

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPARTMENT: Curriculum & Instruction

COURSE SYLLABUS FOR FALL 2006

Course Prefix and Number: CUI 320 (Fridays, 12:00 p.m.-2:50 p.m.)

Course Title: Language Arts Education

Credits: 3:3:3

Course Prerequisites/Corequisites: Prior admission to elementary education or permission of instructor.

For Whom Planned: This course is a required course for undergraduate elementary education majors who are pursuing K-6 teacher licensure. It is an elective course for other programs of study. Permission of the instructor is required for students other than elementary education majors who wish to take the course.

Instructor Information:

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Office Hours: By appointment only

Course Purpose/Catalog Description: The purpose of the course is to prepare preservice teachers to employ concepts, skills, and strategies needed to be effective teachers of language arts in elementary schools. In this course, preservice elementary educators will examine research-verified practices in language arts education that are designed to meet the needs of diverse K-6 learners. This course will include an overview of effective language arts assessment, process and non-process writing, oral language development, and developmental word study (including phonological awareness, phonics and structural analysis skills).

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions*

through the preparation and continuing professional development of teachers, principals and other school personnel.

Course Goals and/or Objectives/Student Learning Outcomes: In this course, you will:

In this course, the preservice elementary educator will:

- Conduct a “Writer’s Craft” read aloud and writing lesson with elementary school students (INTASC 1, 3, 5, 7, 9)
- Collaborate with preservice and inservice elementary educators to learn effective, research-verified practices in language arts education (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9)
- Construct, organize, and synthesize resources and ideas to be used in implementing a balanced, literacy instructional program that meets the needs of all learners in an elementary school classroom, and that connects to content area teaching and learning (INTASC 1,2, 3, 4, 6, 7, 8, 9),
- Utilize technology to inform language arts instruction and to develop as a professional educator (INTASC 6),
- Demonstrate his/her knowledge of the practices of excellent teachers of language arts (INTASC 1, 2, 3, 4, 6, 7, 8, 9), and
- Participate in a Writer’s Workshop simulation and publish a minimum of three pieces of writing (INTASC 1, 4, 5, 6, 9).

Teaching Strategies: Teaching strategies for this course include lecture, class discussion, group work, Writer’s Workshop participation, individual conferences, field-based activities, and teaching simulations.

Evaluation Methods and Guidelines for Assignments:

The School of Education is a professional school, and the Curriculum and Instruction Department is responsible for preparing professional teachers. The criterion for excellence is embedded in the word “professional” -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. CUI instructors are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student’s potential to be a professional. Consequently, you are not entitled to a particular grade by virtue of your admission to the School of Education; rather, your instructor has the responsibility to make a professional judgment about both your performance and your disposition and to assign a grade accordingly. Specifically, CUI instructors will use the following criteria when assigning grades to assignments:

A – Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the task and contains **additional, unexpected or outstanding features**.

B – A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.

C – Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.

D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Regarding the final course grade, the instructor will compute scores on the course assignments according to the criteria specified in this syllabus. The instructor then has the obligation and reserves the right to raise or lower the final grade based on evidence regarding performance and/or dispositions (including our community expectations) if, in his or her judgment, the work and/or dispositions of the student warrants it.

I will use the following scale to help determine letter grades:

- A 95-100 points
- A - 90-94 points
- B + 87-89 points
- B 83-86 points
- B - 80-82 points
- C + 77-79 points
- C 73-76 points
- C - 70-72 points
- D + 67-69 points
- D 63-66 points
- D- 60-62 points
- F 59 or less points

Unless you contact me in advance **IN WRITING** to make pre-approved arrangements and to inform me as to why your assignment will be submitted late, I will deduct 1/2 point per hour beginning on the day/time that your assignment was due for a late assignment, and will continue deducting points until you submit the assignment. **LATE WORK WILL NOT BE ACCEPTED FOR THE FINAL EXAM UNLESS YOU HAVE RECEIVED WRITTEN PERMISSION FROM ME PRIOR TO THE FINAL EXAM DATE SPECIFYING THAT YOU HAVE MY PERMISSION TO SUBMIT THIS WORK LATE.** I am under a challenging time constraint during the final exam period and cannot be flexible.

