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Stephanie Reid

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Fall  
2021

# EDU 339 Syllabus

TEACHING AND ASSESSING PK-8 LANGUAGE ARTS

DR. STEPHANIE REID

## Table of Contents

<b>TEACHING AND ASSESSING PREK-8 LANGUAGE ARTS .....</b>	<b>4</b>
<b>INSTRUCTOR INFORMATION .....</b>	<b>4</b>
INSTRUCTOR .....	4
OFFICE: .....	4
COURSE DAY & TIME:.....	4
DATES WHEN THERE IS NO CLASS:.....	4
EMAIL: .....	4
OFFICE HOURS: .....	4
<b>LAND ACKNOWLEDGEMENT .....</b>	<b>4</b>
<b>STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION .....</b>	<b>4</b>
<b>IMPORTANT UNIVERSITY OF MONTANA RESOURCES .....</b>	<b>5</b>
OFFICE FOR DISABILITY EQUITY .....	5
THE WRITING AND PUBLIC SPEAKING CENTER.....	5
CURRY HEALTH CENTER.....	5
<b>COVID-19 INFORMATION .....</b>	<b>6</b>
ATTENDANCE .....	6
<b>COURSE DESCRIPTION .....</b>	<b>7</b>
<b>COURSE READINGS .....</b>	<b>7</b>
REQUIRED BOOKS.....	7
<b>ADDITIONAL REQUIRED COURSE READINGS .....</b>	<b>8</b>
<b>WEB RESOURCES AND TOOLS.....</b>	<b>8</b>
<b>COURSE CONTENT LEARNING OUTCOMES .....</b>	<b>9</b>
<b>ADVANCED WRITING COURSE INFORMATION.....</b>	<b>10</b>
ADVANCED WRITING COURSE OUTCOMES .....	10
<b>MODEL CORE TEACHING STANDARDS.....</b>	<b>11</b>
STANDARD 1: LEARNER DEVELOPMENT.....	11
STANDARD 2: LEARNING DIFFERENCES.....	11
STANDARD 3: LEARNING ENVIRONMENTS .....	11
STANDARD 4: CONTENT KNOWLEDGE.....	11

