EDCI-525 Elementary Language Arts Methods
3 credit hours   Summer 2022 Session 2: May 30–July 16, 2023

Professor: Tammy Overstreet, PhD
Email: toverstreet@southern.edu
Phone: 407-506-3166 (Call between 8 a.m. and 5 p.m. only, and text between 8 a.m. and 8 p.m. only, please. Please email or text before you call.)

Office Hours: You may call or text during the times above to arrange.

Online Meeting Room: Class meetings are held on Wednesdays from 8:00-9:00 a.m. ET at:
    https://southern.zoom.us/j/871286217

Course Information

Description

This course is designed for Seventh-day Adventist in-service teachers. This course will provide K- 8 teachers with an in-depth knowledge of the North American Language Arts Standards for writing, language, speaking and listening. Students in the course will explore the intentions of each standard. Opportunities will be given to design instructional frameworks that honor the standards, evidence-based pedagogy, formative assessments that inform instructional decisions, and summative assessments aligned with the standards. Emphasis will be given to the creation and utilization of multi-grade teaching lessons, units, and assessments. Students will develop their skills in utilizing curriculum materials produced by the North American Division.

Textbooks
There are no required textbooks for this course. All required reading and other materials will be accessible via eClass.
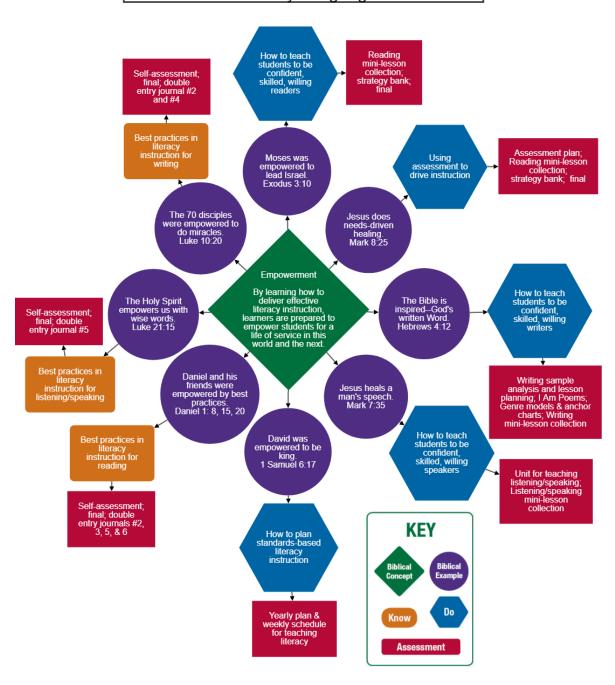
Required Technology
You must have a webcam and a microphone, headset preferred. Such a headset can be found on Amazon or in your local stores. Many laptops have a built-in webcam, but if yours does not, you must purchase an external one or have access to one for all live sessions.

Biblical Foundation of the Course

The subject matter of this course illustrates the biblical concept of empowerment. The following course map illustrates connections between the biblical concept of empowerment and the courses biblical examples, assignments, and assessments.

Biblical Foundation Course Concept Map

EDCI 525: Elementary Language Arts Methods

How to teach students to be confident, skilled, willing readers

Reading mini-lesson collection; strategy bank; final

Self-assessment; final; double entry journal #2 and #4

Best practices in literacy instruction for writing

Moses was empowered to lead Israel. Exodus 3:10

Using assessment to drive instruction

Assessment plan; Reading mini-lesson collection; strategy bank; final

The 70 disciples were empowered to do miracles. Luke 10:20

Jesus does needs-driven healing. Mark 8:25

Empowerment By learning how to deliver effective literacy instruction, learners are prepared to empower students for a life of service in this world and the next.

The Holy Spirit empowers us with wise words. Luke 21:15

The Bible is inspired—God's written Word. Hebrews 4:12

How to teach students to be confident, skilled, willing writers

Self-assessment; final; double entry journal #5

Best practices in literacy instruction for listening/speaking

Daniel and his friends were empowered by best practices. Daniel 1: 8, 15, 20

Jesus heals a man's speech. Mark 7:35

Writing sample analysis and lesson planning; I Am Poems; Genre models & anchor charts; Writing mini-lesson collection

Best practices in literacy instruction for reading

David was empowered to be king. 1 Samuel 6:17

How to teach students to be confident, skilled, willing speakers

Unit for teaching listening/speaking; Listening/speaking mini-lesson collection

Self-assessment; final; double entry journals #2, 3, 5, & 6

How to plan standards-based literacy instruction

Yearly plan & weekly schedule for teaching literacy

KEY

Biblical Concept

Biblical Example

Know

Do

Assessment

Learning Outcomes

Upon successfully completing this course, the student will be able to:

1. Know and apply best practices for literacy instruction for reading, writing, listening/speaking, and language.
2. Design curriculum, instruction, and assessment for literacy instruction.