Your grade for the course will be determined by your performance on each of the following assignments:

- **ATTENDANCE AND PROFESSIONAL PARTICIPATION** (14 points) Because this class is highly interactive, and based on constructivist and social constructivist principles of learning, your preparation for and participation in our class is essential. Please be prepared for every class--come to class on time, complete and reflect on all readings (i.e., mark points that you would like to discuss and note any questions that you would like to ask from the readings), complete thoughtfully all of your written assignments, and complete all other assignments as listed on the course schedule. I will assess your work

on these assignments during regularly scheduled times during the course and during “spot checks.”

Please monitor your participation in our class, that is, participating actively but not dominating discussion, engaging thoughtfully in all class components, and putting forth your best efforts and intentions during each class period. You will earn 1 point for each of 14 class sessions in which you meet the aforementioned expectations and the community expectations that we established on the first day of class, as guided by the CUI Department Dispositions. Your positive, thoughtful, reflective, and prepared participation in this class is essential to the success of our classroom community.

- **Writing workshop project: Participation and publications (20 points)** (INTASC 1, 4, 5, 6, 9): The best way to become a teacher of writing is to write yourself. As such, you will be a participant in a Writer’s Workshop throughout this semester. As a part of this participation, you will be keeping a Writer’s Notebook and publishing one piece of writing to share with the class on the date listed on the syllabus schedule (either a poem, memoir/personal narrative, or piece of informational writing). The audience for these publications is the students in your current or future classroom, your colleagues in our class, another audience specified by you, and/or me. In addition to this writing publication (genre and length to be decided by you) and keeping a Writer’s Notebook, you are expected to write a reflection (3-5 pages in length) in which you detail (a) what you learned from keeping a Writer’s Notebook and participating in a Writer’s Workshop, and how you may use this learning in your instruction of future students, (b) the audience for your publications, and (c) background information about your publications (e.g., why you published these pieces, the purpose of these pieces, how you came up with the ideas for these pieces of writing, and how you selected an entry from your Writer’s notebook that served as the foundation for your publications). You will choose one of your publications to share in class. I will assign a grade to you for this assignment based on the following criteria: (a) Inclusion of the aforementioned details (a-c)--6 points, (b) Evidence of your learning and how you may use what you learned in your future instruction--6 points, (c) Overall quality of publication and presentation--4 points, (d) Participation in semester-long Writer’s Workshop--4 points

 - Writing group A:
 - Writing group B:
 - Writing group C:
 - Writing group D:

- **Blackboard postings and responses (12 points—Each posting or response, as applicable, is worth two points each)** (INTASC 6, 9): Each week, you will either make one POSTING about the designated readings OR respond to 2 postings (see syllabus schedule—you are assigned to either GROUP A or GROUP B, and will either POST or RESPOND each week accordingly). Each posting should make a text-self, text-teaching world, and/or text-text connection to your readings for that week and end with a question that you had connected to your readings; each response should follow up on the connection made and/or answer the question from the posting. Your posting or response needs to be professional, thorough, and thoughtful, and indicative of your understanding of the readings. Each posting or response will be evaluated as follows:

 - Posting or response ON TIME, thorough, professional, and thoughtful; and meets the aforementioned guidelines: 1 point

- Posting or response indicative of your understanding of your reading and learning: 1 point

BB GROUP A:

BB GROUP B:

- **Writing Lesson/Critical Performance (20 points) (INTASC 1, 2, 3, 4, 6, 8, 9; NETS II and III A, B, C and D)**—This assignment may be implemented with either a small group or with the whole class. For this assignment, you will implement a three-part writing lesson. After consulting with your OSTE and reviewing the NC SCOS objectives for your grade level in both ENGLISH LANGUAGE ARTS AND COMPUTER/TECHNOLOGY SKILLS (you need to choose objectives from both of these areas for your lesson plan), you need to identify a writing GENRE in which you want your students to write (we will discuss possibilities in class—letter writing is not an option). Here are the parts of the lesson (I will be modeling these parts in class):
 - Part/Session 1: Conduct a “Writer’s Craft” read aloud that is an example of the genre in which you are going to ask students to write. Conduct a demonstration writing (where YOU are the one writing) in front of the students in the genre in which you are going to ask students to write. Using these experiences as context, brainstorm with your students criteria for “good writing” in this genre looks and sounds like (3-5 characteristics—you should guide students in coming up with these ideas).
 - Part/Session 2: Review previous session and the criteria that you established for good writing in this genre. Using these criteria, conduct a “shared writing” with your students in this genre (on chart paper or on an overhead transparency). Then, engage students in brainstorming ideas for what they could write (review the criteria for this genre as needed). Explain to students that, if they do not know how to spell a word, they just need to spell it as best they can for now (and assure them that you will work with them to fix it later as needed). (KINDERGARTEN INTERNS—Please see me for modifications to this session). Give students ample time to write—and tell them that they can work on a second piece if they finish early (it is OK if you let students work on this writing when you are gone as needed if it is OK with your OSTE).
 - Part/Session 3: Review previous sessions and review established criteria. Ask students to take out their drafts/writing. Using the established criteria, ask students to read over their writing to check to see if they used the established criteria, and to revise their writing if they did not do so. Work *with* students to publish their work on the computer (you may want to consider taking up their papers, editing them yourself, and turning them into a class book for them). DO NOT expect students to type their stories themselves unless they have keyboarding skills. You are required to have the students to whom you taught this lesson use technology in some way—for example, working with you to word process the piece, to illustrate the piece, etc.—depending on the computer/technology skills that you selected for this lesson. You can either use the computer in your classroom and work with students individually or use the computer lab (or you may use another way to incorporate technology given that this way still meets the required NETS standards). Remember that you are required

to save 3 student work samples/drafts (make a copy of these papers before you return them to students).

This lesson will be implemented via the lesson plan format that your team leader specifies OR via the Task Stream lesson plan format, and will be your “critical performance” for CUI 320 (which means you will need to upload all aspects of your work and 3 student work samples/drafts successfully into Task Stream for evaluation in order to receive a grade for this assignment). As such, PLEASE review the rubrics for CUI 320 for this assignment on Task Stream!! Specifically, you will need to do the following: (a) After we discuss in class how to implement this assignment, talk with your OSTE about when you can implement this assignment. (b) Write a lesson plan for this assignment. (c) Obtain your OSTE’s approval to teach this lesson. Show him or her the lesson plan and the piece of children’s literature that you are planning to use. (d) Teach the lesson (all 3 parts). Keep copies of 3 student work samples after you teach the third part of the lesson. (e) Write the reflection sections of your lesson plan (f) Upload all relevant documents (completed lesson plan and student work samples) into Task Stream for CUI 320 CP (Critical Performance) and submit it to me for evaluation. Here are the directions for uploading this assignment into Task Stream:

- Click on CUI 320 CP. Click on ADD/EDIT work. Click on TEXT and write a brief introduction to this entry (EXAMPLE—Attached you will find my writing lesson). SAVE your work. Next, click on the ATTACHMENTS file. Attach your completed lesson plan and your student work samples/drafts (I want to see the STUDENT writing drafts—not the final publication). Close the window after you save your work. When finished, go to STEP 5—EVALUATION. Submit your work to me, Ann Harrington, for evaluation. (NOTE: DO NOT complete STEP 4—publish/share).

