hours: 3

Prerequisites: EDUC 305 and 310 or taking

Course Time: T/R 11:00-12:15

Building and Room Number: A100

Professor: Dr. Rick Druggish

Office Location: A101C

Office Hours: T – 1:00 - 3:00; W – 9:30 – 11:00; 1:30 – 3:00; R – 9:30 – 10:30 or by appointment

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Course Description/Rationale:

EDUC 307 provides elementary education candidates with the theoretical background and practical ideas needed for planning and implementing a language arts program in which all children, including ELL students, are involved in thinking and communicating. One of the critical components of the course is modeling for candidates research-based strategies for teaching the writing process, and exploring how the traits of writing align with the writing process. Candidates learn strategies for teaching students how to write across the curriculum utilizing innovative and motivating methods. A grade of C or better is required.

This course emphasizes best practices through the writing process, children’s literature and writing connections, writing assessment, writing genres and writing across the curriculum. Other topics of

interest will include best practices in teaching grammar, oral language, spelling, vocabulary, and critical viewing.

Course Management System: None

Hardware/Software Needed: None

Text requirements: None

Concord University Educational Goal(s):

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

EDUC 307 addresses the following University Goals:

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse: listening and speaking reading and writing, numeracy, graphic communication, non-verbal communication, media, and technology literacy

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

4. Acquaintance with principles underlying languages, for example, linguistic, mathematical, and computer-language systems.

National Standards:

CAEP Standards 2013

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

CAEP 2018 K-6 Elementary Teacher Preparation Standards

STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs

1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning Specific Learning Outcomes

3.c – Candidates plan instruction including goals, materials, learning activities and assessments.

3.d – Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.

Standard 4 – Supporting Each Child’s Learning Using Effective Instruction.

4.a – Candidates use a variety of instructional practices that support the learning of every child.

4.d – Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.

INTASC Standards

1. Learner Development

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.

2. Learning Differences

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.

4. Content Knowledge

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.

7. Planning for Instruction

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.

8. Instructional Strategies

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.

ISTE Standards

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

WV Professional Teaching Standards

Standard 1: Curriculum and Planning

Function 1A: Core Content – *The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*

Function 1B: Pedagogy – *The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.*

Function 1C: Setting Goals and Objectives for Learning –*The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

Function 1D: Designing Instruction – *The teacher designs instruction that engages student in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.*

Standard 2: The Learner and the Learning Environment

Function 2A: Understanding intellectual/cognitive, social, and emotional development – *The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.*

Standard 3: Teaching

Function 3A: Importance of Content – *The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.*

Function 3D: Student Engagement – *The teacher delivers instruction to motivate and engage students in a deep understanding of the content.*

PRAXIS II : Reading Language Arts Subtest (5002)

II A. Writing, Speaking and Listening

1. Understands the characteristics of common types of writing.
2. Understands the characteristics of effective writing.
3. Knows the developmental stages of writing.

II B. Language

1. Knows the conventions of standard English grammar, usage, mechanics, and spelling when writing, speaking, reading, and listening.
2. Understands how to determine the meaning of words and phrases.
3. Understands characteristics of conversational, academic, and domain-specific language.

II C. Speaking and Listening

1. Knows the characteristics of effective collaboration to promote comprehension.
2. Knows the characteristics of engaging oral presentations.

ILA Standards for the Preparation of Literacy Professionals 2017

1: Foundational Knowledge

Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

2. Curriculum and Instruction

Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

4. Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

5. Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Specific Learning Outcomes:

Course Objectives	WV Professional Teaching Standards	ISTE-Standards For Educators	PRAXIS II Standards Reading Language Arts	INTASC	CAEP	CAEP K-6 Standards	International Literacy Association
Recognize, discuss, and demonstrate an understanding of the six language arts (listening, talking, reading, writing, viewing, and visually representing).	1A 2A 3A		II A 1, 2, 3 II B 1, 2, 3 II C 1, 2	1 4	1.1	2.a 4.a	1
Identify and utilize techniques, strategies, and materials, including technology, for meeting and promoting the language arts needs for a wide range of purposes and in integrated contexts for all K-6 students	1A 1B 1C 1D 2A 3A 3D	1 5 6	II A 1, 2, 3 II B 1, 2, 3 II C 1, 2	1 2 4 7 8	1.1	2.a 3.c 3.d 3.f 4.a 4.d	1 2 4 5
Plan, develop and present lessons within the K-6 language arts program that are developmentally, culturally, and instructionally appropriate.	1A 1B 1C 1D 2A 3A 3D	1 5 6	II A 1, 2, 3 II B 1, 2, 3 II C 1, 2	1 2 4 7 8	1.1	2.a 3.c 3.d 3.f 4.a 4.d	1 2 4 5
Demonstrate an understanding of the writing process by engaging in each stage of the writing process as a writer.	1A 1B 1C 1D 2A 3A 3D	1 5 6	II A 1, 2, 3 II B 1, 2, 3 II C 1, 2	1 2 4 7 8	1.1	2.a 3.c 3.d 3.f 4.a	1 2 4 5

