

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Spring 2008

| COURSE SYLLABUS | DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING |
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| <p>C & I 4303: APPROACHES TO TEACHING LANGUAGE ARTS/SOCIAL STUDIES/ FINE ARTS—GRADES EC-4 (3-0) 3 hours of credit: Completion of all requirements for admission to teacher certification and completion of ECE 3063, RDG 3813, RDG 3513, RDG 3803. A study of methods and materials for teaching social studies in EC-4 level. Special emphasis is placed on an integrated approach to instruction. Students will develop a social studies-based thematic unit with a focus on the integration of language arts and fine arts. A minimum of three to five hours of weekly field-based experience in a preschool/elementary school classroom during the semester is required.</p> <p>REQUIRED TEXTS</p> <p>Melendez, W. R., Beck, V., & Fletcher, M. (2000). <u>Teaching social studies in early education</u>. Albany, NY: Delmar</p> <p>Tompkins, G. E. (2006). <u>Language Arts Essentials</u>. NY: Prentice Hall.</p> | <p>MISSION Fostering intellectual and professional growth and integrity</p> <p>VISION The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:</p> <ul style="list-style-type: none"> • Promote excellence in academic and pedagogical knowledge and research • Engage in reflective practice • Embody a strong professional identity and can articulate their philosophies and values • Value diversity and multiple perspectives • Promote equality and social justice • Care about their students and their profession • Advocate for educational change and reform <p>GOALS The department of ILT will create a context that nurtures interdisciplinary learners who:</p> <ul style="list-style-type: none"> • Acquire and demonstrate content and discipline knowledge • Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices • Are producers, disseminators, and critical consumers of research • Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices • Articulate their professional philosophy and demonstrate a strong professional identity |

PURPOSE

Educators realize to be effective in teaching the diverse children in today's classroom, learning must be integrated and made meaningful to the lives of the children they teach. This fact precludes teaching subjects in isolation as unrelated separate disciplines. This is especially important for children in Pre-K through 4th grade. Therefore, in this course, teacher candidates learn how to teach the social studies content using language skills to help children read, reflect, and talk about what they are learning. The teacher candidates also learn how to enhance the social studies and language arts by integrating the study and use of fine arts into the curriculum. This course is designed so that teacher candidates have multiple opportunities to build on understandings and skills from their earlier classes in the professional sequence, as they interact with others (peers, children, classroom teachers, the course instructor) in a variety of learning experiences (as both students and teachers), and as they engage in critical reflection on those experiences.

Objectives:

1. To develop an understanding of various approaches/models to teaching social studies that includes language arts and fine arts.
2. To emphasize the interdisciplinary nature of instruction in the early grades, while systematically developing foundational competencies in social studies that incorporates language arts and fine arts.
3. To examine the Prekindergarten Guidelines and K-4 Texas Essential Knowledge and Skills in social studies, language arts, art and music throughout the EC-4 continuum, and relate these standards to research-based instructional practice in diverse settings.
4. To develop and apply understandings of diverse children's language, literacy and culture and to provide active, meaningful learning opportunities in social studies consistent with the community and cultures of the children and the goals of the instructional program.
5. To plan and implement social studies units, projects and lesson plans that are anti-bias and multicultural, and use technology and school and community resources.
6. To become familiar with a variety of available programs, resources and classroom organization relevant to instruction in the social studies.
7. To implement and monitor the use of technology as a tool for teaching and learning in the content area of social studies.
8. To apply principles of classroom management and positive discipline in instructional settings.
9. To develop and refine knowledge of authentic assessments in social studies, language arts and fine arts, and to apply this understanding to ongoing assessment in the classroom.

Grading Criteria

Grading criteria and specifications for each assignment will be given by the instructor. The following conditions apply to all assignments. Professional behavior and attitude is expected at all times with regard to completing all required assignments on time and in a manner expected of future teachers.