How the Course Works

"Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click [here](). Be aware that you will be accountable for the provided information."

Disclaimer

As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified in writing and face-to-face, in class, if/when any changes are made.

Feedback Plan

Feedback to Students

Feedback on graded assignments will be provided within the eClass gradebook within which you can see feedback files, graded rubrics with comments, and comments on specific assignments. Assignments are graded within 48-72 hours unless otherwise noted by your professor within the syllabus or through a News Forum announcement or email. If you would like additional feedback from your professor, please contact me via email or schedule a phone call or video conference during office hours as posted in the syllabus.

Assessment Plan

Course Assignment Details

<u>Full-class Discussion Posts</u> *(weekly)*

    Each week, you will participate in graded full class discussions. By 11:55 p.m. ET on <mark>Tuesday</mark> of each week, your initial post to the full class discussion board is due. By 5:00 p.m. ET on <mark>Friday</mark> of each week, your full class discussion board responses to classmates will be due. Responses to your classmates must show thoughtful, careful reading of their posts and be substantial.

The purpose of full class discussion boards is to encourage collegial collaboration. Look upon full class discussions as a forum through which you can help each other to learn. Discussion forum etiquette will reflect professionalism and respect in all contexts. Full class discussion board posts will be graded. You can locate the Graduate Forum Discussion Rubric under Course Resources in eClass or by clicking here. Read the rubric carefully.

For discussion post grading purposes, your discussion responses to classmates and your instructor will also be included in your discussion post grades each week. Reference weekly assigned readings to support your thoughts. Citations should be in correct APA 6 format with references listed at the conclusion of your initial post for the week. However, when you cite course readings in your responses to classmates during the remainder of each week, it will not be necessary to include a reference list at the conclusion of your posts that are responses to classmates – unless you choose to cite an outside reading.

Grading feedback will be delivered via eClass gradebook comments and instructor responses in the forums. You are urged to compose your posts in MS Word and then copy and paste it into the discussion forum in eClass, as students who compose directly in the textbox of eClass may lose all their work if the computer or eClass freezes or has some other issue. Discussion forum posts will comprise 20% of your grade.

<u>Double-Entry Journals</u> *(weekly)*

We have readings, websites, and videos each week. With each provided resource, you are asked to complete a double entry journal that is submitted for grading. Before reading any provided reading, visiting any listed website, or viewing any video during any week, read the corresponding double entry journal for that week's resources (posted in the Practice section of each week as a Word document in eClass). Download the Double Entry Journal as a Word document. Save that document to a folder on your computer, perhaps one you create on your desktop or to a thumbdrive. All double entry journals are due by 12 p.m. ET on Fridays. Grading feedback will be delivered via eClass gradebook comments. Assignments will be submitted as Word documents via eClass dropbox. This assignment will comprise 20% of your grade.

Week 2 Project: Teacher Self-Assessment

In the Prove section of Week 2, you will find a Word document that you should download and complete. This teacher self-assessment will ask you to think reflectively about your current practice within the area of literacy. This assignment will comprise 5% of your grade.

Week 2 Informal Reading Inventory Assignment

In the Prove section of Week 3, you will complete an assignment using an informal reading inventory. Look for instructions in eClass. This will comprise 5% of your grade.

Week 3 Weekly Schedule

In the Prove section of Week 3, you will be creating a weekly schedule for your class that reflects a balanced literacy schedule. Look for instructions in eClass. This will comprise 5% of your grade.

Week 4 Required Project 1--Personal Writing Sample: I Am Poem

In the Prove section of Week 4, you will submit a personal writing sample, an "I Am" poem. Instructions will be provided on this assignment within eClass. This assignment will comprise 5% of your grade.

Week 4 Project 2: Genre Models

Based on the grade level you teach, choose to prepare models at the primary level or the intermediate/upper grade level. See Course Resources in eClass for grading details. This assignment will comprise 10% of your grade.

Grades K-3 Level

Since primary level pieces are much shorter, for grades K-3, write a model piece for three of the four types of writing (narrative, expository, persuasive, and creative). Save each model piece as a brainstorming draft, a first draft, and a revised draft. You MUST turn in all three of these documents to receive credit for this project. You will also create a PowerPoint presentation (of 1-2 slides) or create an actual anchor chart on chart paper for a mini-lesson that will go along with each model piece and take a photo of the anchor chart to upload to eClass.

