ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDE 4226

Integrated Language Arts, Children's Literature and Social Sciences

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDE 4226 |
| **Section #:** | Enter section number. |
| **Credit Hours:** | 4 |
| **Co-requisites:** | EDE 4942 |
| **Pre-requisites:** | Admission to Exceptional Student Education (K-12) with Infused ESOL & Reading Endorsements (Bachelor of Science) (ESEDR-BS) orAdmission to Elementary Education (K-6) with Infused ESOL & Reading Endorsements (Bachelor of Science) (ELEDR-BS)) andPrerequisite RED 3309, EDE 4304, EDE 4943 and(Prerequisite EDG 3620 for Elementary Education majors or Prerequisite EEX 3241 for Exceptional Education majors ) |

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| **Day, Time and Campus:** | Online | Online | Online |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. |
| **Professor:** | Dr. Jennifer Fernandez |
| **Office Hours:** | See fall schedule [here](https://web.spcollege.edu/instructors/id/fernandez.jennifer) |  |
| **Office Location:** | St. Pete Gibbs | TE 109C |
| **Office Phone:** | 727-341-3336 |
| **Email Address:** | Fernandez.jennifer@spcollege.edu |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

This course prepares teacher candidates to integrate English language arts, social studies, and the creative arts into instruction for the elementary classroom. The course addresses effective instructional methods for teaching English language arts, social studies, and the creative arts independently and in an integrated manner, using the Florida state-adopted standards.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will implement English language arts instructional methods by:
	1. developing activities to teach the elements of children’s literature.
	2. researching effective approaches for teaching listening, speaking, reading, and writing through English language arts.
	3. analyzing quality children’s literature based on given state standards for primary and intermediate levels of learners that includes both narrative and informational texts.
	4. evaluating children’s literature and text sets qualitatively for text complexity.
	5. developing lessons and activities based on children’s literature.
3. The student will implement social studies instructional methods by:
	1. integrating a read aloud text with a social studies topic (U.S history, World history, geography, economics, civics,) to teach content knowledge.
	2. explaining 21st century themes, core subjects, and skills.
	3. analyzing strategies for integrating social studies instruction through English language arts and/or the creative arts.
4. The student will examine how to integrate the creative arts into the elementary classroom by:
	1. critiquing a virtual or live field trip highlighting local resources.
	2. developing a social studies and English language arts unit plan that integrates creative arts activities.
	3. discussing effective ways to use the creative arts in thematic instruction of content.
5. The student will produce a plan for cultivating a safe, encouraging and learning focused environment through an integrated unit plan by:
	1. extending content instruction through multisensory experiences.
	2. applying ESOL and ESE teaching methods and principles.
	3. analyzing effective, research-based practices to support all students.
6. The student will create an interdisciplinary unit plan using a thematic approach by:
	1. identifying a theme for the plan that integrates social studies, the language arts, children’s literature, and the creative arts.
	2. applying current state adopted standards.
	3. developing daily content objectives within the unit.
	4. integrating literary and informational text, including primary and secondary sources
	5. incorporating technology into one or more lessons.
	6. including a variety of activities to promote active learning.
	7. constructing effective accommodations for English learners, gifted, and exceptional students daily.
7. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
8. **Required Textbooks**

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| Textbook(s) | Required: N/A |
| Recommended:  |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: |
| Materials: |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed.  |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires \_0\_ hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments-750 points total**

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| 1. **Class Activities**: (**10-30 pts each-185 Points total)**
	* + Online Class-Discussions/Submissions OR F2F/Live Online Class-Zoom Participation-wks. 1-10.
2. **Genre Presentations:** Students will explore a particular genre in detail.  Your job, with your partner(s), is to help this genre come alive by developing an engaging presentation that helps your classmates understand the genre and learn about texts that are excellent examples of the genre. The presentation can be completed using PowerPoint or another program as long as everyone has access to the presentation once you have presented **(100 points).**

\*\*\*\*This presentation addresses competency 2-Knowledge of Literary Skills and Genres- Language Arts and Reading subtest of the Elementary Education K-6 Subject Area Exam (Required to intern).1. **Integrated ELA/Social Studies Presentation Discussion**: Students will share an interactive read-aloud that is integrated with an area of Social Studies (geography, World history, U.S history, civics, or economics) and incorporate instructional strategies for developing listening and speaking skills. **(30 Points)**
2. **Annotated Bibliography:** Students will research 30 children’s books focusing on one theme, and produce an annotated bibliography of **10** children’s books, including a minimum of at least four award-winning texts, such as the Caldecott and Newbery Awards. And at least four books reflecting the cultural characteristics of Florida’s EL population**.** *(The ELL population refers to students whose first language is* ***NOT*** *English.)* Literature should be appropriate for teaching interdisciplinary thematic units that integrate social studies, language arts, and the creative arts. The bibliography should include fiction, nonfiction, and poetry selections and should be appropriate for students in both K-2 (5 books) and 3-6 (5 books)**. (75 points)**

 1. **Creative Arts Field Trip:** Students will have the opportunity to explore a local museum and consider how to integrate the creative arts into a language arts classroom. **(50 points)**
2. **Book Club and Book Guide Project:** Students will join a book club with classmates and collaborate on various mini lessons, quizzes, and student led activities. The Book Guide also includes the Florida History Project (see below). By the end of the semester, students will have a culminating Book Guide to share with classmates to use the novel in the classroom. Final Book Guides will be posted in Final Book Guide discussion board (Major Assignments Module). **(300 points total)**
3. **Florida History Project and Activities:** Students will read a historical fiction text. Working in small groups, students will develop a book guide for their novel by creating lessons, quizzes, and activities for students. Part of that project includes researching informational texts to compare to their novel to build knowledge of important aspects of Florida history (for ex. Native Americans, Railroad industry, etc.) Students will select and evaluate primary sources and secondary sources to utilize in creating a student activity about a particular topic related to Florida history. **(UDL 1.3) (75 points total)**
4. \***Integrated Unit Plan/\*Integrated ELA/SS Presentation:** Students will develop (from their book guides) a one-week interdisciplinary thematic unit that integrates language arts (reading, writing, speaking, listening), creative arts, social studies, and related literature designed to deliver instruction for diverse students, including ELL, ESE, & Gifted students. Within the unit plan, there are opportunities for learners to read, write, speak and listen, as well as reflect on their learning goals and scales that determine progress and mastery. The unit plan must be based upon ***current Florida Social Studies standards and integrate BEST Standards for ELA. and lessons will come from the book guide.*** A template and rubric for evaluation will be provided. **(UDL 2.1, 2.3)** (Submitted in two parts 75 **points total)**
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| **\* Assignments labeled with an (\*) denote required assignments that must be submitted in Anthology Portfolio (formerly Chalk and Wire) and earn a 2.0 or higher on each indicator within Anthology.** |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.**If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.**Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **Assignment Late Policy**
* Assignments may be submitted up to one week after the due date for a letter grade deduction.
* Assignments submitted more than one week after the due date are not accepted and will earn a zero in the grade book.
* Discussions and quizzes are only open during the times designated in the course syllabus and are not accepted late; therefore, you cannot make up a missed discussion or quiz.

 **D. Grading**

* Course assignment details can be found in MyCourses by clicking on the Course Content tab.
* Incomplete assignments will NOT be graded.
* For assignments noted with an asterisk (\*) above, the work must be submitted in Anthology Portfolio (formerly Chalk & Wire) to pass the class, even if no credit is earned for the assignment.
* Required resubmissions (Anthology Portfolio only) will result in a letter grade penalty. Subsequent resubmissions will result in an additional letter grade penalty for each resubmission. One point will be entered in the gradebook to reflect submission is needed; the assignment will be evaluated for a passing grade once it meets the Anthology Portfolio requirements. Carefully reading directions, sample assignments, and rubrics will help you to be successful in this course.
* Required resubmissions (AP only) submitted more than one week after the requested resubmission date will earn no credit for the assignment in the gradebook. (e.g., If the requested resubmission date is August 1, you must submit NO LATER than August 8 for credit. After August 8, a zero will be entered in the gradebook when the assignment is submitted.) No regular assignments are accepted for resubmissions.
* 10% can be deducted from assignments as a result of poor presentation, conventions (e.g. grammar, APA style), and support documentation as described in the course instructor’s assignment directions.
* Attendance is required for COE courses.
1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

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| **Readings** – Complete before working on assignments for each week. All readings can be found in the weekly module.**Assignments** – Details for all assignments are located under the Content tab in MyCourses. All assignments are due on SUNDAYS by 11:59PM.**Discussion** **Boards** – Discussions are class participation for the week and are not accepted after the due date. Discussions are due on Sundays at 11:59pm. Post early in the week so you and your classmates have time to discuss. **Quizzes** are due on Sundays by 11:59 pm. Quizzes will close on the due date and not accepted late. |

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| **Date** | **Weekly Topics/Readings** | **EDE 4226 information below-weekly assignments** | **EDE 4942 information in RED** |
| ***Week 1*** ***8/14-8/20*** | Introductions Orientation to the course and review of syllabusTeam BuildingCreating & cultivating a positive class climate | -Review the syllabus and the MyCourses courses for BOTH EDE 4226 and EDE 4942.-Introduction Discussion-Due 8/20-Team Building/Creating a Caring Classroom Task/class discussion optional-no submission required  | -Review the syllabus and the MyCourses EDE 4942 -PRACTICUM APPLICATION SHOULD BE DONE BEFORE CLASS BEGINS!-Review all assignments and expectations for Practicum |
| ***Week 2******8/21-8/27*** | Introduction to Children’s Literature (define)Read *Introduction to Children’s Literature*-Anderson (MyCourses)Literary ElementsBook Club assignments | -Literary Elements Discussion due 8/27-Review Book Club Information-Major Assignments Module AND Sign up for a book club to join by the end of this week-8/27-Review the Genre presentation (Due week 5) module and look for the email with your request/assignment midweek. |  |
| ***Week 3******8/28-9/3*** | Definition of social studies and NCSS ThemesRead Ch.1: Maxim, G.W. (2014) Dynamic Social Studies for Constructivist Classrooms (10th edition) (in MyCourses)Teaching ELA through social studies (*Florida Standards*)Bias in literature and social studiesMulticulturalism and Multicultural literatureDemographic changes to society | -SS Themes and Multiculturalism Discussion due 9/3-Optional SAE Competency Project-(Extra Credit) see discussion in Major Assignments Module-closes 9/10-Work on securing your novel for the book club over the next two weeks.  | -Get your Subject Area Exam scheduled this week if you haven't already. Passing scores are required to intern-so you have a little time over the summer. Having it scheduled now is a good idea though since they get booked up.*-EDE 4942-*REVIEW Deliberate Practice Plan (DPP)*Internship Application due this week-OSP Commons for details* |
| ***Week 4*** ***9/4-9/10******Labor Day Poster Free Stock Photo - Public Domain Pictures*****SPC is closed Monday, 9/4 in honor of Labor Day**Mandatory Practicum Orientation this week-Friday, September 8, 2023, on Zoom. Watch for email from OSP. | Visual LiteracyMultimedia PresentationsText Sets | -Read *Teaching with Text Sets* Cappiellop & Thulin Dawes (2013)-Text Sets Discussion-due 9/10-Creating Multimedia Presentations Activity-due 9/10-Work on securing your novel for the book club. You will meet with your group next week to set a schedule for reading. Participation in your group is part of your grade. | *EDE 4942-Attend Practicum Orientation on Friday, Sept. 8. (Contact school IMMEDIATELY after orientation)**Submit the School Contact Survey due by 9/17 (MyCourses)*Don’t forget-you need passing scores on the appropriate Subject Area Exam to intern. |
| ***Week 5*** ***9/11-9/17*** | Conducting Online ResearchPrimary and Secondary Sources | -Read *Primary Sources*-Morgan & Rasinski (MyCourses)- Primary Sources Strategy & Conducting Online Research Discussion \*TWO parts due 9/17-Genre presentations due-Post presentation by Sunday, 9/17 (Review Genre presentations and respond to at least four classmates by Sunday, 9/24)--Meet with your Book Club group to create a reading schedule-Post schedule in the group forum-9/17 | ***EDE 4942****-Contact CCT and plan to meet-* ***Start your hours THIS week.****Submit the School Contact Survey* ***due by 9/17*** *(MyCourses)**Contract of hours due by 9/24 (MyCourses)* |
| ***Week 6*** ***9/18-9/24*** | TaxonomiesTypes of Feedback and QuestioningDPP | -*Ch.1 Overview of Feedback and Ch. 2 Types of Feedback*-Brookhart (MyCourses)-Feedback Discussion-due 9/24- Review Genre presentations and respond to at least four classmates by Sunday, 9/24-Begin reading your novel and meet with your group to discuss**\*\*Look ahead to next week for the Creative Arts Field Trip Due week 8** | ***EDE 4942****-Continue with hours this week, according to your contract of hours.**Contract of hours (signed by you and CCT) due by 9/24 (MyCourses drop box)**Lesson Plan for* ***Recorded Lesson*** *–Plan to record your lesson in the classroom by the end of week 8.* |
| ***Week 7*** ***9/25-10/1*** | Technology integrationEconomics lessonGeography lesson | --Continue reading your novel and meet with your group to discuss-Read Economics and Geography Resources (MyCourses)- Economics/Geography & Integrating Technology Readings and activity (no submission required)-Questioning and Feedback Activity due 10/1**\*\*Look ahead to next week for the Creative Arts Field Trip Due week 8** | ***Your Recorded Observation and post conference must be complete by the end of week 8-by 10/6******(The LP for this should already be graded in AP)****Deliberate Practice Plan (DPP) – MyCourses drop box* ***Part 1*** *due 10/1-Review the EXAMPLE before submitting* |
| ***Week 8*****10/2-10/8** | Integrating and exploring creative artsGovernment lesson | -Read the Integrating Creative Arts Resources (MyCourses) -Creative Arts Field Trip Due 10/8-Read Government Lesson - Constitution Day - Federalists vs Anti-Federalists (MyCourses)-Read Government Lesson - US Constitution and Amendments (MyCourses-Government Debate due 10/08--Continue reading your novel and meet with your group to discuss | *EDE 4942-****Recorded*** *Lesson Due this week.**Recording and self-reflection must be uploaded within 48 hours of recording-****do not submit a link to a recording!!******Recording and post conference must be completed by 10/6*** |
| ***Week 9*** ***10/9-10/15*** | History LessonText ComplexityGovernment  | -Read Columbian Exchange Resources (MyCourses) and activity (nothing to submit) -Read *Text Complexity Rating* chapter and activity (nothing to submit) (MyCourses)-Continue reading your novel and meet with your group to discuss- ESE Activity due 10/15\*Look ahead to the Annotated Bibliography | *EDE 4942- Complete and Submit Mid-Semester Check-In Survey this week due 10/15 (link in MyCourses)**EDE 4942-Lesson Plan for first DIRECT Observation-Submit Lesson plan and schedule observation with field supervisor. Lesson should be completed by the end of week 10* |
| ***Week 10******10/16-10/22*** | Figurative language in songsBiography & autobiography in Social StudiesAnnotated bibliography presentations | -Annotated bibliography **due 10/22**-Meet with your book club to discuss individual activities and Florida History Project coming up-POST in DB 10/22-Look ahead to the Integrated ELA/Social Studies Presentation for next week. | *EDE 4942-first DIRECT Observation-Submit Lesson plan and schedule observation with field supervisor. Lesson should be completed by the end of this week.*Don’t forget-you need passing scores on the appropriate Subject Area Exam to intern. |
| ***Week 11*** **10/23-10/29** | Finish reading novelUsing games in ELA and Social Studies Integrated ELA/Social Studies PresentationPracticum Check-in/updates | -Integrated ELA/Social Studies Discussion 10/29-Look ahead to week 13 and review the directions for the ESE Activity. You will need information about a student in your classroom so plan for it now. |  |
| ***Week 12*** ***10/30-11/5******SPC is closed Tuesday, 10/31 for Professional Development*** | Book Club ActivitiesFlorida History |  - Individual Book Club Activities due this week-Due 11/5-Meet with your book club to discuss Unit Plan and Final Book Guide-POST in DB -11/5 | Don’t forget-you need passing scores on the appropriate Subject Area Exam to intern. |
| ***Week 13*** ***11/6-11/12******Download Veterans Day Royalty-Free Stock Illustration Image - Pixabay******SPC is closed Saturday, 11/11, in honor of Veteran’s Day*** | Florida History | -Florida History Project (Book Club Assignment) due 11/12**-**ESE Activity Due 11/2 | *EDE 4942-Lesson Plan for Final Observations (2nd Direct Observation)-Submit Lesson plan and schedule observation with field supervisor. Lesson must be completed by the end of week 14* |
| ***Week 14*** ***11/13-11/19*** | * Unit Planning and Unit Plan-accommodations
 | -Integrated Unit Plan (Book Study) Due in AP 11/19 | *EDE 4942-Lesson Evaluation for Final Observations (2nd Direct Observation)- completed this week. Schedule final post conference with Field Supervisor.* |
| ***Thanksgiving Week******11/20-11/26******A picture containing text, squash, calabaza, cucurbita  Description automatically generated******SPC is closed November 19-25*** | **Thanksgiving Week****SPC is closed November 19-25 for the Thanksgiving Holidays** | Spend this time with family and friends | ***Thanksgiving Week******11/20-11/26******A picture containing text, squash, calabaza, cucurbita  Description automatically generated******SPC is closed November 19-25*** |
| ***Week 16*** ***Final******11/27-12/4*** | * Review of integrating language arts, social studies, and the creative arts
* Nothing for either course accepted after
 | -Culminating Book Guides and optional Presentations due FRIDAY, 12/1 | ***\*\*\*\*EDE 4942-All hours completed for all classes by Friday, 12/1****EDE 4942-Deliberate Practice Plan due 12/3 in* Anthology Portfolio  *EDE 4942-* *Record of Hours form due in AP by 12/3**AP Roll-Up due by 12/4*Don’t forget-you need passing scores on the appropriate Subject Area Exam to intern. |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

[ UCC Tables for Active Courses.xlsx](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7Cfernandez.jennifer%40spcollege.edu%7Cedbd30db05bc4f4923fa08db83dea498%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248764547144556%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=aocNK3D179JwK74YDEQu%2BLHrv5U9xTsjwRT%2F9isZyCw%3D&reserved=0).

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): 1.3, 2.1, 2.3