STANDARD 5: APPLICATION OF CONTENT .....11

STANDARD #6: ASSESSMENT.....12

STANDARD 7: PLANNING FOR INSTRUCTION.....12

STANDARD 8: INSTRUCTIONAL STRATEGIES.....12

STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE .....12

STANDARD 10: LEADERSHIP AND COLLABORATION .....12

**THE INTERNATIONAL LITERACY ASSOCIATION’S STANDARDS .....13**

STANDARD 1: FOUNDATIONAL KNOWLEDGE:.....13

STANDARD 2: CURRICULUM AND INSTRUCTION:.....13

STANDARD 3: ASSESSMENT AND EVALUATION: .....13

STANDARD 4: DIVERSITY AND EQUITY:.....13

STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT:.....13

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP: .....13

**COURSE CALENDAR: AN OVERVIEW OF SESSION TOPICS .....14**

SUPPORTING MULTILINGUAL LEARNERS .....14

OVERVIEW OF CURRENT SESSION TOPICS .....14

**MAJOR ASSIGNMENTS: AN OVERVIEW.....17**

MAJOR ASSIGNMENTS AND POINT TOTALS.....17

**REQUIRED MAJOR ASSIGNMENTS .....19**

FEEDBACK-ORIENTED ASSIGNMENTS .....19

OPEN MIC PRESENTATION (10 POINTS) .....20

CLASS PARTICIPATION (10 POINTS PER SESSION = 130 POINTS).....20

WEEKLY ONE-PAGERS IN RESPONSE TO READINGS (10 POINTS PER COURSE SESSIONS = 140 POINTS).....21

PERSONAL NARRATIVE & REFLECTION: A DUAL PRESENTATION (150 POINTS) .....21

LANGUAGE ARTS LESSON PLAN WITH REFLECTION (100 POINTS) .....22

TEACHING TIP ARTICLE (40 POINTS + 130 POINTS).....23

ASSIGNMENT EXPECTATIONS.....23

**IMPORTANT COURSE POLICIES.....23**

GRADING POLICY .....23

ATTENDANCE.....24

PARTICIPATION .....24

STUDENT CONDUCT CODE .....25



## Teaching and Assessing PreK-8 Language Arts

Fall 2021

### Instructor Information

**Instructor:** Stephanie Reid, PhD

**Office:** Room 104, Phyllis J. Washington College of Education

**Course Day & Time:** Mondays @ 12.30pm – 2.20pm (August 30 – December 10)

**Dates when there is no class:** Monday, September 6th

**Email:** [stephanie.reid@mso.umt.edu](mailto:stephanie.reid@mso.umt.edu)

**Office hours:** Please contact me via email to arrange.

### Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people, a number of whom are present with us today on campus. We honor the path they have always shown us in caring for this place for the generations to come.

### Statement on Diversity, Equity, and Inclusion

It is my hope that all students with their diverse backgrounds and perspectives will experience success in this course and that all students' learning needs will be addressed. I understand the variety of perspectives and life experiences that students bring to my class as important resources and assets from which everyone in our learning community will benefit. I also hope that the course I designed is reflective of my commitment to diversity, equity, and inclusion in education--in terms of the courses I teach, your current and future teaching contexts, and the broader education field. Dimensions of diversity include national origin, sex, race, faith or non-faith, gender identity and expression, sexual orientation, language, disability, age, military experience, socioeconomic status, culture, political ideology, family status, and other important identity markers. The individual intersection of these experiences and identities must be

recognized and valued in our course community. Harmful and disrespectful treatment of others will not be tolerated.

Importantly, just as I hope you learn from me, I hope that you learn from your peers, too. I know that I look forward to learning with and alongside each of you. Language Arts classrooms provide a space where our unique stories can be told—but also heard. Your suggestions about how to improve the value of diversity, equity, and inclusion in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students. Also know that I welcome communication at any point.

## **Important University of Montana Resources**

### **Office for Disability Equity**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity \(ODE\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact the Office for Disability Equity in Lommasson Center 154 or call 406.243.2243. I will work with you and the ODE to provide an appropriate modification.

### **The Writing and Public Speaking Center**

The University of Montana's Writing and Public Speaking Center is eager to work with you at any point during a research, writing or presentation project, both in-person and online. They are open Sunday through Friday. Visit [their website](#) to book appointments and learn more about the resources and support they offer.

### **Curry Health Center**

Curry Health Center provides quality, affordable and accessible health care for students at UM. Their medical, counseling, dental and wellness departments promote a healthy campus by partnering with students in meeting their health care needs within a framework of compassion, respect and inclusiveness. Visit the [Curry Health Center website](#) to book in-person and telemedicine visits. COVID-19 vaccinations are also available on a walk-in basis.

## COVID-19 Information

At the time of writing this syllabus, these are the current guidelines from the University of Montana at the time of writing the current syllabus draft. Please continue to read university-issued updates. The University of Montana always bases the information provided on the most current guidance from the Missoula City-County Health Department (MCCHD) and CDC. In addition to the emailed updates you will receive, please visit the [UM Coronavirus website](#) for updated information.

- **\*Mask use is required within the classroom or laboratory.\***
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. See note below on attendance.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom. Please do bring and drink water.
- Please note: if class or aspects of class are being recorded, I will notify you. You will not be recorded unknowingly.

## Attendance

Each class session will be comprised of learning activities that have been carefully planned for you. **Please notify the instructor via email if you must miss a class to arrange completion of course and class content as soon as possible.** Your success in this course is important to me.



## Course Description

The English Language Arts combine the essential communication skills of reading, writing, speaking, and listening and are the foundation of learning and essential for civic engagement in a democratic society. This course will explore the integration and progression of language arts skills from preschool through eighth grade with an emphasis on writing, reading (literature), and language standards. This course is a writing intensive course. Teacher candidates will explore and develop themselves as writers while learning instructional strategies that enhance effective language arts instruction.