Grades 4-8 Level

For grades 4-8, write a model piece for two of the four types of writing (narrative, expository, persuasive, and creative). Save each model piece as a brainstorming draft, a first draft, and a revised draft. You MUST turn in all three of these documents to receive credit for this project. Also, create a PowerPoint presentation of 1-2 slides or create an actual anchor chart on chart paper to accompany a mini-lesson that will go along with each model piece and either upload the PowerPoint slide or take a photo of the anchor chart to upload to eClass.

Week 5 Grammar or Spelling Lesson

In the Prove section of Week 5, you will submit a lesson plan for grammar or spelling that includes an objective, materials to be used, instructional procedures, and a method for determining the effectiveness of the lesson. Lesson plans should be created in this

[template](#) and will be graded with the [Lesson Plan Rubric](#). This assignment will comprise 10% of your grade.

Week 6 Literacy Teacher Strategy Bank

In the Prove section of Week 6, you will submit a Literacy Teacher's Strategy Bank. This bank will include strategies that you will teach your students to use for word attack, for comprehension, for writing, and for spelling. An example of a strategy bank will be shown in a live session during Week 5. This assignment will comprise 10% of your grade.

Option 1: Literacy Collaborative Strategy Bank

You may create a strategy bank on your own or you may create a bank by working with your classmates on the Google Document provided in Week 6 Prove. If you choose to collaborate with your classmates on a group strategy sheet, remember that you must contribute in at least 2 categories (word attack, reading comprehension, writing, or spelling) and that you must personally contribute at least 6 total strategies. You may include more than 6 if desired and are encouraged to do so. Be sure to add your name under the strategy name of the ones you contribute and to check to ensure that you are not duplicating a strategy already contributed by your classmates. To submit this to the dropbox, you will first need to convert the Google Document to a Word document. To do this, go to File on the upper left of the Google Doc, and click "Download As" and choose Microsoft Word. After the file goes to your downloads, open it, rename it, save it to a spot other than your downloads folder where you will be able to find it later, and upload to the eClass dropbox.

Option 2: Non-collaborative Strategy Bank

If you choose to create a strategy bank on your own without the help of classmates, use the Word document in the Prove Section of Week 6. After downloading the Word template for the strategy bank, be sure to save the file under a different name to a spot such as your documents or desktop (rather than to your downloads folder). Include at least 2 categories (word attack, reading comprehension, writing, or spelling) and at least 8 total strategies. You may include more than this if desired.

Week 7 Final Exam

In the Prove section of Week 7, you will find your final exam, which is a question/answer format for which you may use resources, such as documents, books, notes, etc. The instructions for your final are available for viewing on the first day of class via the week 7 PROVE button. You may begin work on this as early as you wish; however, you will be at a disadvantage if you begin too early because course content learned throughout the course is necessary to support the answers that you give. Your instructor will grade this assignment during the last week of the course, as soon as you submit that week. Grading feedback will be delivered via eClass grade book and instructor comments in students' papers. This assignment will comprise 15% of your grade.

Grading Criteria & Weighting

Grade Symbols for the Course

Grade	Percentage	GPA Points
A	90% - 100%	4.00
B	80% - 89%	3.00
C	70% - 79%	2.00
F	0% - 69%	0.00

To pass, you must obtain a minimum overall of a C average in the course.

Course Grading and Weighted Categories

Assignment Category	Final Grade % Weight
Double Entry Journals (5)	20
Full-class Discussion Posts (5)	20
Informal Reading Inventory Assignment	5
Self-assessment	5
Weekly Schedule	5
Personal Writing: I Am Poems	5
Genre Model/Anchor Chart Project	10
Grammar or Spelling Lesson Plan	5
Strategy Bank	10
Final	15
TOTAL	**100**

Submission Times and Late Work Caution

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All posts are due on Friday at 11:55 p.m. ET and all other assignments are due each Sunday at 11:55 p.m. ET. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

Communication

Keeping in Touch

To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check their southern.edu email account and the "News Forum" under the **Course Resources** within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

Southern Email

To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to **regularly check their southern.edu email account.** Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within **24-48 hours**, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while submitting the week 1 reading double entry journal, your email subject could say something like "EDCI 525 Week 1 Reading Double Entry Journal."