Identify and integrate children's literature across the curriculum including multicultural components	1A 2A 3A			1 2 4 7 8	1.1	2.a 3.c 3.d 3.f 4.a	1 2 4 5
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Course Requirements

Course Objectives	Assessment
Recognize, discuss, and demonstrate an understanding of the six language arts (listening, talking, reading, writing, viewing, and visually representing).	Language Arts Portfolio – Candidates will create this portfolio over the course of the semester. It will explicitly reflect of all six of the language arts and will include lesson plans, resources and other related documents.
Identify and utilize techniques, strategies, and materials, including technology, for meeting and promoting the language arts needs for a wide range of purposes and in integrated contexts for all K-6 students	Guided Thematic Unit – Guided by the instructor, candidates will create a thematic unit over the course of the semester. It will be a cross-curricular unit. Candidate will create the unit guided by the instructor and through peer collaboration.
Plan, develop and present lessons within the K-6 language arts program that are developmentally, culturally, and instructionally appropriate.	Lesson Plan Design – Candidates will develop and revise a lesson plan focused on the Language Arts. Peer review, revising, and editing will be reflected in multiple drafts.
Demonstrate an understanding of the writing process by engaging in each stage of the writing process as a writer.	Teacher As Writer/Portfolio - As we learn about writing instruction and the writing process, we will engage in the process as writers ourselves. Your writing anthology will be created over the course of the semester in and out of class and will reflect all phases of the writing process including peer feedback and a final draft of the multi-genre project. This will be submitted at various points during the semester.
Identify and integrate children's literature across the curriculum including multicultural components	Children's Literature Book Study/Study Guide – Candidates will create a book study guide which incorporates enrichment activities for the six language arts.

Grading Policy and Scale, Make-up Policy, Late Work

90%-100%- A
80%-89% - B
70%- 79% - C
60%- 69% - D
Below 60%- F

Late work will be accepted within one day of the due date with a 10% penalty. After two days the assignment will not be accepted.

If you have an excused absence you will be allowed to make-up any missed assignments including tests and quizzes. It is your responsibility to contact the professor immediately upon return to school to arrange the make-up work.

Attendance is crucial! After the third absence the instructor reserves the right to drop you from the class. I will take attendance every class meeting. University excused absences will not count against you. A detailed description of Concord University's attendance policy can be located in the academic catalog:

<http://catalog.concord.edu/content.php?catoid=10&navoid=582&hl=attendance&returnto=search>

Course Timeline

Week	Topic of Study
January 15-17	Introduction to course
January 22-24	Daily Language Review Writing Activity Children's Literature: What's in a name? Learning and the Language Arts <ul style="list-style-type: none"> • The Six Language Arts • The Language Arts Curriculum
January 29-31	Daily Language Review Writing Activity Children's Literature: The Picture Storybook: Words and Illustrations Children's Concept of Story <ul style="list-style-type: none"> • Elements of Story Structure • Genres
February 5-7	Daily Language Review Writing Activity Children's Literature: Snow Day The Writing Process
February 12-14	Daily Language Review Writing Activity Children's Literature: Valentine's Day (Holidays) The Writing Process <ul style="list-style-type: none"> • 6+1 Traits of Writing
February 19-21	Daily Language Review Writing Activity Children's Literature: President's Day (Informational Text) The Writing Process <ul style="list-style-type: none"> • 6+1 Traits of Writing
February 26-28	Daily Language Review Writing Activity Children's Literature: Cinderella (Traditional Literature) The Writing Process <ul style="list-style-type: none"> • 6+1 Traits of Writing • Multi-genre Project
March 5-7	Daily Language Review Writing Activity Children's Literature: Poetry Writing Poetry
March 12-14	Spring Break
March 19-21	Daily Language Review Writing Activity

	Children’s Literature: The Chapter Book Emergent Literacy <ul style="list-style-type: none"> • Shared Reading • Language Experience Approach • Interactive Writing
March 26-28	Daily Language Review Writing Activity Children’s Literature: The Chapter Book Teaching Vocabulary and Spelling
April 2-4	Daily Language Review Writing Activity Children’s Literature: Social Justice Listening to Learn
April 9-11	Daily Language Review Writing Activity Children’s Literature: Multicultural Literature The Language Arts Program
April 16-18	Group Work
April 23-25	Group Work
April 30-May 2	Presentations
May 7	Final Week

(** The content of this schedule will fluctuate depending on student learning, reteaching procedures, natural flow and integration of content and teachable moments. All content will be covered; however, the dates may change depending upon uncontrollable variables and teaching opportunities.)

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."