



Adult Degree Completion Program



Department of
EDUCATION
Facilitators of Student Success

Asbury College Elementary Education Achieve Program Student Handbook ENGA-240 Grammar and Composition for Elementary Teachers

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Wilmore, KY 40390

Asbury College Mission Statement

Statement of Mission: The mission of Asbury College, as a Christian Liberal Arts College in the Wesleyan-Holiness tradition, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world.

Asbury College is intentional about outcomes. The College seeks to produce students who are academically equipped to meet the real challenges of faithful, responsible and contributive living in their world. Asbury College is committed to producing women and men who will realize their full potentials for leadership and service, who are confident in who they are, and who will negotiate their life's journey with insight, courage, and joy. The total learning experience is intended to produce students who appreciate the life of the mind and are capable of thinking critically. The College seeks to produce students who can read, speak and write effectively and who will be lifelong learners—'empowered, informed and responsible.'

The College endeavors to promote the development of a clear sense of commitment to Christ, to nurture a reasoned, resilient, and formidable faith, and to give students the tools of understanding they require to respond fully to God's call upon their lives. Students are encouraged to examine their faith, to cultivate a personally owned faith, to enter into an experience of scriptural holiness, and to develop a capacity for responding to life's realities with intelligence, creativity, moral responsibility, and compassion – students with servant hearts and a concern for others.

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 Teacher Education Department Mission Statement

Our mission as the Education Department, in collaboration with the liberal arts faculty and public school partners, is to facilitate the preparation of professional educators who embody academic excellence, spiritual integrity, and servant leadership.



Adult Degree Completion Program



Dear ACEAP Candidate,

Welcome to the Asbury College Elementary Achieve Program (ACEAP). We are thrilled you have selected Asbury College and our Elementary Achieve Program to fulfill a dream and call on your life.

Please find in this student handbook a collection of documents and materials that will support and assist you in the successful completion of this course and ultimately the P-5 (kindergarten through grade 5) program.

From EDA 200, Introduction to Education to EDA 999, Student Teaching, it is our prayer that you will use all the resources that are in this student handbook plus all the additional resources it directs you to as you move through the ACEAP.

At any time help is a call or email away. Please, do not hesitate to contact us. We are here to help you make this a successful and fulfilling experience as you achieve your full potential to help others achieve theirs.

In His Service,

Tim Crook
Director of Elementary Achieve
tim.crook@asbury.edu
859-858-3511 Ext-2159 office
859-361-0297 cell

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.

Asbury College Elementary Achieve Program Focus and Purpose

Focus-The focus of the ACEAP is to target adults 25 and older who have a desire and call on their life to teach. The ACEAP is designed to meet the needs of this group of potential candidates with a delivery format that meets the schedule of the non-traditional student.

Purpose-The purpose of the ACEAP is to prepare non-traditional candidates as teachers in grades kindergarten through grade five. Through the courses in our P-5 program and the gate process candidates will have the opportunity to prepare themselves to be a teacher leader to students in an elementary school. Supporting documents that will assist our candidates are included in this student handbook through links to our Asbury College Teacher Education homepage on the web.

Facilitators of Student Success

The Education Department of Asbury College is one of fifteen academic departments given the responsibility of administrating the college's instructional program and overseeing the preparation of teachers. An integral facet of Asbury's teacher training is the preparation of teachers in a Christian context for service in a variety of educational settings. The vision of the teacher preparation program is to provide a strong academic program within a supportive and nurturing environment to prepare quality educators for our nation's schools.

In Education, both undergraduate and graduate programs are offered. Asbury College inspires each candidate to develop "Academic Excellence and Spiritual Vitality." The undergraduate Education Department couples this with the mission to prepare educators with a heart to be, "Facilitators of Student Success." With these initiatives each teacher candidate further develops their desire to teach and view teaching as a "calling" on one's life.

Conceptual Framework

The Conceptual Framework encompasses the unit's commitments for preparing educators for the 21st century. The Conceptual Framework for the undergraduate and graduate programs establishes the shared vision for the unit's efforts in preparing educators who "facilitate the success of students" in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability. The Conceptual Framework is knowledge-based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

Continuous Assessment Plan

In the era of accountability the use of standards as benchmarks, creation of performance events as measures of evidence-based knowledge, and the design of assessment systems emerge as mechanisms for assuring goals of quality for educator preparation. By intentional design, assessment systems provide for the selection of significant types of measures, the collection of systematic information, the aggregation of data for anticipating trends and patterns, the analysis of data results incorporating contextual factors, and the creation of action plans for the refinement of curricula, policies, and programs. By using a systematic approach to assure quality preparation, the assessment process responds to other concerns in addition to compliance issues of a particular regulation or policy.

The Performance Assessment System is the mechanism of providing continuous monitoring of the unit, candidates, and programs. As part of the assessment process the unit documents the progress of the candidate throughout the professional development process, identifying specific candidate needs and prescribing interventions, and insuring the competencies or standards identified for competent teaching (i.e., proficiency in teacher standards, successful completion of the Praxis, and the attainment of teacher certification). Throughout the process of continuous assessment, multiple measures are designed to particularly accommodate the diversity of learners through fair, flexible, and creative evaluation.

An established set of criteria at each evaluation juncture or GATE creates the opportunity for monitoring the student programmatically and for self-correcting individually. To document the continuous assessment process, a gating procedure has been developed. The purpose of the gating procedure is to provide checkpoints with interviews and portfolio reviews to evaluate the candidate's progress to assure professional development.

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 Kentucky New Teacher Standards. Each Gate through the program has different prompts and scoring rubrics all aligned to the Kentucky New Teacher Standards. The process for using TaskStream as the means to develop and build your portfolio is introduced in ED 200.

Gates

There are three Gates that assist in guiding each candidate through the program. For each gate, a candidate prepares an E-portfolio and participates in an interview. The Gates are as follows:

Gate 2 - Admission to Teacher Education (occurs during sophomore year)

Gate 3 - Admission to Student Teaching (occurs semester prior to student teaching)

Gate 4 - Exit from the Program (occurs at the end of student teaching semester)

Format Expectations for the Elementary Achieve Program

The Asbury College Elementary Achieve Program (ACEAP) format has been designed as a user-friendly approach and delivery system to achieve your P-5 certification.

The format is:

5-weeks of class

4-hours of class (typically 6-10)

3-ways to access information and communicate
email, phone, and face to face

2-ways to acquire field experience
prior experiences and placements during the program

1-person dedicated to this process and being willing to heed the call
to teach

**ELEMENTARY EDUCATION GRADES
P-5 MAJOR [ACHIEVE]**

GENERAL EDUCATION REQUIREMENTS (36 - 48)

HUMANITIES

Literature (3)

Philosophy, literature, and/or fine arts (9)

ENGLISH WRITING/COMMUNICATIONS

ENG 110 Expos & Research (3)

Writing and/or communications (6)

SOCIAL SCIENCE

History (3)

History, sociology, psychology, anthropology, economics, and/or political science (6)

SCIENCE/MATHEMATICS/TECHNOLOGY

Mathematics (3)

Science (3)

Mathematics, science and/or technology (3)

EDA 2007.doc

SPIRITUAL LIFE AND GROWTH

__3	ACH	110	Old Testament Survey
__3	ACH	120	New Testament Survey
__3	ACH	300	Christian Worldview

MAJOR REQUIREMENTS (64 - 76)

__2	EDA	200	Intro to Education
__1	EDA	210	Practicum
__3	EDA	220	Tech for Education
__3	EDA	230	Human Growth & Dev
__3	EDA	320	Exceptional Learner
__2	EDA	341	Read/Language Arts
__2	EDA	342	Teaching of Reading
__3	EDA	350	Literacy Assessment
__2	EDA	360	Social Studies Methods
__3	EDA	374	Soc Studies & Science
__3	EDA	376	Arts & Humanities
__3	EDA	380	Elem Math/Science Methods
__1	EDA	400	Practicum Level II Field
__3	EDA	405	Lrn Th/Perf Assess
__1	EDA	407	Prof Prep Seminar
__3	EDA	410	Classrm Management
__12	EDA	440	Student Teaching
__3	ENG	240	Gram & Comp Elem Teach
__3	ENG	360	Children's Literature
__2	MAT	162	Elem School Math I
__3	MAT	261	Elem School Math II
__3	MAT	262	Elem School Math III

Interdisciplinary Emphasis (may be met by general education):

__3 PSY 100 General Psychology I

Plus 9 hours from Humanities [Fine Arts, Literature, Philosophy], English, Mathematics, Science, Social Science, Communications, and World Languages; not ENG 100 or MAT 100

__3 ___ ___
 __3 ___ ___
 __3 ___ ___

PLUS ELECTIVES NEEDED FOR THE 124 HOUR DEGREE REQUIREMENT

OFFICE OF THE REGISTRAR
 ASBURY COLLEGE

DR. T.L. THOMAS
 JUN 08 2007
 ASSOCIATE ACADEMIC DEAN

Code of Ethics

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL PERSONNEL 16 KAR 1:020

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(A) TO STUDENTS:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(B) TO PARENTS:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(C) TO THE EDUCATION PROFESSION:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Character and Fitness



Facilitators of Student Success and Professional Community

CHARACTER AND FITNESS (must be completed)

NAME: _____ SSN: _____

ADDRESS: _____
(Street) (City) (State)
(Zip)

TELEPHONE: _____ () _____

Answer each question by circling “yes” or “no.” If you answer “yes” to any question, you must submit a full explanation using a separate sheet of paper.

If you have ever held, or currently hold a certificate, license, credential, or other document issued to you for practice as a professional educator by any jurisdiction (other than Kentucky) within the United States or abroad, provide the following:

State or Jurisdiction _____
Certificate Number _____

Type _____ Issue Date _____
Expiration Date _____

1. Have you ever had a certificate, license, credential, or other document issued to you for practice as a professional educator denied, suspended, revoked, or voluntarily surrendered? YES NO
2. Are you currently being reviewed or investigated for purposes of such action as stated in #1 or is such action pending? YES NO
3. Have you ever been dismissed, resigned, or asked to resign/retire or discharged from a professional school position or military service for immorality, incompetence, willful neglect of duty, misconduct, or presenting false information toward obtaining the position? YES NO
4. Is any such action as stated in #3 pending? YES NO

5. Have you ever been convicted of a felony or misdemeanor (other than a moving traffic violation), been found guilty or entered a plea of nolo contendere (no contest), even if adjudication was withheld, in Kentucky or any other state? YES NO
6. If you indicated "yes" to any items, #1 through #5, has that action been reviewed by the Education Professional Standards Board? YES NO

(Date of Review)_____

I affirm and declare that all information given by me on this form is true, and correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in the denial or revocation of my teaching certificate. Further, I understand that KRS 161.120 provides that a teaching certificate may be revoked at any time upon determination that false information was presented toward obtaining a teaching certificate.

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the CODE OF ETHICS (on reverse) applicable to school personnel, understand its provisions, and agree to abide by its terms during the course of my career as a professional educator.

SIGNATURE _____

DATE _____

From Kentucky EPSB Form TC-1



Adult Degree Completion Program



Asbury College Community Expectations

Community Expectations For The Asbury College Elementary Achieve Student Community

The Statement of Mission

Our global mission, as a Christian Liberal Arts College in the Wesleyan-Arminian and holiness traditions, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, family, and the Church.

The Statement of Purpose

Asbury College is an independent college, providing education guided by the classical tradition of orthodox Christian thought. Foundational to this endeavor is a high view of scripture as God's infallible word, particularly with its teaching that the world was created by God and that persons are created in the image of God. The total educational program of the College reflects a liberal arts character. The college believes in the humanizing value of broad exposure to our Western cultural heritage, the "great tradition" as a classical body of knowledge, and seeks to develop students' God-given potentials as physical, social, moral, rational, and spiritual beings.

Every facet of College life is shaped by the Wesleyan-Arminian understanding of sin, grace, and the possibility of full salvation. By its various programs, the College seeks to engender among its students a commitment to Jesus Christ as personal Savior, to holiness of heart and life, and to the cause of world redemption.

The Elementary Achieve Student Community

In response to the institutional mission, the Elementary Achieve program is committed to the integration of educational excellence and spiritual vitality within a professional development model. Our underlying purpose is to prepare leaders with "tough minds and tender hearts." This model reflects a rigorous academic preparation and an intentional design to build moral and spiritual excellence. Therefore, the integration of faith and learning within the Elementary Achieve preparation program at Asbury fulfills the institution's mission of *eruditio et religio* (academic excellence and spiritual vitality).

Department mission

The Elementary Achieve Education Department of Asbury College is committed to preparing teachers and leaders for the schools of today and tomorrow. To accomplish this end, the Elementary Achieve program creates a learning environment conducive to individual professional growth while embracing an ever-widening educational partnership with schools, both local and worldwide. In keeping with the institution commitment to evangelical Christianity in the Wesleyan-holiness tradition, a basic tenet of this program is the cherished preservation of our moral and ethical roots of educational inquiry and thought, content-specific and pedagogical knowledge, professional competence, and Christian caring with an intentional focus on preparation for educational leadership. Reflecting the institution's commitment to develop the professional, the graduate instruction targets individual areas of anticipated development and provides models for professional growth and leadership to accommodate specific educational paradigms. Within a framework of moral stewardship and through diverse and exemplary models of teaching, the Graduate Education Department strives to enable its students to become leaders and facilitators of student success.

Foundational Principles of Community Life

The concept of community at Asbury College is built on ten foundational principles which we believe are essential for success, not only during your time at Asbury, but also throughout the rest of your life. We are aware that these underlying principles may seem so obvious that we may at times forget to identify their vital impact on everyday living within our setting. However, it is important to understand that these foundational tenets are at the heart of all we do at Asbury College, whether graduate student, undergraduate student, faculty, staff or administrator.

We recognize that these are not the only principles upon which a community can be founded but they are the ones that we have discovered to be effective for the promotion of a unique partnership of faith, living, and learning. It is in such a climate that people move beyond simply preparing for life, and learn how to live. To aid you in making an informed decision about studying at Asbury College, we ask you to consider the following foundational principles:

1. Asbury College is committed to following biblical mandates for living. We believe the Bible is our ultimate authority and it provides the essential teachings and principles of personal and community living.

2. Asbury College promotes a radical commitment to Jesus Christ as both Savior and Lord. We believe that Jesus Christ desires a personal relationship with every individual and invites us to surrender to Him in order that His perfect love might flow through our lives.
3. Asbury College encourages a balanced lifestyle. Our community seeks to influence the whole person by advocating a life which exemplifies a healthy approach to the spiritual, rational, social, emotional and physical aspects of our lives seeking a balanced approach to living.
4. Asbury College is committed to a lifestyle characterized by integrity. The Asbury community seeks to be characterized by honesty, faithfulness, loyalty and mutual respect.
5. Asbury College is a learning community. The Asbury community takes seriously its commitment to academic excellence and views scholarly endeavors as critical components of a larger educational preparation of the whole person.
6. Asbury College is a respectful and inclusive community. Asbury seeks to foster respect, acceptance, and support for differences of gender, race, national origin, age, mental and physical ability, religious denomination, and ethnic culture.
7. Asbury College is a redemptive community. In addition to promoting a right relationship with God, the community promotes right relationships with one another and with the institution itself.

8. Asbury College is a disciplined community. Our community encourages its members to discipline themselves and to be accountable to God and others for their actions.

9. Asbury College is a serving community. Asbury's mission is to develop servant-leaders who will make significant contributions to society.

10. Asbury College is a celebrating community. We believe in the value of celebrating the special events and achievements that come to the members of our community.

If you struggle with one or more of these principles but are committed to what they represent, we enthusiastically invite you to join our community. However, if you cannot appreciate or commit to these principles, Asbury may not be the right place for you.

Community Expectations for the Asbury Community

A distinguishing mark of a Christian community is that its members commit to a set of basic guidelines which are considered essential to maintain the spirit and health of the community; thus, the primarily residential undergraduate student population at Asbury College is held to high expectations for a disciplined lifestyle. Although the nature of the Elementary Achieve experience is qualitatively different, in order to model consistency for our traditional undergraduates, students are asked to abide by similar community life guidelines while enrolled at Asbury College.

The lifestyle guidelines represent a set of values, which are important to the continuance of the Asbury heritage and the fulfillment of her mission. The standards should not, however, be considered an index of Christian spirituality or confused with the means of salvation. Salvation comes through a personal relationship with Jesus Christ. The guidelines espoused here reflect Biblical imperatives, traditions, and commitments, which we believe, will support all students in developing a "lifestyle for a lifetime."

At Asbury College we respect the worth and dignity of each individual and are sensitive to the special needs of each individual. Therefore, discrimination against others on the basis of race, national origin, gender, age, religious beliefs or disability is not acceptable in any form. Verbal, physical, or sexual abuse of others is not acceptable.

At a Christian college, moral issues are based on biblical mandates. Certain behaviors are expressly prohibited in the Scripture and therefore are unacceptable in the Asbury College learning community. These behaviors include: theft (including plagiarism), lying, dishonesty, vulgarity (including crude language), sexual immorality (including adultery, homosexual behavior, premarital and extramarital sexual intimacy), drunkenness, immodesty of dress and occult practices. While not explicitly mentioned in Scripture, Asbury believes that the following represent violations of Biblical principles and also are unacceptable: abortion, gambling, and pornography.

Because of the potential damaging physical and psychological effects, students should refrain from alcoholic beverages, illegal drugs and the use of tobacco in any form. Asbury College forbids the use of alcohol and tobacco on campus and prohibits the abuse of addictive substances controlled by law.

Students should not engage in activities, which pose a threat to their own safety or to the safety of others (e.g. tampering with fire alarms or fire fighting equipment). In addition, students are not permitted to bring firearms or other weapons on campus.

The college community is concerned that all students reflect in their dress modesty, neatness, cleanliness and appropriateness. Out of courtesy to our traditional undergraduate students, please seek to follow the attire guidelines for the campus.

Regular attire: During regular class hours (Monday through Friday 7:30 a.m. until 4:30 p.m.) students should wear clothes which reflect a respect for the academic endeavor. Shorts and athletic wear are not considered regular attire on the campus during the day.

Hughes Auditorium: Out of respect for Hughes Auditorium as a place for community worship, regular or semiformal attire is requested at all times.