To build understandings and skills in these areas, candidates will read and study professional material about language and literacy learning, instruction, and assessment; undertake assignments and activities to help build understanding; complete a series of projects that require you to apply concepts, including numerous opportunities to practice planning for assessment and teaching. You will work with children in and outside of school settings, where you will develop expertise in building relationships, learning about students, and planning and reflecting on instruction. My goal is to help you become teachers who practice humanizing pedagogy and who recognize the brilliance of the students who inhabit our classrooms.

## Course Readings

### Required Books

I am so excited to share with you this booklist. I am hoping that this booklist will help you begin to build a library of books that support your pedagogy and that can be used as read-alouds or mentor texts across the K-8 range. Each book focuses centers the importance of storytelling, the authoring of identity, and the role language plays in connecting people to their past, their present, their culture, and their surrounding communities.

- Honigsfield, A. (2019). *Growing Language and Literacy*. Heinemann.
- Lê, M. (2018). *Drawn Together*. Disney/Hyperion.
- Lindstrom, C. (2020). *The Water Protectors*. Roaring Brook Press.

## Additional Required Course Readings

Additional course readings from Language Arts journals, websites, and other textbooks will be woven across this course. You will need to locate and access journal articles using the Mansfield Library's online database. The Library's website provides information regarding [searching for online journals and articles](#). The three main journals you will need to locate are *Language Arts*, *The Reading Teacher*, and *Voices from the Middle*.

## Web Resources and Tools

Throughout the course, a number of web-based resources and readings will be used during class and required or recommended as additional reading. These resources include:

- [The International Literacy Association's online Literacy Glossary](#)
- [Consortium on Reaching Excellence in Education \(CORE\) website](#)
- [National Council of Teachers of English Professional Knowledge for Teaching Writing](#)
- [National Council of Teachers of English Position Paper on the Role of English Teachers in Educating English Language Learners](#)
- [National Council of Teachers of English Resolution on the Student's Right to Incorporate Heritage and Home Languages in Writing](#)

## Course Content Learning Outcomes

By engaging with course readings and in course activities, teacher candidates will:

1. Understand the major educational approaches to K-8 Language Arts education and engage with the sociocultural, historical, and political nature of Language Arts education.
2. Develop a repertoire of teaching strategies to support and nurture students' identities as writers, readers, and orators. It is essential that all students realize that their voice matters and that they can use their voice to promote social change for the better.
3. Develop a repertoire of strategies for teaching K-8 authors and understand assessment as a way to document students' wide-ranging literacy capabilities.
4. Demonstrate understanding of the Montana ELA Content Standards for grades K-8 and develop instructional plans to support students' achievement of the standards.
5. Demonstrate a working knowledge of the Indian Education for All policy and the Essential Understandings Regarding Montana Indians in the context of a K-8 classroom and develop pedagogical methods that support IEFA implementation.
6. Read and respond to current scholarship and pedagogical literature on teaching Language Arts. All teacher candidates will become familiar with academic journals and literacy organizations that support teachers with K-8 readers and writers.
7. Begin to envision and design classroom places that foster equitable and inclusive literacy learning for all students with a focus on emergent bilingual or multilingual students who are adding English to their linguistic repertoires.
8. Carefully reflect on one's professional development and teaching and learning progress.
9. Carefully reflect on one's writing, writing process, and identity as a writer as they engage in different kinds of writing for multiple audiences. Your literacy journey and who you are as a writer impacts how you perceive, understand, and teach young writers.

## Advanced Writing Course Information

As this is designated an Advanced Writing Course, you can expect to experience and produce a range of writing assignments. Some assignments will be more informal in nature - such as the one-pagers. Other assignments - such as the personal narrative and Teaching Tip article will be more formal. For the formal assignments, you will be expected to pay attention to structure, genre conventions, and how you cite sources using the APA citation system. You will also be expected to produce drafts and engage with revision strategies.

