

TUSCULUM COLLEGE GRADUATE AND PROFESSIONAL STUDIES
EDUC536 – MEM50 - Advanced Language Concepts
Course Syllabus

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Course Dates: January 13, 2016 – February 10, 2016

Times: Monday, 5:30 PM – 9:30 PM

Location: Morristown Campus, Room 3

Group Number: MEM50 (4418)

Office Hours: I will be available to meet with candidates, if requested, one hour before class. I can meet with students at other times by request. Please call, text, or email to arrange time/date.

Note: Calls are acceptable at anytime. The instructor's goal is to return e-mails and phone messages within 24 hours. In case of an emergency, please call 423-636-7337.

Course Description: This course is designed to assist candidates in designing an inclusive reading/English/ language arts cross-curricular learning experiences at all levels of instruction. Participants will make critical judgments regarding the thoroughness of curricula related to best practices in instruction, the five components of reading, state reading standards, adolescent and adult literacy, and usefulness with a diverse student groups. (3 credit hours)

Course Resources

Required Resources:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Required Material:

There is no textbook for EDUC 536. Instead, the following resources, which can be accessed via provided website, will serve as reading resources for this course:

- *Preventing Reading Disabilities in Young Children* (Executive Summary)
- National Reading Panel (Summary of *Teaching Children to Read*)
- *Put Reading First* Booklet
- Teaching Reading Strategies ND (*An Overview of Teaching Strategies for SBRR-Scientifically Based Reading Research*)
- *Tennessee Reading Panel Report 2005*

Other required reading:

Students will read six research articles from refereed journals related to the teaching of reading.

Throughout the course, learners will read a variety of language arts resources located in a language arts resource notebook provided by the instructor. Many of the resources may be accessed at the following websites:

- **Comprehension Strategies by Multiple Intelligence**
[http://www.edprodevelopment.com/resources/presentations/reading/Comprehension%20Strats%20by%](http://www.edprodevelopment.com/resources/presentations/reading/Comprehension%20Strats%20by%20)
 - **Reading Strategies for Middle School:**
http://www.tennessee.gov/education/ci/reading/grades_6-8.pdf
 - **Marzano's Academic Vocabulary for Tennessee:**
<http://tennessee.gov/education/ci/doc/VOCABULARY.pdf>
 - **On Target: Strategies to Build Academic Vocabulary:**
<http://www.sdesa6.org/content/docs/StrategiesVocabulary-080808.pdf>
 - **On Target: Strategies to Differentiate Instruction Grades K-4:**
http://www.sdesa6.org/content/docs/StrategiesThatDifferentiateInstructionK_4-080808.pdf
 - **On Target: Strategies to Differentiate Instruction Grades 4-12:**
http://www.sdesa6.org/content/docs/StrategiesThatDifferentiateInstruction4_12-080808.pdf
 - **On Target: Reading Strategies to Guide Learning:**
<http://www.sdesa6.org/content/docs/ReadingStrategiestoGuideLearning080808.pdf>
 - **On Target: Strategies to Help Struggling Readers:**
<http://www.sdesa6.org/content/docs/StrategiestoHelpStrugglingReaders-080808.pdf>
 - **On Target: Strategies to Help Readers Make Meaning Through Inferences:**
http://curriculum.d91.k12.id.us/Curriculum%20Resources/Summer%20School%20Reading/Day%2008%20Making%20Inferences_Drawing%20Conclusions/-Making%20Inferences.pdf
 - **On Target: More Strategies to Guide Learning:**
<http://www.sdesa6.org/content/docs/MoreStrategiesToGuideLearning080808.pdf>
 - **On Target: Bringing Writing into Content Area Classrooms:**
<http://www.sdesa6.org/content/docs/BringWritingintoContentAreaClass080808.pdf>
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Other Sources of Information:

Current research in the teaching of reading/language arts: www.reading.org
Journals: *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, and *Reading Research Quarterly*.