This assignment will be evaluated using the criteria on Task Stream for this assignment. Specifically, you will earn 2 points for each of the first five Task Stream criteria, one point for each of the final seven Task Stream criteria, and 3 points for the successful and on-time submission of this assignment (that is, I do not need to send this assignment back to you because you submitted it correctly and successfully the first time). Thus, you will know your grade for this assignment by checking on Task Stream.

- **Word study project (10 points) (INTASC 1, 2, 3, 5, 7, 8, 9):** For this assignment, you will implement an appropriate spelling inventory from *Words Their Way* to ALL students in your internship class (we will discuss in class how to do so). After you have done so, you will analyze the results of each student’s spelling inventory on an individual basis using the appropriate form from *Words Their Way* and then compile this information on an appropriate classroom profile form from *Words Their Way*. Next, you will write the following information on a summary sheet: (a) The names (FIRST NAMES ONLY) of students who fit within each word study group (Emergent, letter-name, within-word pattern, syllables and affixes, and derivational relations) (NOTE: You are only “allowed” 4 groups—so each student may not “fit” exactly within one group) and a brief description (one paragraph or so) for each group explaining how and why you grouped the students in that group, and (b) A 1-3 paragraph summary of how YOU would integrate word study instruction for these students into a balanced literacy framework if you were the classroom teacher for this group of students. This assignment will be evaluated as follows:
 - Submission of all appropriate information and materials indicated your understanding of word study assessment—4 points

- Submission of all appropriate information and materials indicated your understanding of word study instruction—4 points
 - Instructional plan indicated your understanding of organizing for word study instruction—2 points
- **Take-home final exam/Letter to a principal (24 points) (INTASC 1, 2, 3, 4, 6, 7, 8, 9):** Write a letter to a future principal for whom you may work in the future (you may well have to articulate these points in interviews in the future, so this assignment is intended to help you to bring all of the concepts that we discussed together so that you can think about and articulate how you will teach reading and writing to your future students). List a grade level that you would like to teach. Design a framework for language arts instruction for this grade level that you could implement. In this classroom, assume that you have struggling, achieving, and advanced readers and writers; children who both speak English as their first language and those who do not; and both students who receive special education services and students who do not receive these resources. Assume that you have children from diverse racial, ethnic, and economic backgrounds. Your charge is to insure that all of your students develop both the skill and the will to read and write. Describe the resources (i.e., human, material, and technology) that you will need to implement this framework and why you need these resources. Describe specifically what you will do to teach reading and writing, how you will teach reading and writing, why you intend to teach reading and writing in the way that you described, and a schedule of when you will teach these components of your literacy program (e.g., a schedule or a lesson plan). This letter should focus on the following aspects of a balanced literacy framework: writing workshop, other aspects of writing instruction (such as non-process writing opportunities) word study, grammar instruction, handwriting instruction, and writing and word study assessment and testing. In other words, this letter should reflect all of the major topics that we discussed in CUI 320. I would think that this letter would be between 4-8, double-spaced pages in length (using 12-point font). This exam must be word-processed.

This assignment will be graded as follows:

- All information described in this assignment was included 4 points
- Information provided was thoughtful and professional 2 points
- Information provided reflected an understanding of effective reading and writing instruction and best practices, and connected clearly to the readings, discussions, and applications from CUI 320 8 points
- Information provided reflected your learning and understanding 8 points
- Information provided was written clearly and well 2 points
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Required Text(s)/Readings/References:

- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction (3rd edition)*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. (ISBN 0-13-111338-0)
- One Writer's Notebook
- Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann. (0-325-00601-6)

- Selected articles or book chapters (available on Blackboard under COURSE DOCUMENTS for selected topics as listed on the syllabus schedule or on designated websites)

Topical Outline:

Topic and date	Readings and postings/responses due on Blackboard Discussion Forum (Postings due by the Wednesday before class, 7 p.m.; Responses due by the Thursday before class, 7 p.m.; READ all postings and responses before coming to class)	Readings due for class	Written and other assignments due
8/18 Course overview and introduction to the Writer's Notebook and the writing process			Please bring all texts and your writer's notebook to class

Topic and date	Readings and postings/responses due on Blackboard Discussion Forum (Postings due by the Wednesday before class, 7 p.m.; Responses due by the Thursday before class, 7 p.m.; READ all postings and responses before coming to class)	Readings due for class	Written and other assignments due
8/25 Overview of Writer's Workshop and preview of writing lesson/critical performance; An overview of writing genres and genre studies	<i>Writing Essentials</i> Chapters 1-2; Postings for BB Group A and Responses for BB Group B	Choose one article from WRITER'S WORKSHOP folder on Blackboard under COURSE DOCUMENTS	
9/1 Poetry genre in the Writer's Workshop; Writing conferences and sharing/Author's Chair with Writing Group A	<i>Writing Essentials</i> Chapters 3-4; Postings for BB Group B and Responses for BB Group A		
9/8 Informational writing genre in the Writer's Workshop; Writing conferences and sharing/Author's Chair with Writing Group B	<i>Writing Essentials</i> Chapters 5-6; Postings for BB Group A and Responses for BB Group B		
9/15 Memoir or personal writing genre in the Writer's Workshop; Writing conferences and sharing/Author's Chair with Writing Group C	<i>Writing Essentials</i> Chapters 7-8; Postings for BB Group B and Responses for BB Group A		
9/22 The role of handwriting and grammar instruction in revision and editing within the Writer's Workshop; Writing conferences and sharing/Author's Chair with Writing Group D	<i>Writing Essentials</i> Chapters 9-10; Postings for BB Group A and Responses for BB Group B	Choose ONE article from the TEACHING HANDWRITING folder and ONE ARTICLE from the TEACHING GRAMMAR folder on Blackboard	

Topic and date	Readings and postings/responses due on Blackboard Discussion Forum (Postings due by the Wednesday before class, 7 p.m.; Responses due by the Thursday before class, 7 p.m.; READ all postings and responses before coming to class)	Readings due for class	Written and other assignments due
9/29 Non-process writing inside and outside of content area instruction; Writing group meetings	<i>Writing Essentials</i> Chapters 11-12; Postings for BB Group B and Responses for BB Group A		Bring in 5 copies of a DRAFT of the writing you plan to publish to share with your writing group 10/6—NO CLASS so that you can attend the NCTM conference—Your assignment is to watch the Regie Routman DVD clips and read Section 5 and appendices of <i>Writing Essentials</i>
10/13 Summative and formative writing assessment; high-stakes testing in writing; Discussion of DVD and <i>Writing Essentials</i> conclusion;		Choose ONE article from the ASSESSMENT AND TESTING folder on Blackboard under COURSE DOCUMENTS	
10/20 Word Study overview and assessment—Connecting Word study with the editing process of the Writer’s Workshop; Discussion of word study project		Choose ONE article from the WORD STUDY folder on Blackboard under COURSE DOCUMENTS <i>Words Their Way</i> Chapters 1-3	Be prepared to discuss the DVD and your final readings from <i>Writing Essentials</i> in class

Topic and date	Readings and postings/responses due on Blackboard Discussion Forum (Postings due by the Wednesday before class, 7 p.m.; Responses due by the Thursday before class, 7 p.m.; READ all postings and responses before coming to class)	Readings due for class	Written and other assignments due
10/27 Emergent readers/writers/spellers; Author's Chair with Writing Group A		<i>Words Their Way</i> Chapter 4	
11/3 Letter-name and within-word pattern readers/writers/spellers; Author's Chair with Writing Group B		<i>Words Their Way</i> Chapters 5-6	
11/10 Syllables and affixes and derivational relations readers/writers/spellers; Author's Chair with Writing Group C		<i>Words Their Way</i> Chapters 7-8	Writing lesson/critical performance due on Task Stream by 12:00 p.m.
11/17 Supporting students' oral language; Author's Chair with Writing Group D		Choose ONE article from the ORAL LANGUAGE folder from Blackboard in COURSE DOCUMENTS	Word study project due HOLIDAY 11/24
12/1 Last class— Publication sharing day; putting it all together; course evaluations			Writing publication with reflection due (you will share your publication in class) due
12/8 FINAL EXAM DUE			Final exam/Letter to a principal due between 3:00 and 4:00 in my office OR in email attachments (attach in BOTH Word and in RTF) by 2:00

Other Information:

Community Expectations-- All participants are expected to follow the community expectations that we set at the beginning of the semester throughout the course. In this class, we will create a learning community. In all aspects of our communications with one another, we will remain professional, positive, and helpful. In my role as a facilitator, I will guide and support your learning; however, you are responsible for your learning in this course.

You are bound by the UNC-G Academic Integrity Code in all aspects of your work. You may find this policy at <http://saf.dept.uncg.edu/studiscp/Honor.html>. For purposes of this class, abiding by the Honor Code means that you cite all of the references from which you found information, that you completed your own work without the assistance of other people (unless I indicate otherwise), and that you completed your work to the best of your ability and with integrity.

Attendance and Participation--Because this class is highly interactive, and based on constructivist and social constructivist principles of learning, your preparation for and participation in our class is essential. Please be prepared for every class, that is, come to class on time, having completed and reflected on all readings (i.e., marking points that you would like to discuss and noting any questions that you would like to ask from the readings) and other assignments. Please monitor your participation in our class, that is, participating actively, professionally, and positively; but not dominating discussion.

The attendance policy of the Department Curriculum and Instruction is that 4 absences [REGARDLESS OF THE REASON FOR THE ABSENCES] equate to an “F” for the course, 2 [unexcused] absences equate to a one-letter grade [10 point] deduction from your final course grade, and that 4 tardies (arriving late or leaving early) equate to one absence. For purposes of this class, up to two absences may be “excused” (meaning that you will not receive the letter-grade deduction from your course grade but that you will nonetheless not have the opportunity to earn “attendance and participation points” as described earlier in this syllabus) if you do the following:

- Contact me by email or voice mail prior to the absence and let me know that you will be absent,
- Submit to me THE NEXT CLASS PERIOD (late work will not be accepted) a 3-5 page reflection on the readings that we discussed during the missed class period (as applicable) AND any work that you were supposed to submit on that date, and
- Submit a statement telling me that you downloaded lecture notes from Blackboard (as applicable) and that you obtained class notes, handouts and announcements from a class member (please provide the name of the class member).

Course Support--Handouts and lecture notes can be downloaded from the Blackboard platform (blackboard.uncg.edu). You will need to know your username and password. If you have difficulties, the website and system administrator have the information that you need to solve your problems. I am usually not able to help you with technical problems related to Blackboard.

Recommended Texts and/or Readings:

JOURNAL ARTICLES

- Allen, J. et al. (2002). PhOLKS lore: Learning from photographs, families, and children. *Language Arts*, 79, 297-309.

- Anderson, J. (2003). Naming names: A concrete way to help students write. *Voices From the Middle, 11*, 27-31.
- Atwell, N. (2003). Hard trying and these recipes. *Voices From the Middle, 11*, 16-19.
- Baldwin, D. (2004). A guide to standardized writing assessment. *Educational Leadership, 62*, 72-75.
- Bear, D.R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning about teaching phonics, spelling, and vocabulary. *The Reading Teacher, 52*, 222-242.
- Berrill, D.P., & Gall, M. (1999). On the carpet: Emergent writer/readers' letter sharing in a penpal program. *Language Arts, 76*, 470-478.
- Bintz, W.P., & Dillard, J. (2004). Seeing writing instruction differently: Lessons with lasting impressions. *Language Arts, 82*, 110-119.
- Birch, B. (2001). Grammar standards: It's all in your attitude. *Language Arts, 78*, 535-542.
- Bloodgood, J.W. & Pacifici, L.C. (2004). Bringing word study to intermediate classrooms. *The Reading Teacher, 58*, 250-263.
- Broaddus, K. & Ivey, G. (2002). Surprising the writer: Discovering details through research and reading. *Language Arts, 80*, 23-30.
- Burns, M. (2004). (2004). Writing in math. *Educational Leadership, 62*, 30-33.
- Canado, M.L. P. (2005). English and Spanish spelling: Are they really different? *The Reading Teacher, 58*, 522-530.
- Cambourne, B. (2001). What do I do with the rest of the class? The nature of teacher-learning activities. *Language Arts, 79*, 124-135.
- Chihak, J. (1999). Success is in the details: Publishing to validate elementary authors. *Language Arts, 76*, 491-499.
- Cohen, B. (2004). The Zine project: Writing with a personal perspective. *Language Arts, 82*, 129-138.
- Csak, N.L.B. (2002). What's important when you're six? Valuing children's oral stories. *Language Arts, 79*, 488-497.
- Dean, D. (2003). Framing texts: New strategies for student writers. *Voices From the Middle, 11*, 32-35.
- Dressel, J.H (2004). About writing: A letter to Stacie. *Language Arts, 82*, 95-99.
- Franks, L. (2001). Charcoal clouds and weather writing: Inviting science to a middle school language-arts classroom. *Language Arts, 78*, 319-324.
- Fresch, M.J. (2000). What we learned from Josh: Sorting out word sorting. *Language Arts, 77*, 232-240.
- Glaswel, K., Parr, J.M., & McNaughton, S. (2003). Four ways to work against yourself with struggling writers. *Language Arts, 80*, 291-298.
- Grace, C.M. (2004). Exploring the African American oral tradition: Instructional implications for literacy learning. *Language Arts, 81*, 481-490.
- Graves, D. (2004). What I've learned from teachers of writing. *Language Arts, 82*, 88-94.
- Gray, E.N. (2001). A literacy growth spurt during inquiry: Tommy's story. *Language Arts, 78*, 325-332.
- Grierson, S.T., & Anson, A. (2002). Exploring the past through multigenre writing. *Language Arts, 80*, 51-59.

- Hadaway, N.L., Vardell, S.M., & Young, T.A. (2001). Scaffolding oral language development through poetry for students learning English. *The Reading Teacher*, 54, 796-806.
- Harvey, S. (2001). Nonfiction inquiry: Using real reading and writing to explore the world. *Language Arts*, 80, 12-22.
- Hubbard, R.S., with Shorey, V. (2003). Worlds beneath the words: Writing workshop with second language learners. *Language Arts*, 81, 52-61.
- Invernizzi, M.A., Abouzeid, M.P., & Bloodgood, J.W. (1997). Integrated word study: Spelling, grammar, and meaning in the language arts classroom. *Language Arts*, 74, 185-191.
- Jones, S. (2004). Living poverty and literacy learning: Sanctioning topics of students' lives. *Language Arts*, 81, 461-469.
- Kauffman, D. (2001). Organizing and managing the language arts workshop: A matter of motion. *Language Arts*, 79, 114-123.
- Keller, M. (2001). Handwriting club: Using sensory integration strategies to improve handwriting. *Intervention in School and Clinic*, 37, 9-12.
- Kern, D., Andre, W., Schilke, R, Barton, J., & McGuire, M.C. (2003). Less is more: Preparing students for state writing assessments. *The Reading Teacher*, 56, 816-826.
- Lewin, L. (2004). Talking back to author. *Educational Leadership*, 62, 58-63.
- Mansukhani, P. (2002). The explorers club: The sky is no limit for learning. *Language Arts*, 80, 31-39.
- Nickel, J. (2001). When writing conferences don't work: Students' retreat from teacher agenda. *Language Arts*, 79, 136-147.
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- Perchemlides, N. & Coutant, C. (2004). Growing beyond grades. *Educational Leadership*, 62, 53-57.
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WEBSITES