1. Assignments must be turned in on or before the specified due date. Assignments are due at the beginning of class. Only emergency situations will be evaluated at the discretion of the instructor.
2. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

3. All written assignments should be prepared in a manner that is neat and error-free. This assumes you have proofread your work for grammar, spelling, punctuation, and sentence construction. Grades will be affected by the lack of attention paid to these areas as this is unacceptable in a future teacher.
4. All assignments must be typed using a word processing software package unless otherwise indicated by the instructor. Facilities are available to students on campus for this purpose. A cover sheet or heading at the beginning of the assignment should be used to identify your name, date, and title of the assignment. Your name should appear at the top of all subsequent pages. Papers with multiple copies must be stapled. **Please do not put assignments in plastic covers or folders unless otherwise directed by the instructor.**

Course Requirements

School/Community Study

Students will discover characteristics of the neighborhoods of the students in their field placement classrooms. This information will be useful in studying concepts related to social studies during the course. Information gathered for this assignment will be presented using technology. Guidelines for this assignment will be provided by the instructor.

Field Placement

The student must complete a minimum **25 hours of field work** in an assigned classroom. These hours must be completed on a weekly basis and must be completed during classroom instructional time. Field work will consist of assisting children during learning activities, and teaching of actual lessons. It is expected that students will be interacting with students during field placement hours, not merely observing. Students will work with children in large and small groups, and one-to-one tutoring types of activities as requested by the cooperating teacher.

Lessons Taught in Field Placement

Under the supervision of the cooperating teacher (substitute teachers are not valid supervisors) the student will plan and teach at least **3 lessons** from the content material used in the field-based placement in which the student has been assigned. Lessons will be planned for **whole class instruction** and **one** lesson will relate to a thematic unit topic under investigation in the field placement. In planning lessons, the student will be expected to show evidence of addressing the TEKS Social Studies Strands, as well as the diverse needs and abilities of the children in their field placement.

Lesson topics must be discussed with the cooperating teacher prior to preparing a lesson plan. The lessons will follow a lesson plan format provided in class. **Lesson plans must be turned in for review and feedback by the instructor according to the deadlines designated in the course schedule.** Lessons taught without prior approval from the instructor will not be considered as fulfilling the requirements for this course. Lesson plans must be submitted two weeks prior to teaching the lesson to allow for turn around time. **ALL LESSONS MUST BE PRESENTED TO THE COOPERATING**

TEACHER BY THE STUDENT FOR REVIEW PRIOR TO TEACHING THE LESSON.

Lesson plan with self-evaluation and the cooperating teacher's evaluation attached will be turned in for grading after the student has taught a lesson. Deadlines for turning in lesson plans for grading will be provided by the instructor.

Interdisciplinary Thematic Unit

The major project for this course is the development of an integrated interdisciplinary thematic unit. The student will be assigned to a cooperative learning group to design long and short term interdisciplinary curriculum plans that demonstrate each student's ability to integrate developmental and/or content areas. The unit will be designed for a 2-week time span. The planning for this unit will be done using Inspiration and internet resources. Although the planning for the thematic unit will be done as a group, the grade for this project will be individual based on guidelines provided in the course packet and by the instructor. Special needs of diverse learners are addressed in the unit as well as the use of technology. Some of the lessons and activities incorporated in the unit will be taught to the children in the field-based assignment.

Presentation of Thematic Unit

During the course, students will plan with their cooperative learning groups to present the thematic unit they have developed over the course of the semester to their peers and the course instructor. The use of technology for this presentation is encouraged. Procedures and requirements for this assignment will be presented in class.

Reflective Journal

Students will maintain a weekly professional reflective journal throughout the semester. A format for the evaluative journal and questions to help focus student reflections on important components of their field-based experiences are provided in the course by the instructor. Journals should include reflections on the various experiences in field-placement work, readings, interactive professional experiences, and class work and discussions. Each week students will share their journal entries with a classmate in a format designated by the instructor. These journals will be reviewed by the instructor twice during the semester.

Chapter Review Cards

After each chapter read, students will respond to four questions about the chapters. These chapter review cards will be turned in to the instructor on a weekly basis as evidence that the student has completed the required readings for that week.

Texts and Readings

Students are expected to prepare in advance for classroom discussions and activities by reading assigned texts and readings according to the course schedule. Information in the readings will be used as a basis for evaluating field-based experiences, for topics of discussion in journals, and for in-class activities.

