Xavier University
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy

EDEC 335 Language Arts /Social Studies Block
Tuesday & Thursday 8:30 – 12:30
6 credit hours
Spring Semester 2015

Dr. Teresa Young
Office location: 301 Hailstones
Office hours: Monday 11:00 – 2:30 please schedule an appointment
By appointment
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CE & L Department Mission Statement:
Xavier University's Department of Childhood Education and Literacy is dedicated
to the pursuit of knowledge and to the orderly discussion of critical issues confronting 
educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create 
awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic backgrounds and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

Course Overview and Purpose

This course is designed to prepare students to teach language arts and social studies to children in preschool through third grade from a holistic, developmentally appropriate perspective. Students will become more familiar with best practices, teaching strategies, and classroom application in regards to the disciplines of language arts and social studies.
instruction. In addition, National Standards and the Ohio Model Curriculum relating to early childhood will be explored in both disciplines as well as an interdisciplinary approach. The university classroom will involve collaborative learning within a constructivist seminar setting. A field component will allow for observation and strategy implementation in the early childhood classroom. During this time students will observe, plan and implement five lessons (two language arts, one phonics lesson, and two social studies) guided by their cooperating teacher. A college instructor will observe at least one lesson. Topics to be studied include thematic strands of social studies, constructivist theory in integrated curriculum, language arts, and literature.

Course Text and Resources


Ohio’s New Learning Standards: K-12 English Language Arts. (Available online at the Ohio Department of Education website).

Ohio’s New Learning Standards: K-12 Social Studies. (Available online at the Ohio Department of Education website).

TASKSTREAM Subscription (if not already purchased)

Please reference these resources for lesson plans: Ohio Resource Center and ReadWriteThink.org

Standards:

Ohio Standards for the Teaching Profession (handout provided in class) Reflective Binders are organized according to the OSTPs

NAEYC (National Association for the Education of Young Children) Standards) (handout provided in class)

NAEYC (National Association for the Education of Young Children) Standards) (Complete list of standards provided in class)

Standard 1, Promoting Child Development and Learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 4. Using Developmental Effective Approaches to Connect with Children and Families

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

5a: Understanding content knowledge and resources in academic disciplines

5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their Own Knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

**Standards for the English Language Arts**
The objectives for this course are derived from the NCTE/IRA Standards for English Language Arts. "The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. Although the following standards are presented as a list, they are not distinct and separable, they are...interrelated and should be considered as a whole." (Standards in Practice 4,5,6,8,10,11,12).

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world: to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and their texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation) media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

**Oral Communication Student Learning Outcomes**

By the end of this course you will have a better understanding of specific communication skills and knowledge needed to teach effective language arts/social studies lessons to preschool through grade 3 children.

• OCF SLO 1, Adapt to the communication context
• OCF SLO 2, Organize Information Effectively
• OCF SLO 3, Advocate a supported opinion on complex topics
• OCF SLO 4, Critique Challenging Messages
• OCF SLO 5, Present Messages through a variety of modalities

**Course Goals and Outcomes**

By the end of this course you will have a better understanding of reading education, more specifically, the interrelationship of reading, writing, speaking, and listening. The following principles will be reinforced:

• Use of current, effective methods and materials for teaching preschool through primary grades language arts and social studies (NAEYC: 1a, 1c, 2a, 4d, 5a, 5b, 5c, OSTP, IRA: 4,5,6,8,10,11,12, OCF 1, 2, 3,4, & 5)
• Integrate LA/SS objectives with other disciplines (NAEYC: 1a,1c, 2a, 4d, 5a, 5c, OSTP, IRA: 4,5,6,8,10,11,12, OCF 1,3,5)
• Integrate the use of technology in planning and implementing lessons (NAEYC: 1a, 1c, 2a, 4d, 5a,5b, 5c OSTP, IRA: 8, OCF 5)
• Become familiar with the scope and sequence of LA/SS in early childhood(NAEYC: 1a,1c, 2a, 4d, 5a, 5b, 5c, OSTP, IRA: 4,5,6,8,10,11,12, OCF 1,2,3,4 & 5)

