



Adult Degree Completion Program



Asbury College Elementary Florida Achieve Campus ENA-240 Syllabus Grammar and Composition for Elementary Teachers

Asbury College Achieve Mission Statement

The mission of the ACHIEVE Program is to provide a quality academic program, within a Christian context, that equips nontraditional students to achieve professional excellence in their chosen field. The ACHIEVE Program prepares students for leadership and service to others, cultivates attitudes of lifelong learning, and fosters spiritual development.

Asbury College Achieve Focus and Purpose

Purpose

Asbury College is an independent liberal arts college, providing undergraduate and graduate educational programs guided by the classical tradition of orthodox Christian thought. Central to this endeavor is a clear affirmation of the scriptures of the Old and New Testaments as God's infallible and authoritative word and particularly its teaching that the world was created by God and that persons are created in the image of God. On this foundation, we seek to provide an excellent integrated educational experience that appreciates truth in all areas of life and develops whole persons for achievement and service. Whether preparing students for further advanced degree study or for professional employment, the educational programs of the college reflect a liberal arts character.

The College believes in the humanizing value of broad exposure to the Western cultural heritage, the "great tradition" as both a classical body of knowledge and a dynamic conversation on the great ideas and values that have shaped this civilization. In robust interaction with Christian faith and practice, this educational approach develops students' natural God-given potentials as rational, moral, spiritual, social and physical beings. The College seeks to expand students' horizons outward to understand the history and value of other peoples and cultures, and prepares them for involvement in a complex and changing global reality.

College life is shaped by the Wesleyan understanding of sin, grace, and the possibility of full salvation for Christ-like living. Asbury College embraces the equality, dignity and worth of all persons and endeavors to be a campus community that reflects both the unity and diversity of the body of Christ. Asbury College fosters in students a commitment to Jesus Christ as personal Savior and to holiness of heart and life. The College sends them forth to engage transformatively the cultures in which they are called to live out their allegiance to the Kingdom of God and to participate in the cause of world redemption.

Focus

The ACHIEVE Program is a non-traditional accelerated program designed to provide adults with an opportunity to complete a college degree. ACHIEVE is geared for busy adults who already have approximately 50 hours of college credit. Adult students complete a degree in about two years attending class just one night a week.

You will be taught by qualified instructors who integrate faith and learning in the classroom. You will learn along side others who have finished the first two years of college and are seeking to complete their degree. You will be amongst learners and achievers. You'll find a top-quality education, as well as discover unparalleled personal attention from professors who want you to succeed.

E- Portfolio

The E-Portfolio is the electronic structure (TaskStream) that is used in Gates 2, 3, and 4 for candidates to demonstrate through evidences of their work their knowledge and competency based on the Florida Educator Accomplished Practices. Each Gate through the program has different prompts and scoring rubrics all aligned to the FEAPs. The process for using TaskStream as the means to develop and build your portfolio is introduced in ED 200.

Course-ENA-240

Syllabus

Course Name-Grammar and Composition for Elementary Teachers Course Number-ENA 240

Instructor's Name-Barbara E. Kennedy Office Hours and location-TBA Contact Information: Email-barbara.kennedy@asbury.edu Phone(s)-859 858-3511 ext. 2184 office

Text and Required Materials:

Calkins, L. McCormick. (1994). The Art of Teaching Writing (New edition)

Kemper, D., Nathan, R., Elsholz, C., and Sebranek, P. (2000). Writers Express.

Weaver, C., ed. (1998). Lessons to Share on Teaching Grammar in Context.

Course Description: This course will provide instruction in the teaching of composition as process in the elementary classroom. Using an interdisciplinary approach, the course will include a thorough review of basic grammar and a strong focus on ways to integrate grammar with the writing process. Instruction will provide a guide through drafting, revision, and editing in modes developmentally appropriate for elementary students. Assessment strategies that foster student growth will be presented. In addition, this course will focus on meeting the special needs of English as Second Language (ESL) learners. To ensure achievement in fluency and accuracy in English, seven components of a whole language instruction will be provided as key techniques to literacy acquisition.

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Link to Department Mission and Theme	<p>Asbury College’s Education Department, working with Asbury faculty and public school teachers, has the mission “to facilitate the preparation of professional educators who embody academic excellence, spiritual integrity, and servant leadership.” “Academic excellence, spiritual integrity, and servant leadership” are supported through ENGA 240. Candidates work toward mastery of basic grammar and usage and apply recent teaching pedagogy in their analysis of student work. Through this process, they are able to present to their future students a well-prepared, competent writing teacher. Candidates are encouraged to observe and practice various learning styles and approaches so that they will know how to “intervene purposefully to facilitate student success.” They are presented with classroom/learning situations about which they must make ethical choices (spiritual integrity goal) and are challenged to model the servant-leadership role.</p>
Link to Conceptual Framework	<p>Teacher candidates in ENGA 240 work within the conceptual framework defined by the education department. They apply to class activities what they already know and have experienced related to early writing development and grammar skills. Candidates who have a solid base of grammar focus on developmental growth in elementary-aged students; those who find themselves unclear about grammar and usage put their energies and learning styles to work to attain mastery. Classroom activities require pairs, small groups, or full-class participation as candidates discover effective learning techniques. The instructor guides discovery by introducing multiple approaches for mastering material and by encouraging individual and unique responses. Sometimes through trial and error, candidates discover most effective approaches for defined student populations.</p>
Link to Standards:	<p>Summary Standards Addressed in Course:</p> <p>Florida Educator Accomplished Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, and Asbury’s #13 Florida Elementary Competencies 60.1, 2, 4, 5 English for Speakers of Other Languages Performance</p>

	Standards 4, 5,7,8,9,10, 11,15 Asbury's Dispositions Standard #13: Respect/compassion for others; Passion for teaching; Personal/emotional wellness & vitality; Spiritual Sensitivity and Purpose; Moral/ethical integrity NCTE:
Discipline-Related Standards	NCTE—English Language Arts Standards 4,5,6,7,8,9,10,12
Attention to Culturally Responsive Teaching	A particular area of need for candidates relating to various cultures is the development of spoken and written language. Candidates are aware of various influences that affect a writer's ability to communicate clearly and freely. Specific expectations are explained concerning writers for whom English is their second language—what to notice and how to assist. Attention will be given to meeting the special needs of ESL students using the seven components of whole language approach to English language instruction. This will address how teachers can ensure elementary nonnative English speakers achieve fluency and accuracy in English.
Attention to Technology Integration:	
Professor's Use	The professor will use Power Point presentations, the ELMO overhead projector system, audio recorders, and CDs to present and/or gather information, and Florida website.
Candidate's Use	Candidates will use Word documents and email, CDs, and audio recorders for in-class activities. They are encouraged to use various forms of technology for their final project.
Attention to Dispositional Development	Everything assigned and discussed in class is part of a Christian-world view. Devotions at the beginning of class, discussions of ethical ways to handle classroom/learning situations, and reminders to candidates of their influence on others contribute to an overall sense of Christian community.
Attention to Impact on Learning:	
Impact on Candidate Learning	The main focus of the class is mastery in areas of grammar, usage, writing process, writing workshop, and analysis of early writing. Candidates continue in various areas until they demonstrate mastery or at least a working knowledge.
Candidate's Impact On K-6 Student	Candidates do not instruct P-5 students during this course; however, they do observe and analyze P-5 writing and P-5

Learning	behavior and social interactions. These observations and analyses prepare them to work with students in the classroom.
Attention to Multiple Instructional Methods	During class, candidates work as individuals, pairs, small groups, and the class group. They are required to listen, speak, write, and use appropriate body language. They receive instruction in various modalities to address diverse student needs.

Course Objectives

The Candidate Will:	Specific type of knowledge development	Link to FEAP Standards	Discipline Related Standards NCTE—English Language Arts Standards	Course Activities/Assignments
1) Grammar Review and Diagnostic Process; Master basic (K-5) grammar and usage	Declarative	1,2,3,5,6,7,8, Asbury 13	4, 6. 12	Learning activities, quizzes, mini-lessons, class discussions
2) Learn and apply concepts of writing process and writing workshop	Declarative and procedural	2,3,4,5,7,11, Asbury 13	5,6,12	Class activities and assignments: Design of writing process and mini-lesson
3) Observe and analyze early writing and resources	Declarative and procedural	2,3,4,5,7,11, Asbury 13	7, 8	Portfolio and Marker Papers assignments, in-class instruction, observations and interviews
4) Develop fluency and confidence in personal writing as compared to Florida Sunshine	Declarative	3,11, Asbury 13	5	Writing assignments, in-class instruction, feedback from professor and other candidates, discussion

State Standards				
5) Identify congruence of application of practitioners and writing experts	Declarative	3,11, Asbury 13	6	Observations, interviews, Calkins information, Weaver information, writing samples
6) Represent understanding of writers' developmental and modality uniqueness in end-of-semester project	Declarative and procedural	3,6,10,11, Asbury 13	6.7, 12	Writing Station
7) Develop personal approach to and convictions about teaching	Declarative and procedural	6,10,11, Asbury 13	11	Observations, interviews, class discussion, writing assignments, develop school wide writing program, case study, trial and error activities
8. Understand components of a whole language approach to ESL students.	Declarative and some procedural	1,2,3,5,6,8,9,10,11,13, Asbury 13	9,10	Model of learning/teaching for acquisition of literacy in classroom for ESL students, dialogue journals, jigsaw, collaborative and contextualized learning experiences

Course Objectives and Standards Addressed

The student will:

1. Demonstrate writing proficiency as it relates to the writing process and teaching of writing- 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, and Asbury's #13; FEC 1,2,4,5; ESOL Ps 4,5,8,9,10,11,15
2. Apply writing workshop process - FEAP 2,3,4,5,7,11, Asbury 13; FEC 5; ESOL Ps 8,9
3. Observe and analyze student work and writing resources for evaluating learning progress in writing of K-6 students: FEAP 2, 3,4,5,7,11, Asbury 13; FEC 5; ESOL 15
4. Develop fluency and confidence in personal writing as compared with standards based curriculum documents, i.e., Florida Sunshine State Standards FEAP 3,11, Asbury 13; FEC 2,3,4,5,7,11; ESOL 5,8
5. Identify congruence of application of practitioners and writing experts FEAP 3,11, Asbury 13; FEC 5; ESOL 5
6. Represent understanding of writers' developmental and modality uniqueness in end-of-semester project; use principles of effective learning centers to design writing center for learning within instruction & assessment FEAP 3,6,10,11, Asbury 13; FEC 5, ESOL 7
7. Develop personal approach to and convictions about teaching FEAP 3,6,10,11, Asbury 13; FEC 5,
8. Understand and design presentations to effectively illustrate components of a whole language approach to ESL students FEAP1, 2, 3,5,6,8,9,10,11,13, Asbury 13; FEC 5; ESOL 5

Required Reading: Each student will be expected to complete reading assignments according to the class schedule from the required text. Students are encouraged to make use of additional materials from the library and/or instructor and may be asked, upon occasion, to read additional material in preparation for class activities.

1. How Language Is Learned
2. Teaching Grammar in the Context of Writing
3. When Grammar Matters
4. Strategies for English as a Second Language Learners
5. Preparing Teachers to Teach About Language
6. Foundations of Literacy

7. Growing Up Writing: Grades K, 1, 2
8. In Between: Grades 2 and 3
9. Writing in the Upper Elementary Grades
10. Establishing a Writing Workshop
11. Learning to Conference
12. Writing Teacher Handbook
13. Marker Papers

Instructional Strategies Used in This Course

This class will include a wide variety of teaching methods demonstrated through: classroom observations, teacher interview, lecture-discussion, cooperative and contextual learning activities, direct instruction, modeling, large and small group discussions, peer reviews, multimedia experiences, student lead mini-lessons, admit/exit slips, writing to learn, writing to demonstrate learning, and class projects and presentations. Active participation is required on the part of all students. Student participation will include attendance, prepared student activities, simulations, role-plays, case studies, and written products.

Attendance Statement-This course requires in-class and out-of-class time to complete the assignments. Attendance is very important. Candidates are expected to attend all classes. In the event of an emergency the candidate should contact the professor prior to the beginning of class.

Academic Integrity Statement-Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion. Penalty is a zero on the assignment. In cases where there is a major or continuous breach or trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trusts and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity.

Once a paper, project, or assignment is used in a class that same paper, project, or assignment cannot be used again for another class in your teacher education program. A paper, project, or assignment can be used as evidence in your portfolio to support a Kentucky New Teacher Standard.

TOTAL POINTS		450 points
Grade	Points Earned	% of Mastery
A	432-450	96- 100
A-	418-431	93 - 95
B+	409-417	91 - 92
B	391-408	87 - 90
B-	382-390	85 - 86
C+	373-381	83 - 84
C	351-372	78 - 82
C-	342-350	76 - 77
D	315-341	70 - 75
F	314	<70

Note: The instructor reserves the right to return any work that is not completed satisfactorily. In this situation a student would be asked to rewrite the assignment. The original grade and the rewrite grade would be averaged.

Assignment Values:	
Diagnostic Writing	50
Readings	50
Quizzes	50
Observation	50
Interview	50
Expository Writing	50
ESOL Presentation	50
Writing Station	50
Final Exam	50
Total Points	450

Bibliography

Hopper, C. (1998) *Practicing college study skills*. Boston: Houghton Mifflin.

Weaver, C. (1996) *Teaching grammar in context*. Portsmouth: Boynton/Cook.

Weaver, C. (1998) *Lessons to share: On teaching grammar in context*. Portsmouth: Boynton/Cook.

Kemper, D., Nathan, R., and Sebranek, P. (1995) Wilmington: D.C. Heath and Company

Harwayne, Shelley. (2001). *Writing through childhood: Rethinking process and product*. Portsmouth: Heinemann.

Hacker, D. (2003). *A writer's reference*, 5th edition. Boston: Bedford/St. Martin's.

Calkins, L. (1996). *The art of teaching writing*.

EDA 240, Grammar and Composition for Elementary Teachers: *ESOL Infusion Syllabus Addendum*

ESOL Performance Standard Addressed 4,5,7,8,9,11,15	Related Course Objective	Related Readings, Class Activities, and Assignments	Related Assessments (i.e., entrance/exit slips or artifacts/products) that Demonstrate Mastery of ESOL Performance Standards & Indicators
4	1, 6, 7	<u>Reading:</u> <i>Preparing Teachers to Teach About Language; How Language Is Learned; Teaching Grammar in the Context of Writing</i>	Quiz Writing Station Learning Center Diagnostic Writing
		Discussion Guide	
5, 8, 9, 10	2,3,5,6	<u>Reading:</u> <i>Foundations in Literacy; Growing Up Writing: Grades K, 1, 2; In Between: Grades 2 and 3; Writing in the Upper Elementary Grades; Establishing a Writing Workshop</i>	Quiz, Classroom Observation Report, Classroom Interview Report
7	4	<u>Reading:</u> <i>Writing Teacher Handbook; Marker Papers</i> Florida State Department Website, Florida Next Generation Sunshine State Standards;	Expository Writing
11	2,8	<u>Reading:</u> Weaver's <i>Lessons To Share, Meeting Special Needs of English as a Second Language Learner,</i> Reflection on Case Study	Presentation Special Needs of ELL students