Other Assignments

Assignments related to the course may be required at the discretion of the instructor as the course unfolds that clarify, support, or provide concrete experience with a topic under discussion.

| Grading | Percent of Grade |
|-------------------------------|-------------------------|
| Journals | 10% |
| Chapter Reflection Cards | 10% |
| Three Lessons and Reflections | 30% |
| School/community study | 15% |
| Social Studies Unit | 35% |

ATTENDANCE & PARTICIPATION

Attendance of scheduled classes and field-based experience is mandatory for the completion of this course. Activities designed for class participation cannot be replicated apart from class sessions. Nor can field experiences be replicated. Therefore, attendance is expected for each class session. Attendance will be checked at the beginning of each class period. It is the student's responsibility to sign the class roster. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. *Upon the second unexcused absence of a student, a Fitness-to-Teach conference will be initiated by the instructor. If unexcused absences continue, the student will receive a reduction in the final grade by 1 letter grade for each additional absence following the conference.*

Tardiness will be considered for absences by the addition of the minutes missed in each class period. Every total of 60 minutes missed of class due to tardiness will be considered as 1 unexcused absence. The consequences for absences explained above will then be applied by the instructor.

PROFESSIONAL CONDUCT IN FIELD-BASED SITES

Students must demonstrate professional conduct that is appropriate for teaching children in educational settings. This includes arriving on time for field-based work, dressing appropriately, and notifying the instructor and cooperating teacher if the student has to be absent for any reason. Students must adhere to all policies and regulations of the school or facility serving as a field-based site including appropriate attire for professionals.

Any breach of professional ethics or conduct deemed unsuitable by the cooperating teacher in the field placement and/or the course instructor could result in the student being dropped from the course or disciplinary action by the university following the policies specified in the UTSA Faculty Handbook and the Fitness to Teach Policy.

POLICIES AND PROCEDURES

Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department website). In

order to minimize distractions, students will not leave the room during class unless as emergency arises. Students will refrain from engaging in individual conversations during lectures or class discussions. **All cell phones and beepers must be turned off during class periods** unless prior permission has been given by the instructor. Use of laptop computers during class is at the discretion of the instructor.

The instructor will follow all the policies and procedures, in regard to students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues, will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi).

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157) in order to receive support services.

Policy Regarding Field Experience Assignments and Course Grade

The purpose of the field placement/ field experience is to provide an opportunity for teacher candidates to grow professionally and to apply their knowledge of pedagogy, content area instruction, instructional strategies and professionalism in diverse school settings. The teacher candidate is expected to demonstrate proficiency in all of these areas as evidenced by assessment instrument(s) used in evaluation of the student in the assigned placement.

All teacher candidates enrolled in a course that includes a field placement will be responsible for meeting the same course requirements for field experiences regardless of their employment status. Teacher candidates who work in an area school district or another educational environment will be required to complete their field experiences outside of their place of employment.

The completion of the minimum number of field experience hours as required by the individual courses is required for a passing grade. Teacher candidates who do not meet the minimum requirement of field experience hours as required by the course will automatically receive an “F” for that course. Making up missed field experience hours requires special permission from the course instructor, the Director of School Partnerships, and the cooperating teacher. Teacher candidates must remain in the assigned field placement throughout the semester or as required by the instructor. This means that teacher candidates must complete their required field experience hours weekly for the duration of the semester or for the duration of the placement as described by the instructor. Teacher candidates may not alter their assigned schedule or placement in any way.

Teacher candidates may not choose their own field placements. All field placements are assigned by the Director of School Partnerships. Teacher candidates begin field work when they receive the approval from the Director of School Partnerships.