**EVALUATION/ASSIGNMENTS**

1. First Lesson Plan (20 points)
   (OTSP: 1,2,3,4,5,6; IRA: 4,5,6,8,10,11,12, NAEYC 1a,1c,2a, 4d, 5a, 5b, 5c; OCF 1, 2, 3, 4, & 5)
   Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines. You are to submit the first lesson plan you teach in your field placement. A
2. Field Observation and Lesson Plan (25 points) NAEYC Standard 4d 5a, 5b and 5c: Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines. You will be observed one time during your field placement. A complete lesson plan will be evaluated. *(OTSP: 1,2,3,4,5,6; IRA: 4,5,6,8,10,11,12; OCF 1, 2, 3, & 5) *Accreditation Assignment* 

3. Reflective Field Journal (100 points) NAEYC Standard 5c: Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines. *(OTSP: 1 -7, IRA: 4,5,6,8,10,11,12; OCF 1, 2, 3, & 5)*

You will keep a journal of your field experience. Your weekly classroom observations, learning techniques, lesson plans, and other relevant and important information should be included in your journal. Your journal should be organized based on the new Ohio Standards for the Teaching Profession.

Include a collection of all materials collected in the field. Observation notes, overview of the classroom set-up, a sketch of the classroom, literacy survey, discipline systems, lesson plans and any materials created to support those lessons (including but not limited to bulletin boards and interactive charts), reflections of lessons, theory-to-practice logs, and any items you see fit professionally to include. The journal is designed to focus your attention on the school and its resources, the thought processes of elementary children, and the instructional flavor of the environment.

4. Minilesson Presentation (25 points): *(NAEYC Standard: 5a ,OTSP: 1,2,3,4,5,6; IRA: 4,5,6,8,10,11,12; OCF 1, 2, 3, & 5)* Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines.

You will develop a mini-lesson plan in language arts. All materials for the lesson should be included. The lesson plan will be used for your class presentations and taught to your peers. The lesson should be approximately 10 minutes in length. You should be prepared to answer adult level questions following your presentation. You may teach the same lesson plan in your field placement. Your lesson plan and presentation will be evaluated using the following criteria:

___ 7 pts. A written lesson plan using the Taskstream format

___ 5 pts. Accuracy of the language arts information

___ 2 pts. Effective questioning techniques
__ 2 pts. Effectiveness of the presentation

__ 2 pts. Grade level appropriateness

__ 2 pts. Appropriate materials

__ 5 pts. Overall presentation

5. Videotaped Lesson (60 points) NAEYC Standard 5a, 5b, 5c: Reflecting on their own practice to promote positive outcomes for each child and understanding content knowledge and resources in academic disciplines. (OSTP: 1,2,3,4,5; IRA: 4,5,6,8,11,12; OCF 1, 2, 3, 4, & 5)

You are to plan, implement and video tape a language arts or social studies lesson during your field experience. Please record 30 minutes of your lesson. Please turn in your assessment of student learning with your videotaped lesson and a copy of the students' work. A complete analysis of your assessment of the effectiveness of your plan should also be submitted with the videotape, lesson plan, and student work. The analysis is posted on Canvas. Please also include your teacher's feedback. Video cameras may be checked out from the library – please plan ahead.

Please include the following:

- Observation Form with detailed examples  
  20 points
- Lesson Plan  
  20 points
- Student work with assessment and analysis  
  20 points
- Teacher's comments
- DVD

6. Theory-to-Practice Logs (40 points) DUE WEEKLY
(NAEYC: 1a,1c, 2a 4d, 5a, 5c; OSTP: 1,4,7; IRA: 4,5,6,8,11,12)

You will keep an observation journal of your field experience. You will record four classroom observations that are sixty (60) minutes in length. You will also complete a theory-to-practice log focusing on one aspect of your observations. You will include connections you make to the weekly readings and/or other professional information. You will complete 4 theory-to-practice logs and submit the logs on Tuesday mornings. More details will be provided in class.

7. Weekly Quizzes and Journal Entries (110 points)
  NAEYC: 1a,1c, 2a, 4d, 5a, 5c; OSTP: 1,4,7; IRA: 4,5,6,8,11,12

Students will complete quizzes over the weekly readings that may include both textbook and article information. The dates for the each quiz will be announced in class and listed on the calendar.

8. Community Resource Project and Booklist (100 points)
We will work with the American Sign Museum for this Community Resource Project. You will volunteer one Saturday at the American Sign Museum located at 1330 Monmouth Street, Cincinnati, teaching a 90 minute lesson to children in kindergarten through third grade. The assignment will include teaching, reflection and a booklist. Organize your written work using the chart below. Include an overview describing the museum and five additional books you could share with a class. The booklist should include five books that you would read to or with your students prior to or after a field trip to the museum. Part of the assignment will include teaching the lesson plan provided and then reflecting on the experience – consider what changes and additions should be made for future implementation.

<table>
<thead>
<tr>
<th>Community Resource Overview</th>
<th>Booklist including title, author, illustrator and “how statement” – 5 books total</th>
<th>Reflection of the Teaching Experience – What changes would you make? Add at least one additional idea to enhance this lesson plan.</th>
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<tbody>
<tr>
<td>25 points</td>
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<td>50 points</td>
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Volunteer Dates for the Museum: March 14, 21 and April 11 from 8:45 am – 11:00 am.

Grading Policy
Percent Grade
95-100 A
93-94 A-
90-92 B+
87-89 B
85-86 B-
82-84 C+
79-81 C
77-79 C-
74-76 D+
71-73 D
70 and below F

Assignment Overview
First Lesson Plan 20 points
Field Observation & Lesson Plan 25 points
MiniLesson Plan 25 points
Videotape Analysis 60 points
Reflective Field Journal 100 points
Theory-to-Practice Logs 40 points
Quizzes and Journal Entries 110 points
Community Learning Project and Booklist 100 points
Participation and Professional Disposition 25 points

TOTAL POINTS: 505 points

Course Policies:

Professionalism: Students are required to demonstrate behavior consistent with a professional career in education. Please review the disposition form. In particular, candidates should follow the guidelines below:

Attendance and Participation:

A. Attendance
In order to earn credit in any course for which you are registered, the student is required to attend classroom exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. You are expected to be in class unless something unforeseen occurs to you or your family. Please call or email in the event that you will not be in class. It is your responsibility to gather all missed materials. Zero points will be deducted for the first absence but 5 points will be deducted for the second absence and any other absences. More than two absences, please see professor. Two points will be deducted for each excessive tardy (more than 10 minutes) or leaving early.

B. Participation and Professional Disposition (25 points)
Class participation is an expression of your interest and knowledge of the content. Throughout the class we will complete projects and discuss content. Be sure to have read the assigned readings prior to class. Texting, phone calls, inappropriate conversation, and use of your laptop are not acceptable.

**Lesson Plan Module Review (10 points) Vocabulary Discussion**

Academic Honesty: The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University Catalog for the official statement and consequences.

Academic Support:
The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for
diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. [http://www.xavier.edu/lac](http://www.xavier.edu/lac).

Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 745-3280 on the fifth floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

**Writing Center** - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu). The Writing Center is located in the Conaton Learning Commons room 400. [http://www.xavier.edu/writingcenter/](http://www.xavier.edu/writingcenter/)

**Mathematics Tutoring Lab** - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. [http://www.xavier.edu/mathematics/Math-Lab.cfm](http://www.xavier.edu/mathematics/Math-Lab.cfm)

**Written Assignments:** Correct grammar, mechanics, and spelling are required. All assignments must be type-written and double spaced, 12 point font. Please be sure to proofread your assignments.

**Assignment Due Dates:** Assignments are due on the dates indicated on the syllabus. Failure to turn in assignments by the due date will result in a loss of 5 points for every day late - including weekends! Please see professor for unusual circumstances.

**Placement Participation**

Please note that a lesson plan must be completed prior to teaching. Your plan must be submitted to the classroom teacher prior to teaching - NO EXCEPTIONS! Your teacher must have the appropriate time to review your lesson plan and provide feedback before you teach it. This will benefit everyone as well as show professional courtesy to your supervising teacher. After the completion of each lesson you should write a written reflection (use the reflection activity form). You must have your cooperating teacher initial your plan indicating she/he has reviewed the plan prior to teaching and observed your lesson.

***Please provide a copy of the lesson plan on the date of my observation as well as a copy of any handouts being used in the classroom.***

***Please complete both your BCI/FBI check and TB testing immediately. You MUST have your background checks before starting in your field placement.***
COURSE CALENDAR

The following is a tentative schedule of course readings and assignments. Please note that the professor reserves the right to amend or change the syllabus and calendar according to the needs and interest of the students.

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<th>EDEC 335 Language Arts/Social Studies Methods – Spring 2015</th>
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<tr>
<td><strong>Reading and Assignments</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Tuesday 1/13</td>
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<tr>
<td>Introduction to course</td>
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<tr>
<td>Review Syllabus</td>
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<tr>
<td>Thursday 1/15</td>
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<tr>
<td>Crayons to Computers Field Trip</td>
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<tr>
<td>#1 Learning and Language Arts</td>
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<td>These are the Social Studies</td>
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<td>Quiz 1</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>Tuesday 1/20</td>
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<tr>
<td>Home School Journal Article</td>
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<tr>
<td>Chapter 2 Optimizing Every Child’s Language Growth</td>
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<td>Chapter 3 Language Development</td>
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<tr>
<td>QUIZ 1</td>
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<tr>
<td>Thursday 1/22</td>
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<tr>
<td>Jacobson – Chapters 1 – 3</td>
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<tr>
<td>Review the Lesson Plan Module (10 points)</td>
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<td>Lesson Planning</td>
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<td>(Chapter 13: Assessment)</td>
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<td>Week 3</td>
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<td><strong>Tuesday 1/27</strong></td>
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<td><strong>Thursday 1/29</strong></td>
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<th>Week 4</th>
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<tr>
<td><strong>Tuesday 2/3</strong></td>
<td>Chapters 4 &amp; 5: Helping Young Children Become Better Listeners and Supporting Speaking Abilities</td>
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<td>Journal Entry</td>
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<td><strong>Thursday 2/5</strong></td>
<td>Chapter Six: Narrative and Expository Texts</td>
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<td>Government</td>
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<td>Bring in an Informational Text</td>
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<td>Journal Entry</td>
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<th>Week 5</th>
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<tr>
<td><strong>Tuesday 2/10</strong></td>
<td>Chapter 7: Emergent Literacy (Observation)</td>
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<td>QUIZ</td>
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<tr>
<td><strong>Thursday 2/12</strong></td>
<td>Chapters 8 &amp; 9: Reading and Literature</td>
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<td>Bring in a picture book from your classroom</td>
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<td>Journal Entry</td>
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<tr>
<th>Week 6</th>
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<tr>
<td><strong>Tuesday 2/17</strong></td>
<td>MINILESSON PRESENTATIONS</td>
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<td>Chapter 10: Drawing &amp; Writing to Communicate</td>
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<td>Jacobson Chapters 5 &amp; 6</td>
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<tr>
<td><strong>Thursday 2/19</strong></td>
<td>Geography &amp; Economics (Canvas)</td>
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<td>Chapter 11: Technology</td>
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<td>QUIZ</td>
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| Field Placements Begin | **February 24, 26**  
| **XU Spring Break: March 2-6**  |  
| **XU Spring Break: March 2-6** |  
| **Field Placements Resume** | **March 10, 12, 17, 19, 24, 26**  
| **Lakota on Spring Break: March 30 – April 5** |  
| **Field Placements Resume** | **April 7, 9, 14, 16, 21, 23, 28, 30**  
| **Last Day April 30** |  

**Tuesday 3/31 On Campus**  
Chapters 12 and 13: The Teacher of Language Arts  
Journal Entry  

**Resume Field Placements – See calendar above**  

| May 5 | Reflective Binders Due (Individual Meetings) |