## Advanced Writing Course Outcomes

1. Identify and pursue more sophisticated questions for academic inquiry
2. Find, evaluate, analyze, and synthesize information effectively from diverse sources
3. Manage multiple perspectives as appropriate
4. Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
5. Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
6. Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.
7. Develop competence in information technology and digital literacy

## **Model Core Teaching Standards**

### **Interstate Teacher Assessment and Support Consortium (InTASC)**

For your information, these are professional standards that you can use to establish effective teaching pedagogy and practices. I have presented all the InTASC standards here. Each assignment is aligned with specific InTASC standards.

#### **Standard 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.

#### **Standard 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.

#### **Standard 3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Standard 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.

#### **Standard 5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### **Standard 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.

### **Standard 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.

### **Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## The International Literacy Association's Standards

According to the International Literacy Association's 2017 Standards for Classroom Teachers, classroom teachers at all instructional levels (K-12) are expected to demonstrate proficiency across six standards:

**Standard 1: Foundational Knowledge:** Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary literacy and language and the ways in which they interrelate.

**Standard 2: Curriculum and Instruction:** Candidates apply foundational knowledge to critically examine elementary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program.

**Standard 3: Assessment and Evaluation:** Candidates understand, select, and use appropriate assessments to gather evidence on elementary students' language acquisition and literacy development for instructional and accountability purposes.

**Standard 4: Diversity and Equity:** Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.

**Standard 5: Learners and the Literacy Environment:** Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.

**Standard 6: Professional Learning and Leadership:** Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.

## Course Calendar: An Overview of Session Topics

Please see pages 6 – 17 for a more detailed explanation of the core components of each session. **\*Important\***: Each session’s topic, readings, objectives, and assignment drop boxes will be posted on our course Moodle page. The schedule is subject—and likely—to change based on the needs of our class. I will also send out a weekly update clarifying any changes.

### Supporting Multilingual Learners

It is important to note that you will not see a particular session dedicated to supporting multilingual learners in K-8 English Language Arts spaces. Instead, this focus will be a thematic strand woven across the course. As we think about how to teach Language Arts, it is important that we consider how our pedagogy must embrace all students, their identities, their cultures, and their unique language and literacy capabilities. The course text book will support these ongoing conversations.

### Overview of Current Session Topics

Session Dates	Session Topic
August 30, 2021	Introductions to you, to me, to the course You, the writer. Considering reasons for writing Taking an Ecological Perspective on Reading and Writing <ul style="list-style-type: none"><li>• The child</li><li>• School and district</li><li>• Family and community</li></ul>
September 13, 2021	Thinking Through Your Experiences / Perspectives Professional Knowledge for the Teaching of Writing <ul style="list-style-type: none"><li>• Content standards</li><li>• Professional standards</li><li>• Policy and position statements</li></ul>



Session Dates	Session Topic
September 20, 2021	The Writing Process and Workshop Model <ul style="list-style-type: none"><li>• Reading as a writer</li><li>• Mentor texts</li></ul>
September 27, 2021	Key Writing “Genres” <ul style="list-style-type: none"><li>• (Personal) narrative</li><li>• Informational</li><li>• Argument</li><li>• Standardized test writing</li><li>• Writing in and for the real world</li></ul>
October 04, 2021	The Writing Process and Workshopping Your Draft: <ul style="list-style-type: none"><li>• Revising and Editing</li><li>• Formative feedback</li></ul> <b>Due: Personal Narrative Draft</b>
October 11, 2021	Considering Grammar Instruction <ul style="list-style-type: none"><li>• Minilessons</li><li>• Responsive feedback and conferences</li><li>• In pursuit of linguistic justice</li><li>• In response to linguistically sustaining practices</li></ul>
October 18, 2021	Expanding what Counts as Reading and Writing <ul style="list-style-type: none"><li>• Theories of multimodality</li><li>• Reading images and visual texts</li><li>• Multimodal composition</li><li>• Crafting digital compositions</li></ul>
October 25, 2021	Designing Humanizing Language Arts Instruction <ul style="list-style-type: none"><li>• Love and joy in Language Arts</li></ul>