Class Meetings/Live Sessions

In this course, we will be having class sessions/live sessions using Zoom each week. You will join the live session by clicking on the link provided in Course Resources in eClass. The link is also provided at the beginning of the syllabus. You must use a computer with a microphone and webcam at a minimum. You may want to purchase a headset with a built-in microphone that has either a stereo jack or a USB plug in,

depending on your specific computer. Students without these headsets can struggle to participate fully in live sessions and may experience echoing or other issues when attempting to speak into their computer's microphone. Background noise is also minimized with the use of a headset.

When you use Zoom for the first time, you may be prompted to download the software. Follow the prompts to allow this download and to allow the program to run. This process should not take more than a few moments on a high speed connection. You will not need to download the software each time, since after the first time, it will load automatically. It is advised that you attempt to log in to the meeting room for the first time in advance of the scheduled meeting to allow time for you to download and launch the software. Troubleshooting suggestions: If you do not see a prompt and the online meeting room does not load, disable your pop-up blocker.

Students may use mobile devices for live sessions and will need to download the meeting room app from their app store. Alternatively, you may use your device to go into eClass where you should click the meeting room link provided in Course Resources and follow the prompts for downloading the app. If you plan on using this approach, please ensure that you go through this process well in advance of the live session in order to have time for troubleshooting and acclimating to the way Zoom navigates on a mobile device.

If you're having trouble connecting to the live session, please contact eClasshelp@southern.edu or gmerchant@southern.edu for assistance. You may also let your online coach know you're having difficulties by posting in the Tech Forum in eClass or by emailing the coach directly. (Coach email address is provided above in the initial portion of the syllabus.) If your coach is working during the time that the live session is occurring, he or she may be able to assist you.

These live sessions will benefit you by providing the opportunity for you to interact in real time with your professor and fellow students. During live sessions you will be able to ask questions about projects or papers as well as course content. While points are not given in this course for live session attendance, students are expected to attend. Those who have a scheduling conflict and are unable to attend are expected to view the recording of the live session as soon as possible. If you are aware in advance that you cannot attend a live session, you are urged to submit your questions in advance to the professor via email or in the course Q&A forum. During the live session, your questions will be answered for you, and you can watch the recording at your convenience. Please see the course schedule for the tentative day/time of our weekly live sessions. If a live

session must be canceled, your professor will post an announcement in the eClass News Forum as soon in advance as possible.

Question and Answer Forums

You will also see a link to a weekly Question and Answer Forum (also called Corner Cafe). If you ever have a question, consider posting that question on the Question & Answer (Q & A) forum because classmates can benefit from seeing your question along with the answer you receive from your professor. The Q & A forum is not graded, and it is provided for you to ask questions during each week. Sometimes, classmates will realize they are able to respond to each other's Q & A posts, and we strongly encourage you to help each other in this manner. You may see the question long before your professor does and can help a classmate keep going in their work by posting an answer. If your answer is incorrect or partially incorrect, one of your classmates can comment to correct you or your professor will do so. There is no shame in being wrong but commendation for trying! Remember, you also have an option to email questions to your professor if they are of a personal nature. Post courteously in the Q & A Forum. You should avoid sharing frustrations and instead email those types of things directly to your professor.

Tentative Course Schedule/Calendar

Class meetings: Wednesdays, 8-9 AM ET.

Weeks 1 & 2 **May 30 – June 11** **Look-around Week & The Big Ideas** Class meeting: Wednesday, June 7 from 8-9 AM ET.	**Praise -** 2 Cor. 12:9, 2 Cor. 4:7, Ephesians 1:19, Ephesians 3:14-20
	Prepare - Weeks 1 & 2 View Syllabus, Meet the Professor Video, & Course Overview, Lectures, Readings, & Videos
	Practice - Week 1 & 2 Double-Entry Journal Due 6/9/23
	Ponder - Discussion 1 & 2 Due Initial: 6/6/23, Response: 6/9/23
	Prove - Self-assessment Due 6/11/23 Informal Reading Inventory Assignment Due 6/11/22
Week 3 **June 12 - 18** **Pathways and Logistics** Class meeting: Wednesday, 8-9 AM ET.	**Praise -** 2 Thess. 1:11-12, Jeremiah 32:17
	Prepare - Week 3 Lectures, Readings, & Videos
	Practice - Week 3 Double-Entry Journal Due 6/16/23
	Ponder - Discussion 3 Due Initial: 6/13/23, Response: 6/16/23 by 5 p.m. ET
	Prove - Weekly Schedule Assignment Due 6/18/23
Week 4 **June 19 - 25** **Writing** Class meeting: Wednesday, 8-9 AM ET.	**Praise -** 2 Timothy 1:7, Philippians 4:13
	Prepare - Week 4 Lectures, Readings, & Videos
	Practice - Week 4 Double-Entry Journal Due 6/23/23
	Ponder - Discussion 4 Due Initial: 6/20/23, Response: 6/23/23 by 5 p.m. ET
	Prove - Personal Writing (I Am Poems) Due 6/25/22 Genre Models + Anchor Chart Due 6/25/22