Classroom Buildings and Library: During the class day, regular attire is requested. Casual attire (including modest walking shorts) may be worn after 4:30 p.m.

Administration Building: Regular attire is requested during business hours (Monday-Friday, 8:00a.m.-5:00p.m.). Casual attire may be worn after 5:00 p.m.

Living quarters in campus resident halls are closed to members of the opposite sex except during special events such as open house, etc. The lobbies of the women's residence halls are open during specified periods of the day with a receptionist on duty.

Asbury College keeps the Lord's Day (Sunday) as a distinctive day set apart primarily for worship, fellowship, ministry, and rest. Due to the unique nature of this day, the campus is not open for "business as usual." The library, physical activities center and offices are not open for activity nor does the college sponsor academic activities or athletic competition. Acknowledging that corporate worship, fellowship, and instruction are essential to the growth of the Christian, all members of the community are encouraged to attend Sunday worship services and become involved in a local church fellowship.

Our commitment to the integration of academic excellence and spiritual vitality impacts every aspect of our lives. Asbury College seeks to have a different worldview while seeking to remain relevant in an ever-changing world. Thank you for your part in helping in our community's attempt to actualize Biblical principles for Christian living.

I have read and agree to the Community Life expectations of the Elementary Achieve Program of Asbury College.

signature

date

Dispositions

Within our model of educator preparation, Asbury strives to produce teachers who possess personal integrity and spiritual sensitivity that is demonstrated through dispositions. Expressed in the day-to-day personal decisions of teachers, we believe dispositions influence the knowledge and skills of children and youth and have a significant impact on who they become as adults.

We identified five dispositions we believe that all candidates graduating from Asbury should possess:

- * Moral and Ethical Integrity
- * Passion for Teaching
- * Respect and Compassion for ALL People
- * Personal and Emotional Wellness and Vitality
- * Spiritual Sensitivity and Purpose

Throughout the program we guide candidates in the development of these dispositions.

Kentucky New Teacher Standards

- I-Demonstrates a current and sufficient academic knowledge of certified content areas
- II-Design and plan instruction and learning climates
- III-Create a learning climate
- IV-Introduce, implement, and manage instruction
- V-Assess student learning and communicate results
- VI-Uses technology to support instruction
- VII-Reflect and evaluate teaching, learning, and programs
- VIII-Collaborate with colleagues, parents, and agencies
- IX-Evaluate professional performances and development
- X-Provides professional leadership
- XI-Demonstrate dispositions that facilitate student learning and success (Asbury Standard)



Adult Degree Completion Program



Course-ENG 240

Semester-I Module-III

Letter to the Student from the Instructor

Welcome to the world of grammar and writing!! Before you run quickly in the opposite direction, let me assure you that you will leave this class with much more confidence in your ability to write and use correct grammar and punctuation.

The very first items we will tackle will be the basics of parts of speech and punctuation uses: things most of us have forgotten or think we never learned. We will do in-class activities that will help you understand the writing process and grammar usage for yourself and how to convey this same information to elementary students.

You will have opportunities to write and to enjoy others' writing. The five writing activities are graded for completion. Though I will respond to each of your writings (and mark errors) so that you can see how you're improving over the five weeks, your grade on these papers will not be reduced because of errors.

We will also be reading many papers written by elementary students and learning ways to analyze writing development and plan for instruction. You will also observe in classrooms and have a chance to ask educators in the schools many of the questions that are buzzing in your head about teaching elementary school students.

I'm sure you'll learn a great deal and get a glimpse of how important writing is for all of us.

Looking forward to meeting with you.

Prof. Barbara Kennedy

Syllabus

Syllabus

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

Instructor's Name-Barbara E. Kennedy Office Hours and location-TBA Contact Information: Email-barbara.kennedy@asbury.edu Phone(s)-859 858-3511 office 859 327 3486 home

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.
CD: KY Dept. of Education Marker Papers

Course Description: 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.
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Link to Department Mission and Theme	Asbury College's Education Department, working with Asbury faculty and public school teachers, has the mission
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	<p>“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>
<p>Link to Conceptual Framework</p>	<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>
<p>Link to Standards:</p>	
<p>Kentucky New Teacher Standards</p>	<p>STANDARD I The teacher <u>designs/plans instruction</u> and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p>Candidates are asked to plan instruction for potential mini-lessons and conferences—including what candidates will do and say and how they organize students’ physical and learning environment.</p> <p>STANDARD II The teacher <u>creates a learning climate</u> that supports the development of student abilities to use communication</p>

skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Candidates are considered co-teachers with one another, sharing information gathered from outside sources, class assignments, and discussions. Candidates work together to encourage mastery in areas of grammar and usage and are in regular dialogue about what works or doesn't work in the instruction and learning processes. Though the creation of a learning climate for future students is not required of candidates, the modeling within the ENGA 240 classroom shows them strategies they will use in their future classrooms.

STANDARD IV

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Candidates receive timely feedback on all writing and are encouraged to conference with each other and with the instructor regarding areas of weakness, confusion, or concern. Those with incorrect understanding of assignments are given additional instruction and opportunity to complete work correctly. This modeling is expected to be replicated in the candidate's future classroom. Candidates assess student learning through marker paper assignments and are required to give a hypothetical communication of results to said student.

STANDARD V

The teacher reflects on and evaluates teaching/learning situations and/or programs.

Candidates will observe and interview teaching professionals and will write their reflections about those experiences. They evaluate early writing for content and correctness, using various measurement tools. Candidates also evaluate their own progress as learners through an end-of-the-semester essay.

STANDARD VI

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

	<p>Candidates in ENGA 240 will observe and interview practitioners in public and private school settings. Though they won't collaborate with their future colleagues, they have the opportunity to work with others in the ENGA 240 classroom to discuss and implement observed teaching strategies.</p> <p>STANDARD VII The teacher <u>evaluates his/her overall performance</u>, refines the skills and processes necessary, and implements a professional development plan.</p> <p>Candidates identify early in the semester on which areas they need to focus; diagnostic testing and their individual concerns provide the information for them to decide. An end-of-semester essay evaluates the candidate's growth, but a professional development plan is not required.</p> <p>STANDARD VIII The teacher <u>demonstrates a current and sufficient academic knowledge of certified content areas</u> to develop student knowledge and performance in those areas.</p> <p>Candidates will attain mastery of basic grammar and usage concerns for K-5 writers. In addition, they will understand and apply the writing process, writing workshop, and assessment/analysis tools; this understanding is shown through class activities, assignments, quizzes, papers, exams, and an end-of-semester Writing Station project.</p> <p>STANDARD IX The teacher <u>uses technology</u> to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.</p> <p>Candidates are expected to use Word documents and email to communicate assignments to the instructor. Accessing Marker Papers on CD or on line is also part of instruction.</p> <p>STANDARD X (Asbury Standard) The educator <u>demonstrates dispositions</u> that facilitate student learning and success.</p> <p>Candidates are encouraged to see themselves as the "safe" place for their future students and to recognize their impact on a student's self concept and ability to learn.</p>
Discipline-Related	NCTE—English Language Arts Standards 4,5,6,7,8, 12

Standards	
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 to Technology Integration:	
Professor’s Use	The professor will use Power Point presentations, the overhead projector, audio recorders, and CDs to present and/or gather information.
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 P-5 Student Learning	Candidates do not instruct P-5 students during this course; however, they do observe and analyze P-5 writing and P-5 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 and hemisphericity sensitivity.

Course Objectives

The Candidate Will:	Specific type of knowledge development	Link to KY New Teacher Standards	Link to Discipline Related Standards NCTE—English	Link to Course Activities/ Assignments	Link to Portfolio (possible evidence)

			Language Arts Standards		
1) master basic (K-5) grammar and usage	Declarative	VIII	4, 6, 12	Learning activities, quizzes, mini-lessons, class discussions	
2) learn and apply concepts of writing process and writing workshop	Declarative and procedural	IV, VIII	5,6,12	Class activities and assignments: Design of writing process and mini-lesson	
3) observe and analyze early writing	Declarative and procedural	IV, VIII	7, 8	Portfolio and Marker Papers assignments, in-class instruction, observations and interviews	
4) develop fluency and confidence in personal writing	Declarative	VIII	5	Writing assignments, in-class instruction, feedback from professor and other candidates, discussion	
5) Identify congruence of application of practitioners and writing experts	Declarative	VIII		Observations, interviews, Calkins information, Weaver information, writing samples	
6) Represent understanding of writers'	Declarative and procedural	II, VIII, X	6.7, 12	Writing Station	Picture of station and description

developmental and modality uniqueness in end-of-semester project					of plan and procedure would be a strong addition to the portfolio
7) Develop personal approach to and convictions about teaching	Declarative and procedural	II, X	11	Observations, interviews, class discussion, writing assignments, trial and error activities	

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 trust 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 an evidence in your portfolio to support a Kentucky New Teacher Standard.

Grading Scale:		Assignment Values:	
A	96-100	Writings	20%
A-	93-95	Readings	10%
B+	91-92	Quizzes	10%
B	87-90	Observation	10%
B-	85-86	Interview	10%
C+	83-84	Presentations	10%
C	78-82	Writing Station	10%
C-	76-77	Final Exam	20%
D	70-75		
F	below 70		

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- 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*.

Weekly Schedule

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

Common Equity Statement:

The Asbury College Elementary Achieve Program is aligned to all the standards and regulations of the Educational Professional Standards Board of Kentucky. This assures the candidate that through this P-5 program all requirements will be met for licensure.

Week	Topic(s)	Readings	Activities	Assignments
Pre-Week One	Grammar Review	Writers Express Pgs. iv-17, 377-388		Writers Express Pgs. iv-17, 377-388
Week One	Expectations; Self Diagnostic	Writers Express pgs. 414-415,	Introduction; Confidence Assessment;	Contact elementary educator for

	Information; Grammar Review	421-423, 435; Calkins Chapters 1- 4, 11 &12	Diagnostic Assessments; Diagnostic Essay; Identifying and Using Parts of Speech; Little Writing Activity That Works- Poetry; Interview, Observation, and Writing Station Expectations; Resources Overview	interview and observation; Writing Activity #1 narrative
Week Two	Writing Process; Writing Workshop	Calkins Chapters 13-14; Writers Express— punctuation, spelling, vocabulary, pgs. 138- 143, 159, 389-411	Quiz, Summary Writing; Pronouns; Conjunctions, Clauses, & Phrases; Writing and Reflecting on Individual Writing Processes; Writing Activity #2; Paired Mini- Lessons and	Interview Report—4 pages; Collect Quality Writing sample for sharing

			Conferencing; Videos and Discussion; Parent Tips	
Week Three	Early Writing	Kentucky Writing Teacher's Handbook; Calkins Chapters 7- 8;	Quiz - Commas, Semicolons, Colons; Conferencing Activity; Examine Quality Writing Pieces; Writing Activity #3; Writing Combined Curriculum Doc., KDE Web-site	Kentucky Writing Teacher's Handbook Review Paper
Week Four	Writing Process; Marker Papers	Calkins Chapters 18; Weaver 2,7	Admit Slip; Writing process overview; Analyzing Marker Papers, Writing Activity #4 Summary; Editing Checklist	Marker Paper Analyses; Design Editing Check- sheet; Observation Paper-4 pages.
Week Five	Writing Stations		Differentiated Writing	Writing Activity #5,

			Strategies; Discussion of Observations; Presentation and Analysis of Writing Stations; Final	Reflection Paper; Final Exam
Post- Week Five	Evaluations Due			

**Devotions for Semester I based on the Dispositions from
Standard XI**



**Elementary Achieve Disposition Devotionals
By Josh Fee**

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ACHIEVE Program: Elementary Education Devotional Curriculum

Module 3 Week 1

Dispositions: The educator demonstrates

Spiritual Sensitivity and Purpose: Living the examined life, discerning one's calling and developing a personal vision

READ

“For the word of God is living and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart. Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account” (Hebrews 4:12-13, NIV).

Scripture is a marvelous tool for self-examination, spiritual discernment, and developing a personal vision. We can see ourselves in Scripture. Often we read in Scripture about people with whom we can identify, people who struggled, questioned, failed, rejoiced, danced, and prayed just like we do. We participate in the unfolding of the story of God's people and experience God through these living words. We understand our own lives and our relationship with God better the more we live with those who inhabit the pages of this ancient text.

Scripture also shows us who we are and who we are not. Like a mirror, the word of God exposes an honest and unapologetic reflection of our lives. Whether we like what we see or not, Scripture reveals the truth about us. The word of God cuts right to the chase and strips away all the masks that we too often wear. For when it comes to Scripture, disguises are useless. What you are, not what you see, is what you get.

Self-examination, critically thinking about one's faith, and discerning one's calling happen when we dive into God's word. Once we immerse ourselves in Scripture, we will begin to discover who we truly are and what really matters to God.

Module 3 Week 2

Dispositions: The educator demonstrates

Spiritual Sensitivity and Purpose: Living the examined life, discerning one's calling and developing a personal vision

ASK

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened" (Matthew 7:7-8, NIV).

These verses come from Jesus' Sermon on the Mount in the Gospel of Matthew. How comforting they are to those of us who are ever discerning God's calling for our lives. Why

am I here? What is my calling? What are my gifts? Who am I supposed to be? We often imagine that arriving at the answers to these questions involves a spiritual quest through mysterious caverns of thought where we finally reach a set of doors from which we must choose the correct path. All the while, looming in our minds is the terrible thought that we could actually choose a path that God did not intend for our lives. We might mess things up. That is exhausting.

Thankfully, Jesus simplifies our search for meaning. God is listening. Ask and it will be given to us. God is near. Seek and we will find. God is ready. Knock and the door will be opened to us. We serve a God who will not withhold from those who pursue Him wholeheartedly.

Examining your life? Ask God to show you where you need improvement.

Exploring your gifts? Ask God how He created you.

Discerning your calling? Ask God to reveal what purpose you serve in His kingdom.

Ask. Seek. Knock.

Module 3 Week 3

Dispositions: The educator demonstrates

Spiritual Sensitivity and Purpose: Living the examined life, discerning one's calling and developing a personal vision

LISTEN

"Be still, and know that I am God" (Psalm 46:10).

Stop and listen. What do you hear? Maybe you hear cars passing by, people talking, the television shouting, the radio playing, the washer spinning, the ice maker ice making. Perhaps you hear workers drilling, yourself talking, the alarm buzzing, the shower running,

or the keyboard tapping. I know something you probably don't hear too often...
NOTHING.

An important part of discerning one's calling and developing a personal vision is listening for God. But how can we hear God when we are surrounded by so much noise? At some point every day, we all need to get away. Listening to God should not be an item that we include on our multitasking list. Turn off the cell phone, leave the computer, step away from the office, forget the twenty things you need to do, and spend time open eared listening for the voice of God. We need to be more intentional about listening for God.

We also need to be better listeners. Sometimes, even when we do get away from the hustle and bustle that consumes most hours of the day, we find it difficult to hear God speak because we won't shut up for ten minutes. Believe in prayer. Believe in presenting your requests to God. Believe that God speaks to us. But also believe that if you we are going to hear what God has to say, then we need to stop and listen.

Sometimes, we need to stop working, scheduling, planning, thinking, eating, drinking, exercising, typing, singing, praying, reading, walking, moving, talking, and just listen. Be still, and know that He is God.

Module 3 Week 4

Dispositions: The educator demonstrates

Spiritual Sensitivity and Purpose: Living the examined life, discerning one's calling and developing a personal vision

COMMUNITY

"Carry each other's burdens, and in this way you will fulfill the law of Christ" (Galatians 6:2, NIV).

Did your Momma ever tell you that you would be a good _____ when you grow up? Have you ever received a note of encouragement from a friend or co-worker? Have you ever bragged about someone else's gifts and talents? Do you confide in a certain person with questions of meaning and purpose? Do you talk to others about life, death, love, and

faith? Has anyone ever called you out or tanned your hide for making a foolish decision? Is there someone in your life who will tell you the flat truth about yourself no matter how brutally honest they must be?

We weren't created to do this thing called life alone. We were made for relationships. God created us to live in relationship with Him and with each other. Just as we grow in faith and love when we are in communion with God, we also grow and mature when we are in communion with each other. We were created to live in community.

Spiritual reflection and discernment happen in the context of community. God speaks to us not only through His word and through prayer, but also through the people in our lives. When our friends and family are repeatedly telling us that we have a gift for something, perhaps we ought to listen to them. When those whom we trust and who hold us accountable are constantly reminding us that we need to make a change in our lives, perhaps we ought to pay attention. We may create and have a vision that is personal, but our vision is shaped by those around us in whom we trust, from whom we learn, and with whom we experience life.

Thankfully, life happens in community. As we live the examined life and discern our callings, may we listen for the voices of those in our lives who love, care about, and carry us each day.

Module 3 Week 5

Dispositions: The educator demonstrates

Spiritual Sensitivity and Purpose: Living the examined life, discerning one's calling and developing a personal vision

WAIT

"I wait for you, O LORD; you will answer, O Lord my God" (Psalm 38:15, NIV).

Fast food
High-speed internet
Overnight shipping
Express carwash

Same day dry cleaning
Pay at the pump
Ten minute oil change

We are a society that thrives on efficiency and speed. The quicker the better. We know what we want and we want it now. We multitask to accomplish more in the shortest amount of time. We make reservations so that we will have immediate service. We take shortcuts because they will get us from point A to point B in just enough time to put on our makeup, eat lunch, and check our voicemail before we arrive at our destination. Heavy traffic is a bummer. Long lines are an inconvenience. Interrupted schedules cause us stress and anxiety. Time is our most precious resource and we can't afford to wait for what we need.

Spiritual discernment does not always deliver a rapid response though. How often do we approach the throne of God with questions of meaning, purpose, and calling and then expect immediate turnaround? Wouldn't it be nice if the examined life was a one time appointment with God that fit neatly into our tight schedules? We know better.

We call upon God for wisdom and understanding. We pray and pray and pray. We ask, seek, and knock. We examine, think, and reflect. We listen. We read and read more. And sometimes we wait. We wait for a response. We wait patiently. We wait with anticipation. We wait to hear a word from the Lord. We wait for God to speak to us through Scripture and through others. Sometimes we must wait.

We wait for you, O Lord, you will answer, O Lord our God.