Miscellaneous reading information: <http://www.readingrockets.org/>

International Reading Association Search Site: <http://www.readingonline.org/>

International Reading Association Site: <http://www.reading.org/General/Default.aspx>

Florida Center for Reading Research: <http://www.fcrr.org/>

National Institute for Literacy: <http://www.nifl.gov/cgi-bin/pfr/search.cgi>

National Institute for Literacy Publications:

<http://www.nifl.gov/publications/publications.html>

National Council for Teachers of English (NCTE):

<http://www.ncte.org/governance/readingresearch>

National Academies Press Publications: <http://www.nap.edu/topics.php?browse=1>

US Dept. of Education: <http://www2.ed.gov/rschstat/best-practices.html>

US Dept. of Education Resources:

http://www.free.ed.gov/subjects.cfm?subject_id=80&toplvl=78&res_feature_req=1

Learning Disabilities On-Line Resources: <http://www.ldonline.org/educators>

Center on English Learning and Achievement : <http://www.albany.edu/cela/>

Tennessee Electronic Learning Center: <http://www.tnelc.org/>

National Reading Panel: <http://www.nichd.nih.gov/research/supported/nrp.cfm>

International Reading Association Standards for Reading Professionals

Course Advanced Competencies and Objectives

Advanced Competencies:

1. **Critical Thinking**-Candidate evaluations of various curricular models, the selection of appropriate methods for teaching Reading/ English/ Language arts for specific groups of children, and thoroughness in teaching state standards.
2. **Synthesis of Information**-Development of recommendations regarding the perceived effectiveness of a variety of curricula and development of suggestions for improvements to facilitate the learning of children. The design and implementation of a rubric for evaluation of curricular materials.
3. **Problem Solving**-Provide a written and oral defense of curricular evaluations, effectiveness recommendations, and suggestions for improvements.
4. **Ethical Decision Making.** Candidates will demonstrate ethical decision making as it applies to the appropriateness of various methodologies and diverse groups of students.
5. **Data Analysis and Interpretation**-Critical evaluation of research articles presented as support for traditional and non-traditional English/ Language arts curricula. Collection and interpretation of data during implementation of candidate devised rubric.

Course Goals:

1. Learners will understand and appreciate diverse educational practices and policies. (NBPTS #2)
2. Learners will understand methods for measuring and communicating student growth and learning. (NBPTS #3)
3. Learners will grasp the importance of using developmentally appropriate practice in a variety of learning environments. (NBPTS #2)
4. Learners will understand strategies that engage students in the application of knowledge across and within disciplines. (NBPTS #2)
5. Learners will acquire new knowledge synthesizing it with existing information to create new constructs. (NBPTS #4)

Course Objectives:

Upon completion of this course, candidates will-

1. Identify and evaluate best practice in the teaching of Reading/English/Language arts using a variety of research based sources.
2. Identify and evaluate best practice in Reading/English/Language Arts instruction for students in grades K-12 and identify it in a variety of curricula.
3. Articulate the five components of reading, and identify each in a variety of curricula.

4. Articulate unique characteristics of teaching adolescent and adult students in the area of English/Language arts.
5. Articulate the Tennessee English/ Language arts Standards as they relate to teaching and Reading/ English/Language arts assessment.
6. Evaluate critically a variety of reading curricula for thoroughness in teaching the five components of reading and state Reading/English/Language arts standards.
7. Evaluate critically a variety of English/ Language arts curricula for appropriateness in teaching to the unique needs of adolescent and adult learners.

Course Policies and Procedures

Attendance Policy: Class attendance is mandatory and is recorded by each faculty member, who submits attendance to the administrative office. A grade of “F” is automatically assigned to any student who misses more than one- third of the total class meeting time. Total missed class time includes absence from scheduled class time, arriving late or leaving before the class is dismissed. This is an institutional policy and is not left to the discretion of the faculty member. The academic departments may adopt significantly stringent grading practices relating to attendance as detailed in syllabi and may require completion of any missed work. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid. Failure to attend class results in a grade ***reduction*** of one (1) point from a candidate’s final average for each hour of class missed.

[Attendance Policy](http://web.tusculum.edu/adult/academics/academic-policies-information/) - <http://web.tusculum.edu/adult/academics/academic-policies-information/>

Active Website Syllabus Information

[Dr-Hatfield's Website](http://www.dr-hatfield.com/alc/alc_week_1.html) - http://www.dr-hatfield.com/alc/alc_week_1.html

Candidates with Disabilities: Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should access the following website for current information:
[Candidates with Disabilities](http://www.tusculum.edu/learning/disability.html) - <http://www.tusculum.edu/learning/disability.html>

Tusculum College Learning Centers: Information for current academic assistance may be found at:

[Tusculum Learning Centers](http://web.tusculum.edu/adult/academics/academic-policies-information/) - <http://web.tusculum.edu/adult/academics/academic-policies-information/>

Research Assignments and Library Resources: To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff.

For current Library Resource information access the following website:

[Research Assignment & Library Resources](http://web.tusculum.edu/adult/academics/academic-policies-information/) - <http://web.tusculum.edu/adult/academics/academic-policies-information/>

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency.

As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* ([Academic Dishonesty](http://www.tusculum.edu/academics/policies.html)-<http://www.tusculum.edu/academics/policies.html>), plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

[Academic Dishonesty](http://www.tusculum.edu/academics/policies.html) -<http://www.tusculum.edu/academics/policies.html>

Other Policies:

Candidates in EDUC 536 are required to write a six (6) page research report, synthesizing concepts from at least six professional journal articles they have read, analyzed, and reviewed.

As EDUC 536 is a graduate level course, Master's level quality work is expected of all candidates. Professional writing is required for ALL materials submitted in this course. Points will be deducted from work for grammatical and/or spelling errors.

ALL ASSIGNMENTS MUST BE TYPED in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. All work must be submitted on or before the due date.

On-line resources for APA style (6th) edition:

<http://www.stylewizard.com/apa6index.html>

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf>

Cell Phones:

Please place cell phones in a “silent” or “vibrate” mode while in class. Cell phones should not be used during class time but may be used for personal reasons during any class breaks. Please step outside of the classroom to answer incoming calls.

Laptops:

A laptop computer is not needed for this course, but, if desired, candidates may use word processing programs in order to take notes during class. Please refrain from using the laptop during instructional time.

Course Requirements and Grading**Grading Scale:**

The Tusculum College grading scale will be used and is as follows:

A = 95-100	C+= 77-79
A-= 90-94	C = 73-76
B+= 87-89	C-= 70-72
B = 83-86	F = 0-69
B-= 80-82	

Assignments (100 Point Total):

Learning team presentations on each of the five reading components (With your learning team, prepare a 10-20 minute presentation comparing and contrasting the information from your articles with the findings of the National Panel of Reading.) (total of 5 at 4 points each)	20%
Presentation of Reading Strategy for 4 Components of Reading (May select from strategies in teacher-provided notebook or another strategy) (5 points each)	20%
Class participation (Engage in class discussions and other activities.) (2 points per night)	22%
Individual research presentation (Discuss the research findings for the area of language arts for which you wrote your research paper. The presentation should be 10-15 minutes in length.)	10%
Exams	28%

Course Schedule and Activities
EDUC 536: Advanced Language Arts Concepts
 Assignments may be found at
http://www.dr-hatfield.com/alc/alc_week_1.html

Syllabus: tentative, always under construction, and **subject to change*

Week 1

Syllabus Review

Print/Download Syllabus at [EDUC536](#)

[ALC Check-Off Sheet](#)

Textbook/Reading Materials

There is no textbook assigned for this course; all reading materials will be provided on this website.

Introduction

- [Phonology](#)
- [Response to Literature Questions](#)
- [Puppy Brings NYPD Officer to Tears - The Moth](#)
- Andrew Stanton - from Computer (Content Warning)
- [Rigor](#)
- [Marzano's Strategies](#)

Multiple Intelligence: [Comprehension Strategies by MI](#)

[Learning Module | Domains of Learning \(ppt.\)](#)

- **[Domains of Learning](#)**

Assignment

Presentation of an Educational Strategy

Create one educational strategy demonstration specific to your grade level and discipline that demonstrates understanding and respect for individual and group diversity. This strategy should include special considerations for 1) learning disability in reading, 2) limited English proficiency, and 3) the economically disadvantaged. This demonstration should also include a

component of technology. You should provide handouts (with the strategy) to the other students. The strategy will be presented during the 4th class meeting.

Assignment

Response to Literature

The student will create a Response to Literature (RTL) by creating a video, or using Storytelling to present his/her RTL to the class. This assignment is due during the last class meeting.

- AP Literature Final Video Example

Response to Literature - Walk Two Moons by Sharon Creech

- Response to Literature Assignment
- Response to Literature Questions (Review before coming to class)
- RTL Mind-Map
- RTL Strategies (Review this before coming to class)
- Literature Review Analysis
- Teacher's Example of RTL

Article Reflections

Reflective assignments may require you to look at various articles within different formats, e.g. HTML, Adobe Reader, Web pages, etc. A goal of this course is to provide individuals with the ability to access and read information directly from the Internet. Printing documents from this Website is acceptable. However, if at all possible try to read the documents directly from the Internet.

Writing reflections requires the ability to identify the topic or thesis statement of the article. Stay within the parameter of the thesis statement. The reflection should not contain your opinions (unless otherwise specified) or broad statements that are out of context. Generalized or rhetorical statements should be avoided. The best way to write a reflection for this course is to understand that that they may consist of the positive(s) and negative(s) of an article.

This link, "[The 40 Reflection Questions](#)," provides you with a list of questions that may help you to better understand and give you ideas for creating your reflections.

For the purposes of this course, the reflective articles may either be handwritten or typewritten. The reflective articles will be discussed using

the *Harkness Seminar* during the week in which they are assigned. Complete the "article reflection documents (below) **before the class meeting**. They will be turned in after the *Harkness Seminar* has been completed.

Article Reflection PDF Document (Handwritten)

Article Reflection Word Document (Typewritten)

Article Critique (Used for Grading)

Why should the reflections be handwritten?

How Handwriting Trains the Brain

Digitizing Literacy: Reflections on the Haptics of Writing

The Effects of handwriting experience on functional brain development in pre-literate children

The Harkness Seminar

Harkness Seminar example

Harkness Seminar Blank Template

Resources and Downloads for Collaborative Learning

Collaborative Learning using the Harkness Seminar (Video 8:45 min)

Strategies

- **RTL Strategies** (Review this before coming to class)
- **Comprehension Strategies by MI**

Article Reading Assignments

Complete the following reading assignments using the "**Article Reflection**" directions. A **Harkness Seminar** will be completed during class and the Article Reflection will be turned in after the session.

- **Response to Literature Questions** (a reflection is **not** required for this article)
- **Are You Not Entertained? How to Build a Dynamic Lecture** (reflection required)
- **Dweck 2007 - The Secret to Raising Smart Kids** (reflection required)

Carol Dweck: **The Effect of Praise on Mindsets** (Video 3:26 min.)

Week 2

Introduction

- **Test Taking Skills** (Comprehensive Exam)
- **Chanting**
- **Alliteration**

How to sound smart in your TEDx Talk | Will Stephen

Word Walls

The Power of Words (intro video)

Teaching Vocabulary using Word Wall (video)

Why Use Word Walls?

Printable Science Word Walls

The Language of Science (worksheet)

Tennessee Academic Vocabulary

Picture Me Reading (site words)

Intro and Word Walls - Spelling Technique for Dyslexics

[Dyslexia Road](#) (website) | [Reading Fluency](#)

Strategies

- [Effective Strategies for Teaching Vocabulary](#)
- [Sentence Frames for Language Development](#)
- [Top 10 Terms Students Need to Know](#)
- [Common Core: Explicit vs. Implicit Information](#)

Article Reading Assignments

Complete the following reading assignments using the "[Article Reflection](#)" directions. A [Harkness Seminar](#) will be completed during class and the Article Reflection will be turned in after the session.

- **The Early Catastrophe: The 30 Million Word Gap by Age 3**
- [Word Walls](#)

Week 3

Introduction

- Reading Scientific and Technical Manuals
- Survey PPT

Assignment

Respond to Video

- Respond to Video: [Toxic culture of education: Joshua Katz](#)

Strategies

- Diversity
- [Venn Diagram - Butterflies and Moths](#)

Article Reading Assignments

Complete the following reading assignments using the "[Article Reflection](#)" directions. A [Harkness Seminar](#) will be completed during class and the Article Reflection will be turned in after the session.

- *The Crow*
- The Six Language Arts- [The Language Arts \(Article\)](#)
- [The Five Essential Components of Reading](#)

Week 4

Introduction

- [5 Keys to Social and Emotional Learning Success](#)
- "[I am... poem](#)" | [Blank Handout](#)
- Individual presentations of educational strategies

Assignment

Diversity

Share 5 classroom strategies that demonstrates understanding and respect for individual and group diversity. These should include-

learning disability in reading, limited English proficiency, and the economically disadvantaged. At least one of these strategies should also include the use of technology. The strategies should be in a written format (one paragraph each); presented and turned in during the 4th class meeting.

- [Teaching Diversity: A Place to Begin](#)
- [Strategies for Working with Diverse Learners](#)
- [Diversity](#)

Strategies

- [Respect for Individual and Group Diversity: Five Strategies that Work](#)
- [Venn Diagram - Butterflies and Moths](#)

Article Reading Assignments

Complete the following reading assignments using the "[Article Reflection](#)" directions. A [Harkness Seminar](#) will be completed during class and the Article Reflection will be turned in after the session.

- [Social and Emotional Learning](#)
- [The Impact of Enhancing Students' Social and Emotional Learning](#)
(reflection not required)

Week 5

Introduction

Completion of previous assignments and presentations.
Storytelling | RTL Video Presentations

FINAL EXAM