Session Dates	Session Topic
	<ul style="list-style-type: none"><li>• Dr. Gholdy Muhammad’s scholarship and frameworks</li><li>• #disrupttexts – Lorena Germán, Tricia Ebarvia, Dr. Kimberly N. Parker, and Julia D. Torres</li></ul>
November 01, 2021	<p>Approaches to Writing Assessment</p> <ul style="list-style-type: none"><li>• Formative and Summative Assessment</li><li>• 6 Traits of Writing assessment</li><li>• Mastery assessment rubrics</li><li>• Holistic rubrics</li><li>• #Ungrading and labor-based approaches</li></ul> <p><b>Due: Final Draft of Personal Narrative</b></p>
November 08, 2021	<p>Sharing Your Pedagogy Through Publication</p> <ul style="list-style-type: none"><li>• Understanding pedagogy</li><li>• Exploring publication possibilities</li><li>• Developing your professional and pedagogical interests</li></ul>
November 15, 2021	<p>What We Say Matters:</p> <ul style="list-style-type: none"><li>• Teacher Talk and Big “D” Discourse</li><li>• Student Talk</li><li>• Montana State Content Standards</li><li>• Strategies to support speaking and listening in PK-8</li></ul>
November 22, 2021	<p>What and How We Read Matters:</p> <ul style="list-style-type: none"><li>• Building inclusive curricula and libraries</li><li>• Examining authentic real-world texts</li><li>• Critical literacy strategies and questions</li></ul>
November 29, 2021	<p>Connecting ELA to issues of Equity and Social Justice</p> <ul style="list-style-type: none"><li>• Curriculum design</li></ul>

Session Dates	Session Topic
	<ul style="list-style-type: none"> <li>• Inquiry possibilities</li> <li>• Community-based projects</li> </ul> Student Presentations: Personal Narrative Digital Stories
December 06, 2021	Farewell Week and Final Words Student Presentations: Personal Narrative Digital Stories <b>Due: Lesson Plan and Reflection</b> <b>Due: Teaching Tip Article</b>

### Major Assignments: An Overview

The major assignments in this course present you with multiple opportunities to practice writing and digital composition, think about Language Arts pedagogy, and develop your curriculum design skills. Please know that assignments may be replaced, altered, and/or redesigned as the semester unfolds.

### Major Assignments and Point Totals

Assignment Name	Points
Initial Course Survey	10 points
Course Syllabus Annotation	10 points
Mid-Course Survey	10 points
Open Mic Presentation	10 points
13 Weekly "One-Pagers" on Readings	130 (10 per page)
Completed class activities <ul style="list-style-type: none"> <li>• Present in class</li> </ul>	140 (10 per session)

<b>Assignment Name</b>	<b>Points</b>
<ul style="list-style-type: none"><li>• Participated in all class activities/discussions</li><li>• Or made alternative arrangements with Dr. Reid for a missed in-person class session prior to the class session.</li></ul>	
Working Draft of Personal Narrative <ul style="list-style-type: none"><li>• Draft shared (20 points)</li><li>• Feedback to 2 group members provided (20 points)</li></ul>	40 points
Personal Narrative Final Portfolio <ul style="list-style-type: none"><li>• Final draft (50 points)</li><li>• 3-Minute Digital Story (50 points)</li><li>• Reflection &amp; Completed Self-Assessment Rubric (50 points)</li></ul>	150 points
Language Arts Lesson Plan with Reflection <ul style="list-style-type: none"><li>• Written Lesson Plan (50 points)</li><li>• Reflection on Planning Process and Teaching (50 points)</li></ul>	100 points
Working Draft of Teaching Tip Article <ul style="list-style-type: none"><li>• Draft shared (20 points)</li><li>• Feedback to 2 group members provided (20 points)</li></ul>	40 points
Teaching Tip Article <ul style="list-style-type: none"><li>• Written version (80 points)</li><li>• Reflection &amp; Completed Self-Assessment Rubric (50 points)</li></ul>	130 points
<b>Points Total</b>	<b>770 points</b>

Please note: The course may undergo redesign and reorganization as the semester progresses in response to your needs, questions, and interests.

## Required Major Assignments

Please note that the details for each assignment, the rubrics, and supporting resources can also be found on the Moodle course site. Please also note that assignments, deadlines, and rubrics may shift and undergo development as the course progresses.

## Feedback-Oriented Assignments

### **Initial Course Survey** (10 points)

This course survey will help me learn about you and your hopes and expectations for the course and semester. I am excited to get to know you! Full points for submission.

### **Syllabus Annotation Task** (10 points)

This task will serve two purposes. First, the task provides you with an opportunity to read through the extended syllabus, which contains an overview of the course plus information on assignments, the schedule, and course policies. Second, the task enables you to practice social annotation, a literacy practice that allows you to document your thoughts, connections, ideas, concerns and/or questions. It is social because your fellow course community members will also be able to see and respond to your annotations. Full points for participation. Task will be completed using a Google Doc version of the syllabus (see Moodle).

### **Mid-Course Survey** (10 points)

This course survey will help me understand how the course is unfolding for you. This information will help me make adjustments to the second half of the course. Full points for submission. Please know that you do not have to wait until this survey is assigned to update me on things are working for you. Please contact me at any point during the semester or submit your thoughts using the permanent Feedback Questionnaire on our course Moodle's welcome page.

### Open Mic Presentation (10 points)

Course Outcome	InTASC Standard	ILA Standard
2, 3, 4	4, 5, 8	2

Each course session (starting with session two) will begin with an open mic segment. This is dedicated time for you to share anything related to English Language Arts education that you think might help your peers – books, websites, a relevant Twitter account, a great picturebook, a teaching idea, an inspiring article. You are only required to share once during the open mic section of class-time, but feel free to share more than once. This is an informal presentation that should not take longer than three minutes. One resource I do not want you to share: Teachers Pay Teachers. I will share why in class. Please connect your selected resource to state standards, K-8 literacy and learning, and K-8 curricula by articulating a rationale and a vision for your resource's use in K-8 classrooms. We compile a compendium of the resources suggested by the course community.

### Class participation (10 points per session = 130 points)

There will be learning activities and discussions each week in class. Attendance is important.

\*You are required to notify me (Dr. Reid) via email if you must miss a class.\* Typically, I will ask to meet with you to discuss content missed and arrange make-up work. You are still responsible for course content during your absence. Participation in class activities means:

- Being present in class
- Participating in or contributing to class activities/discussions
- Or making alternative arrangements with Dr. Reid for a missed in-person class session prior to the class session occurring.

### Weekly One-Pagers in Response to Readings (10 points per course sessions = 140 points)

Course Outcomes	InTASC Standards	ILA Standards
1, 2, 3, 6, 8	1, 4, 5, 8	1, 2, 3, 4

For each weekly session (after session one), there is a Required Reading List. You must read the texts listed as Required Readings. Each week, your Weekly One-Pagers will give you the opportunity to think about and process the ideas in the Required Readings list. It is important that you take the time to process your readings and build your knowledge. This work will give me important insight into your learning and help me shape the classes to fit your needs and interests.

Your One-Pager for each week is precisely what the name says: One page that you have created that synthesizes your thinking and highlights the important things that you want to remember and point out to others. How you organize your page and what you choose to include is entirely up to you. There should be words (spoken and/or written) present – but you can include images, links to other multimedia, audio files...You could create a video response and post your video. You can be as creative as you like. On the Moodle site and included in the Weekly Assignment One-Pager Task Details document, you will find some inspiration and ideas for representing thinking in ways beyond written language.

### Personal Narrative & Reflection: A Dual Presentation (150 points)

Course Outcomes	InTASC Standards	ILA Standards
2, 3, 8, 9	1, 4, 6, 9	2, 3

A written draft will be due part-way through the course (currently October 4). The final written version is due on November 8 or 15 (we will talk about this deadline). Presentations of the digital stories will run during the final two class sessions. To complete this assignment, you will turn in three components:

- **Personal Narrative Artifact #1: Writing.** Choose the slice of your life you wish to write about and share with your fellow course members. Publish a “final” draft of

your writing for your course members to read. Remember, too: This writing artifact could also be written with future young authors in mind. I encourage you to share your authoring with your students.

- **Personal Narrative Artifact #2: Digital Story.** For this component, you will take your written personal narrative and transform it into a 3-minute digital story. The digital and multimodal composition version requires you to play with multiple modes: spoken language, maybe music, photographs, drawn images, video clips, gesture, movement...These will be presented during the last three course sessions.
- **Written or Spoken Reflection on Your Process:** Although the stages of the writing process seem very linear and sequential, writing is very much a recursive and often messy process that is uniquely experienced by individual writers. Keeping track of your own writing process and reflecting upon it will help you understand how the writing process can be conceptualized in a general way but actualized in very specific ways particular to individual authors and writers. You must include in your reflection your experience of transforming your personal narrative artifact into a multimodal text.

### Language Arts Lesson Plan with Reflection (100 points)

Course Outcomes	InTASC Standards	ILA Standards
2, 3, 4, 7, 8	7, 9 – 2, 3, 4, 6, 7, 8, 9	2, 3, 4, 6

For this assignment, you will plan a Language Arts lesson sequence, lesson, or lesson segment for a small group of students or the whole class. Due to the pandemic and its potential repercussions for your field placements, it may be that your lesson plan is designed for one student, a small group, or the whole class. Under typical circumstances, your 1:1 or small group teaching would include a student who is learning English as an additional language. You will confer with your co-operating teacher to work out dates, topics, and potential learning objectives for your lesson. You will have the support of your fellow course members and myself



during the construction of your lesson plan. This assignment also includes a post-lesson reflection.

### Teaching Tip Article (40 points + 130 points)

Course Outcomes	InTASC Standards	ILA Standards
4, 6, 9	4, 7, 8, 10	2, 5, 6

Based on the course readings, course discussions, and your field experiences, decide on one great Teaching Tip you think would benefit PreK-8 Language Arts educators. This could be based on the group lesson you planned and implemented or it could focus on another literacy-oriented interaction in either or both field experiences. You could also explore an idea or area of interest that you have encountered in this or other courses. Your teaching tip could also address teaching and learning during the pandemic. Pandemic Teaching Tips are certainly needed right now. I am also open to co-written pieces. Please see me if you

### Assignment Expectations

Please follow the expectations for each assignment. Let me know if you have any questions or I need to provide clarification regarding any detail you are unsure about. I welcome all questions at any point in the course.

## Important Course Policies

### Grading policy

All major assignments will be accompanied by a rubric containing criteria that describe achievement with regards to the different components of each assignment. Please let me know at any point if further clarity regarding any assignment is required. My goal is to support you in successfully accomplishing all assignments and meeting all learning objectives. Although the D-F grades are available to me as your course instructor, should I assign you a D or an F grade for any assignment, I will reach out to connect with you regarding the coursework and your

progress. My purpose in contacting you will be to support you in meeting the course requirements as best I can. I am invested in you and your success in this course.

Letter Grade	Equivalent Percentage
A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
Work Not Submitted	0%

### Attendance

We have important content to master and each class session will be comprised of learning activities that have been carefully planned for you. It is critical that you attend every class so that you are prepared to work effectively with children in the field. Missing even one class will have an impact on your learning experience. **Please notify the instructor via email if you must miss a class to arrange completion of course and class content.** Again, your success in this course is important to me.

### Participation

All students are expected to come prepared and to actively engage in class activities. Every session, you will have the opportunity to demonstrate knowledge, skills, and dispositions related to the work of teaching. This includes completing readings and assignments on time; actively listening during mini-lectures and demonstrations; showing understanding of concepts

from readings in class discussions and activities; and participating respectfully and professionally in group work, including simulations and analyses.

### **[Student Conduct Code](#)**

In an academic context like ours, if you draw on someone else's work (whether the source is a journal article author, a teacher, or a website), you must give credit. Work that is not your own must be properly cited. If you do not cite work that is not your own, it is plagiarism; this qualifies as academic misconduct. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. The updated version of the Code took effect on August 1, 2021.