C&I 4303 Standards Addressed

| Social Studies Standards | Fine Arts Standards | Literacy Standards | Diversity Standards | Technology Standards |
|---------------------------------------|--|---|---|---|
| Standard I: 1.3s, 1.6s, 1.7s | <u>Art</u> Standard I: 1.1s, 1.4s, 1.5s, 1.6s | Standard I: 1.1s, 1.2s, 1.3s | Under Pedagogy and Professional Responsibilities: 1.5k, 2.1k, 3.3k, 1.5s, 3.3s | All Knowledge Standards plus: |
| Standard II: 2.1s, 2.2s | Standard II: 2.1s, 2.3s, 2.4s | Standard II: 2.1k, 2.2s, 2.3s | Under English LA and Reading EC-4: 1.5k, 1.4s, 7.8s | Standard I: 1.3S, 1.10S |
| Standard III: 3.1k-3.5k, 3.1s-3.3s | Standard III: 3.1s-3.7s | Standard III: 3.1k, 3.2s, 3.3s | Under Social Studies EC-4 9.2k, 8.3s, 9.4s | Standard II: 2.1S, 2.2S, 2.8S |
| Standard IV: 4.6s, 4.9s, 4.10s, 4.11s | Standard V: 5.1k, 5.1s-5.4s, 5.6s | Standard IV: 4.1k, 4.3k, 4.3s, 4.5s, 4.12s | Under Technology Application: 5.2s | Standard III: 3.4S, 3.8S, 3.10S, 3.12S, 3.15S |
| Standard V: 5.1s, 5.3s, 5.14s | <u>Music</u> Standard I: 1.4s, 1.6s, 1.16s | Standard V: 5.1k, 5.2k | | Standard IV: 4.1S, 4.6S |
| Standard VI: 6.1s | Standard II: 2.1s | Standard VI: 6.1k, 6.4k, 6.2s | | Standard V: 5.1S, 5.3S, 5.4S, 5.9S, 5.10S |
| Standard VII: 7.2s, 7.3s, 7.10s | Standard IV: 4.5s | Standard VII: 7.5k, 7.6k, 7.2s, 7.7s, 7.9s, 7.10s | | |
| Standard VIII: 8.2s, 8.3s | Standard V: 5.2s-5.7s | Standard VIII: 8.1k, 8.2k, 8.1s, 8.2s, 8.6s | | |
| Standard IX: see diversity standards | Standard VII: 7.1s-7.3s, 7.6s, 7.11s-7.14s | Standard IX: 9.1k, 9.3k, 9.2s, 9.4s | | |
| Standard X: 10.1k, 10.5s | Standard X: 10.3s, 10.5s | Standard X: 10.5k, 10.6k, 10.1s | | |

Standards Covered in C&I 4303

Inherent in all of the professional development courses in the block sequence are the Texas Professional Development Standards. There are many standards also outlined in all content areas. In addition to the professional development standards, the following content area standards will be addressed in this course for social studies, language arts, and fine arts.

SOCIAL STUDIES

Standard I:

1.3S Communicate the value of social studies education to a variety of audiences.

1.6S Promote students' use of social science skills and research tools, including technological tools

1.7S Use social studies terminology correctly.

Standard II:

2.1S Relate skills, concepts, and ideas in different social science disciplines

2.2S Make connections between knowledge and methods in the social sciences and in other content areas.

Standard III:

3.1K Stages and characteristics of child growth and development and their implications for designing and implementing effective learning experiences in the social sciences

3.2K Forms of assessment appropriate for evaluating students' progress and needs in the social sciences

3.3K The state content and performance standards for social studies that comprise the TEKS

3.5K The appropriate use of electronic technology as a tool for learning and communicating social studies concepts

3.1S Select and use developmentally appropriate instructional practices, strategies, activities, technologies, and materials to promote student knowledge, skills, and progress in social sciences

3.2S Plan and implement developmentally appropriate learning experiences in the social sciences

3.3S Use multiple forms of assessment and knowledge of the TEKS to help determine students' progress and needs and to help plan instruction

Standard IV:

4.6 S Use appropriate skills to interpret social studies information such as maps and graphs

4.9S Use problem solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions

4.10S Use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions

4.11S Relate historical information and ideas to information and ideas in other social sciences and in other disciplines

Standard V:

5.1S Communicate geographic information and ideas in written, oral, and visual forms

5.3S Use geographic tools such as maps, globes, graphs, charts, models, and databases to pose and answer geographic questions

5.14S Relate geographic information and ideas to information and ideas in other social sciences and in other disciplines

Standard VI:

6.1S Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use economic information acquired from a variety of primary and secondary sources, including electronic technology