Balanced Literacy

http://comsewogue.k12.ny.us/~rstewart/k2002/Teachers/Balanced_Literacy/balancedliteracy.htm

Carol Hurst's Children's Literature Site

<http://www.carolhurst.com/toc.html>

Center for the Improvement of Early Reading Achievement--

<http://www.ciera.org/library/index.html>

Children's Literature Web Guide

<http://www.acs.ucalgary.ca/~dkbrown/>

Creative Writing for Kids

<http://kidswriting.miningco.com/teens/kidswriting/mlibrary.html>

Developmental Word Sorts for Elementary-Age Children

http://www.geocities.com/suemer_prod/

Four Blocks

http://www.wfu.edu/academics/fourblocks/about_fourblocks.html

Four Blocks Literacy—A Page of Resources

<http://www.teachers.net/4blocks/goodies.html>

Four Blocks Research

<http://www.wfu.edu/academics/fourblocks/research.html>

International Reading Association

<http://www.reading.org/>

Kathy Schrock's Guide for Educators—Literature and Language

<http://school.discovery.com/schrockguide/arts/artlit/html>

K-6 Balanced Literacy Pack

http://t4.jordan.k12.ut.us/Balanced_Literacy/teacher_starting_point.htm

Learn NC

<http://www.learnnc.org/>

Lesson Plan Library and Multicultural Literature

www.ncrel.org

Literacy and Technology

www.oswego.org/staff/cchamber/literacy/index.cfm

Literacy Connections

<http://www.literacyconnections.com/>

Literacy Web at the University of Connecticut

<http://www.literacy.uconn.edu/index.htm>

Links to Writing Websites from the Capital Area Writing Project

<http://ced.ncsu.edu/cawp/links.htm>

“Literature and Language” section of the “Great Websites for Kids” division of the American Library Association

http://www.ala.org/Content/NavigationMenu/ALSC/Great_Web_Sites_for_Kids/Great_Web_Sites_for_Kids.htm

Montgomery County Public Schools Reading/Language Arts

<http://www.mcps.k12.md.us/curriculum/english/>

National Education Association

www.nea.org

National Council of Teachers of English

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

National Writing Project

www.writingproject.org

North Carolina Department of Public Instruction

<http://www.dpi.state.nc.us/>

North Carolina Department of Public Instruction/English Language Arts
<http://community.learnnc.org/dpi/ela/>

National Geographic for Kids
www.nationalgeographic.com/kids

Purdue Online Writing Lab
<http://owl.english.purdue.edu/>

Reading Online
<http://www.readingonline.org>

Reading OnLine Article on Balanced Literacy and Links to Balanced Literacy Resources
<http://www.readingonline.org/articles/kimbell-lopez/>

Reading Rainbow
<http://gpn.unl.edu/rainbow>

Read, Write, and Think
www.ReadWriteThink.org

Resources: Poems, Rhymes, Raps, Fingerplays, and Chants to use with Young Children
<http://www.earlyliterature.ecsd.net/resources1.htm>

Rubric Development Website
http://www.techlearning.com/db_area/archives/WCE/archives/evalguid.html

Scholastic
www.scholastic.com

“Sites About Children’s Literature, Storytelling, and Puppetry” from the American Library Association website
http://www.ala.org/Content/NavigationMenu/ALSC/Great_Web_Sites_for_Kids/Great_Web_Sites_Sites_for_Parents,_Caregivers,_Teachers_and_Others.html

Time for Kids
www.timeforkids.com/TFK

Word Study Software
<http://www.hendersonedsoft.com/>

Word Study
www.prenhall.com/bear

University of Virginia Literacy Resources
<http://pals.Virginia.edu/Instructional-Resources/>

Alignment with State and National Standards: See course goals/objectives section of this syllabus in addition to assignment descriptions.

Request for Accommodations: UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disability must be registered with the Office of Disability Services located at 208 Elliott University Center, 336-334-5440 V/TTY.