Week 5 **June 26 – July 2** **Spelling, Grammar,** **and Handwriting** Class meeting: Wednesday, 8-9 AM ET.	**Praise -** Romans 4:21, Hebrews 2:14
	Prepare - Week 5 Lectures, Readings, & Videos
	Practice - Week 5 Double-Entry Journal Due 6/30/23
	Ponder - Discussion 5 Due Initial: 6/27/23 Response: 6/30/23 by 5 p.m. ET
	Prove - Grammar or Spelling Lesson Due 7/2/23
Week 6 **July 3 - 9** **Comprehension and** **Vocabulary** **Instruction** Class meeting: Wednesday, 8-9 AM ET.	**Praise -** Romans 15:13, Hosea 13:14
	Prepare - Week 6 Lectures, Readings, & Videos
	Practice - Week 6 Double-Entry Journal Due 7/7/23
	Ponder - Discussion 6 Initial: 7/4/23 Response: 7/7/23 by 5 p.m. ET
	Prove - Strategy Bank [Word attack, Comprehension, Writing, Spelling] Due 7/9/23
Week 7 July 10 - 16 **Wrap-up**	**Final Exam 7/13/22 by 5:00 p.m.** **NO** class meeting this week.

Add/Drop Policy

Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

1. If you are a teacher certification student, you will need to email your professor, and copy Online Campus (online@southern.edu). This email should contain a request to drop the course, and include the reason for this request. This email will then be forwarded to the Records Office, who will reply to the email letting you know that this has been completed. Until and unless you receive an email from Records, you should not assume you are dropped from the course.
2. If you are a dual enrollment student, you will need to email your professor, and copy Online Campus (online@southern.edu). This email should contain a request to drop the course, and include the reason for this request. This email will then be forwarded to the Records Office, who will reply to the email letting you know that this has been completed. Until and unless you receive an email from Records, you should not assume you are dropped from the course.
3. If you are a student in a degree program, the process will depend on whether you are on-campus or online:
   a. On-campus degree program - You must complete the Add/Drop Form, have your academic advisor and the course instructor sign it, and then submit it to Records and Advisement (either by dropping off the form at Wright Hall, or by emailing it to records@southern.edu).
   b. Online degree program - After contacting your academic advisor to ask that you be dropped from a course, (s)he will email Tami Wery in Records and copy you and the course instructor, asking that you be dropped from the course. Tami Wery will then reply all letting everyone know that this change has been made. Until and unless you receive an email from Records, you should not assume you are dropped from the course.

Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an

"F." **It is the student's responsibility to make arrangements with the professor to complete the course on time.**

Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Undergraduate or Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund.

Note: Because the Summer sessions are condensed into a shorter period of time than the Fall and Winter semesters, the last day to drop a summer teacher certification course and receive a 100% refund comes much more quickly. Be certain to check the course schedule to see the last day to drop.

Transcripts

It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at http://www.southern.edu/administration/records/transcripts.html

Appendix A: Southern School of Education & Psychology Conceptual Framework for Professional Education Programs
To Serve, To Lead, To Transform

The Mission – School of Education & Psychology
The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal – Professional Education Programs
The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

The Core Objectives and Expected Proficiencies

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

      Demonstrating an ideal of fairness and belief that all students can learn

      Recognizing and respecting diversity, individual worth, and integrity

      Considering the influence of community, school, and family context

      Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

      Providing nurturing environments, services, and programs

      Demonstrating understanding of central concepts

      Demonstrating understanding of how individuals develop

      Meeting the needs of a diverse student population

      Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:

      Demonstrating intellectual curiosity, critical thinking, and strategic decision-making

      Using theory, based on scientific research, to enhance pedagogical and professional practice

      Using formal and informal assessments to make informed professional decisions

      Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

      Collaborating with peers and consulting with professionals

      Demonstrating professional, legal, and ethical responsibilities

      Participating in opportunities to achieve professional excellence

      Recognizing the value of health and a commitment to a lifestyle of wellness

      Demonstrating appropriate communication skills