Standard VII:

7.2S Understand and evaluate multiple points of view and frames of reference relating to issues in government

7.3S Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference

7.10S Use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions

Standard VIII:

8.2S Understand and evaluate multiple points of view and frames of reference relating to citizenship issues

8.3S Model and promote acceptance of various points of view

Standard IX: See diversity standards below

Standard X:

10.1K Ways science and technology are used in the home, school, and community

10.5S Use critical methods of inquiry to create products to illustrate contemporary topics related to science, technology, and society

LITERACY STANDARDS

Standard I:

1.1S Acknowledge children's current oral language skills and build on these skills to increase children's oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information.

1.2S Strengthen vocabulary and narrative skills in spoken language by reading aloud to children and teaching them to recognize the connections between spoken and printed language.

1.3S Provide direct and indirect instruction, including modeling and reading aloud in "classroom" English and support children's learning and use of classroom English through meaningful and purposeful oral language activities.

Standard II:

2.1K The concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in young children.

2.2S Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promotes children's phonological awareness.

2.3S Select and use instructional materials that promote children's phonological and phonemic awareness and build on children's current language skills.

Standard III:

3.1K The importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language.

3.2S Select and use instructional materials and strategies, including multisensory techniques to promote children's understanding of the elements of the alphabetic principle.

3.3S Use formal and informal assessments to analyze individual children's alphabetic skills, monitor learning, and plan instruction.

DIVERSITY STANDARDS

In addition to content area standards, there are also certain diversity and technology standards integrated into the course. Diversity standards are woven in to the content standards. Following are the standards for both of these areas.

Under Pedagogy and Professional Responsibilities (EC-12)

Knowledge:

1.5K Cultural & socioeconomic differences and the significance of these differences for instructional planning.

2.1K The importance of creating a learning environment in which diversity and individual differences are respected.

3.3K Spoken and written language that is appropriate to students' ages, interests, and backgrounds.

Skills:

1.5S Acknowledge & respect cultural & socioeconomic differences among students when planning instruction

3.3S Use spoken and written language that is appropriate to students' ages, interests, and backgrounds.

Under English LA and Reading EC-4

Knowledge:

1.5K How to build on children's cultural, linguistic, and home backgrounds to enhance their oral language, including using the child's home language to develop English.

Skills:

1.4S Select and use instructional materials and strategies that promote children's language development, respond to children's individual strengths, needs, and interests, and reflect cultural diversity.

7.8S Guide children to increase knowledge of their own culture and the cultures of others through reading.

Under Social Studies EC-4

Knowledge:

9.2K The development and use of various customs, traditions, and beliefs within families and cultures.

Skills:

8.3S Model and promote acceptance of various points of view

9.4S Encourage student respect for cultural diversity.

Under Technology Application Standards

Skills:

5.2 Identify and address equity issues related to the use of technology, including but not limited to, gender, ethnicity, language, disabilities, and student access to technology.

TECHNOLOGY STANDARDS

All technology knowledge standards are applicable to the work required in C&I 4303. The following specific skills are applied in technology in this course.

Standard I

1.3S Select and use software for a defined task according to quality, appropriateness, effectiveness and efficiency.

1.10S use a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, and joystick.

Standard II

2.1S Use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and intranets.

2.2S Apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies.

2.8S Identify the source, location, media type, relevancy, and content validity of available information.

Standard III

3.4S Demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics.

3.8S Use interactive virtual environments, appropriate to grade level, such virtual reality or simulations.

3.10S Use subject matter foundation and enrichment curricula in the creation of products.

3.12S Complete tasks using technological collaboration such as sharing information through on-line communications.

3.15S Integrate acquired technology applications, skills, and strategies and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

Standard IV

4.1S Use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences.

4.6S Publish information in a variety of ways, including, but not limited to, printed copy, monitor displays, internet documents, and video.

Standard V

5.1S Plan applications-based technology lessons using a range of instructional strategies for individuals and small/whole groups.

5.3S Plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations.

5.4S Develop and implement, using technology applications, tasks that emphasize collaboration and teamwork among members of structured group or project team.

5.9S Select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS.

5.10S Use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts.