

**2014-2015**

<b>COURSE TITLE:</b>	<b>4012: C &amp; I LANGUAGE ARTS (PJ) 4013: TEACHING EARLY LITERACY</b>
<b>Instructor:</b>	<b>Margaret Strerz</b>
<b>Office Hrs:</b>	<b>Wednesdays 3:00-500p.m.</b>
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**COURSE DESCRIPTION**

**Education 4012: Curriculum and Instruction in Language Arts (Primary-Junior)**

This basic survey course is designed to familiarize teacher candidates with the characteristics and development of young children's language. The course will focus on the teacher's role in the selection, design, implementation, and evaluation of learning opportunities based on the individual's abilities and needs in viewing, listening, speaking, reading and writing. A functional approach which recognizes the interrelated nature of the above communication strands will be explored within the current documents provided by the Ontario Ministry of Education for developing language arts programs at these levels.

**Education 4013: Teaching Early Literacy (Primary-Junior)**

Theory, processes and strategies in teaching literacy skills to young children. *Please note that C&I Language Arts (4012) and Teaching Literacy (4013) will be combined in this course.*

**FOUNDATIONS OF PROFESSIONAL PRACTICE**

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The principles of the Ontario College of Teachers' (OCT) *Professional Standards* have been embedded in the learning expectations for this course. Visit <http://www.oct.ca/public/professional-standards>

**LEARNING OUTCOMES**

The expectations of this course are that students will:

- demonstrate an understanding of the principles of an effective language arts and literacy program;
- understand the theoretical framework (nature of language, the language processes, and language learning ) underlying language arts and literacy programs;
- demonstrate knowledge of the Ontario Ministry of Education Language curriculum and resource documents;
- understand the role of the learner and the teacher in promoting language development;
- acquire knowledge and skills in the selection, planning, implementation and evaluation of learning experiences which promote language/literacy development;
- understand the basic principles of assessment, evaluation and reporting of student progress in language arts;
- understand how to accommodate and modify expectations, teaching strategies and assessment practices based on the special needs of students;
- demonstrate the ability to integrate information and technology into teaching/learning in Language Arts;
- understand how to create inclusive and equitable learning environments that address the diversity of all learners;
- be an active and supportive participant in the Language Arts classroom learning community; attend regularly, punctually and prepared to learn;
- behave in a professional manner consistent with the host requirements (all school and board policies).
- recognize that ongoing professional growth that informs practice supports a commitment to students and student learning (*Standards of Practice for the Teaching Profession*).

**COURSE REQUIREMENTS**

Teacher Candidates are required to:

- complete all assigned readings from the course text and other related literature literature and BE PREPARED to discuss these in class;

- contribute respectfully to in-class discussions;
- arrive punctually for ALL classes. After missing two classes or arriving late on more than two occasions, a notification will be sent to the chair of undergraduate studies.
- contact the instructor in advance of any absence (via email).
- collaborate with peers on the development and completion of tasks/projects in-class and as assigned;
- practise and value reflection and collaboration as a means to professional growth;

*The expectations of this course are that teacher candidates will conduct themselves in a professional manner that reflects the Standards of Practice for the Teaching Profession as outlined by the Ontario College of Teachers. To that end, teacher candidates are expected to:*

- behave in a manner consistent with the teaching profession and in a manner that augments all forms of communication;
- adhere to codes of conduct in host environment;
- adhere to the ethical standards of the teaching profession (care, trust, respect and integrity).

## **TEXTS/READINGS**

**Cecil, Nancy Lee (2011). *Striking a Balance, A Comprehensive Approach to Early Literacy* 4<sup>th</sup> edition, Scottsdale, Arizona: Holcomb Hathaway**

### ***Required***

Ministry of Education (2003) *The Ontario Curriculum Grade 1-8, Language*, Toronto, ON: Queen's Printer of Ontario

Ministry of Education (2003) *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*, Toronto, ON: Queen's Printer of Ontario

Ministry of Education (2003) *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3*, Toronto, ON: Queen's Printer of Ontario

Ministry of Education (2003) *A Guide to Effective Literacy Instruction, Grades 4 to 6 volumes 1-7*

### ***Recommended Resources, Texts***

Booth, David (1999). *Guiding the Reading Process*. Markham, ON: Pembroke Publishers.

Miller, Debbie (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*, Stenhouse Publishers

Harvey, Stephanie and Goudvis, Ann (2007) *Strategies that Work: Teaching Comprehension for Understanding and Engagement*, 2nd Edition Pembroke Publishers

Fountas, Irene & Pinnell, Gay Su (1996). *Guided Reading*. Portsmouth, NH: Heineman.

Tompkins, G. E. (2011) *Language Arts, Content and Teaching Strategies* (5<sup>th</sup> Canadian Edition) Pearson Education Inc.

### ***Additional Ministry of Education Resources***

Ministry of Education and Training documents and DVDs

- What Works: From research into practice(LNS monographs)
- LNS DVDs
- Many Roots, Many Voices: Supporting English Language Learners in Every Classroom
- Me Read? No Way! A practical guide to improving boys' literacy skills
- Me Read? And How? *Ontario teachers report on how to improve boys' literacy skills*, Toronto, ON: Queen's Printer.

## **COURSE CONTENT/TOPICS**

*Note: Although all topics will be covered, they may not occur in the exact sequence indicated. Some of the topics may be addressed over more than one session.*

### **Language Arts in the Ontario Context**

- Introduction to the Language Arts document
- Introduction to other ministry documents

### **Teaching the Language Arts: Theories**

- The Learning Process: Theories
- Bloom's Taxonomy
- Multiple Intelligences and learning styles

### **Comprehensive Literacy Programs**

- Components of a Comprehensive or Balanced Literacy Program
- Gradual Release of responsibility
- Read-Alouds, shared reading, guided reading, independent reading
- The Learning Environment: Language Rich classrooms

### **Focus on Writing (Theory)**

- Stages of the writing process
- Modelled, shared, guided and independent writing
- Writer's Workshop and writing folders

### **Focus on Writing (Theory into Practice)**

- Elements of Writing
- The reading /writing connection, mentor texts
- Assessment, success criteria, effective feedback

### **Emergent Literacy**

- Fostering early/emergent reading and writing

### **Focus on Oral Communication**

- Talking, listening and thinking
- Accountable talk & formal talk
- Activities to engage students and improve their speaking & listening skills

### **Focus on Media Literacy**

- Overview of Media Literacy
- Teaching Media Literacy

### **Focus on Rich Learning**

- Rich tasks
- Effective questioning
- Critical literacy

### **Words and Language Tools**

- Words and Their Meaning
- Grammar Instruction and Assessment
- Spelling Instruction and Assessment
- Handwriting

### **Fiction and Non-Fiction**

- Text Features, text forms and genres
- Non-fiction texts
- Reading and writing in the content areas
- Elements of story structure
- Reading stories\teaching about stories

### **Teaching Poetry**

- Developing Students' concept of poetry
- Reading poetry / Writing poetry

### Literacy in the context of the diversity of learners

- Boys literacy
- Aboriginal literacy
- English Language learners

### Instructing to meet the needs of all learners

- Differentiated instruction
- Accommodations & Modifications

### ASSIGNMENTS AND EVALUATION

As noted above, this course integrates 2 courses. Some course requirements are integrated; some focus more specifically on language arts or literacy. You will receive the same mark in both courses.

Note:

- All assignments will be discussed in class. Criteria for evaluation of assignments will be reviewed when the assignments are discussed.
- All assignments should be handed in directly to the instructor.
- All assignments must be typewritten/word processed unless otherwise directed.

Request and rationale for late submissions of assignments must be discussed with the instructor prior to the due date and a minimum of 10% shall be deducted for late submissions. The instructor will consider mitigating circumstances in the application of the late submission penalty. Extended deadlines resulting from a provable, documented emergency will not be penalized

### LEVELLING

When assignments are levelled, the rubrics represent an analysis of the marking by criteria. The overall mark is assigned based on the Faculty of Education Assessment Rubric.

The following conversion for levelled marks will apply:

Level	Grade	Descriptor
5+	98	Extraordinary Unique and original
5	95	
5-	92	
4+	88	Exceptional
4	85	
4-	82	
3+	78	Well done Meets expectations
3	75	
3-	72	
2+	68	Adequate
2	65	
2-	62	
1+	58	Incomplete
1	55	
1-	52	
0	0 – 48	Failure

ASSIGNMENTS	DUE DATES (subject to change)	COURSE %
Reflections and Responses	On-going	20%
Language Arts Lesson Plans	Session 5 :Sept 30	15%
Language Arts Test	Session 8 Oct. 21	15%
Unit Plan	Session 13: Jan. 27	15%
Language Learning Centres	Group 1: Session 15 , Feb.12 (Grade 1 &2) Group 2: Session 16, Feb. 24 (Grade 3&4) Group 3:Session 17 , Mar. 3 (Grade 5 &6)	15%
Literacy Block Plan( in class)	Session 18: Mar. 10	20%

**Late assignments:** Extended deadlines must be negotiated with the instructor *prior* to the due date. Extended deadlines resulting from a provable documented emergency will not be penalized.

**1. Reflections: 20%**

- Students will be required to reflect/respond to a number of readings/ topics during the course of the year.

**2. Language Arts Lesson Plans (15%)**

- Students will prepare a lesson plan based on information provided by the instructor.
- Lesson plans will follow the provided format..
- Any required resource information will be provided.

**3. Content Test (15%)**

Each test will be based upon course readings, lectures, presentations and classroom activities. The format for the tests may include a combination of any of the following:

- Multiple choice responses
- Matching
- True or false statements
- Fill in the blanks
- Short answer/short essay responses

**4. Unit Plan (15%)**

Students will plan an integrated unit of study for a primary or junior grade for ED. 4490. Specific components of the unit plan related to Language Arts/Literacy will be assessed for this course. Details regarding the unit plan will be provided in class.

**5. Language Learning Centres (15%)**

- In groups of twelve to fourteen, organize six to seven centres which reinforce language skill development.
- Develop centres in pairs.
- Centres will be set up in the classroom prior to class on the appointed presentation day.
- A spokesperson for the large group will introduce the overall centres to the class and explain the method of grouping and rotation plan.
- Students will present their centre as groups of students visit their venue. Each presentation will include an explanation of prior instruction; centre learning activities and tracking process.
- The class will be grouped and will visit each centre for a professional presentation of the centre. Participants will examine the potential learning inherent in the centre and possible modifications or adaptations. Participants should have the opportunity to experience the application of the centre and its resources.
- Students will be assessed on the effectiveness of their centre, the grade level appropriateness, the curriculum application and the cohesiveness of the centres presented by the whole group.

Group 1 – Grade 1 / 2      Group 2 – Grade 3 / 4      Group 3 – Grade 5 / 6

**6. Literacy Block Plan (20%)**

Students will be given language arts materials at the junior level to be used for planning a two hour balanced Literacy block of instruction. Students need to be aware of the topics required in a literacy block and opportunities for across-curricular instruction. Students will examine the given resources and determine the learning opportunities. This will be

an individual task and will be competed in class. Assessment will be based on the details in planning, the aspects of Balanced Literacy that are included and subject integration.

**Timely Feedback** (University Regulation XII)

Visit <http://navigator.lakeheadu.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&topicgroupid=9457>

25% feedback for term courses

30% feedback for year courses

Fall term = October 10

Winter term = February 13

Yearlong = January 23

**RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES**

**INCOMPLETE STANDING** (University Regulation, V Standing)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3080&topicgroupid=9348&loaduseredits=False>

**ACADEMIC MISCONDUCT** (University Regulation, IX Academic Misconduct)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3080&topicgroupid=9352&loaduseredits=False>

**THE FACULTY OF EDUCATION ASSESSMENT RUBRIC**

<http://education.lakeheadu.ca/undergraduate/uploads/Microsoft%20Word%20-%20Professional%20Grading%20Policy-1.pdf>

**EDUCATION ACADEMIC REGULATIONS**

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=2898&loaduseredits=False>

**Advisement: CELL PHONES, PDAs etc. [inclusion optional]**

The Faculty of Education cautions Professional Year Candidates that the use of cell phones, personal digital assistants (PDAs), handhelds, etc., in class for personal communications (whether checking voice mail, reading or sending text messages, or making conventional telephone calls) is professionally unacceptable in the context of a class or while a formal presentation is in progress. Moreover, since digital image capturing devices in cameras, cell phones, and PDAs have the potential to be used in a manner that violates the privacy of instructors and students, the Faculty of Education requests that such devices be used only with the prior permission of the person(s) to be photographed.

Most Canadian schools require that cell phones, etc. not be used during hours of instruction. The Faculty of Education requests that students power off or mute their PDAs during classes, presentations, tests and exams, and that, while on practicum, teacher candidates not use them in a way that contravenes the school's or board's protocols.