

## Course Syllabus

<u>EDTC 5630 W1</u>	<u>Rebecca Browne &amp; Rena Cifarelli</u>	
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
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<u>TECHNOLOGY AND LANGUAGE ARTS</u>		
COURSE TITLE		
	<u>Summer 2004</u> / <u>02</u>	
	TERM	CREDIT HOURS
<u>Online</u>		
SITE		

1.

Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This class will address learning and implementing technology in language arts classrooms. □ Class focus will be on making practical use of software commonly used in school settings. □ Emphasis will be placed on technology integration in the reading workshop. □

2.

Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

This course will enable participants to:

\*Develop a conceptual model and philosophy for integrating technology into language arts in the classroom.

MOSTEP 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance.

\*Develop a readily available fund of resources for computer activities and ideas for reading and writing.

\*Create classroom specific computer activities for language arts instruction.

MOSTEP 5. The pre-service teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills.

\*Evaluate classroom computer activities before, during, and after implementation.

MOSTEP 9. The pre-service teacher is a reflective practitioner who continually assesses the effectiveness of his or her actions on others. This reflective practitioner actively seeks out opportunities to grow professionally through the assessment and professional growth to generate more learning for more students.

□

3.

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

(Subject to Change)

Writer's Workshop Segment:

Week 1:

Segment overview and introductions. Literature review of current practices in the teaching the writing process in the classroom.

Week 2:

Introduction to Inspiration 6.0 and Kidspiration software. Structured paragraph writing process. Lesson plan for Basic Paragraph.

Week 3:

Expanded Paragraph, Reason Paragraph, and Example Paragraphs. Lesson plan for these.

Week 4:

Process Paragraph, Classification Paragraph, and Compare/Contrast Paragraph. Lesson plan for one of these.

Reader's Workshop Segment:

Week 5:

Overview of Reader's Workshop with technology implementation. Mosaic of Thought

Week 6:

Begin project of creating a three-activity technology unit in the area of reading. Mosaic of Thought discussions.

Week 7:

Continue project work. Mosaic of Thought discussions.

Week 8:

Complete project work and present projects to the class.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integrated Missouri Assessment Program (MAP) standards and grade levels will be integrated in this course when appropriate.

4.

Resources:

Haynes, Charles & McMurdo, Kathleen. □ Structured Writing--Using Inspiration Software for Paragraph Development.

□

Keene, Ellin Oliver & Zimmerman, Susan. □ Mosaic of Thought.

5.

EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

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Class participation

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Writer's workshop segment (see class materials)

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Reader's workshop segment (see class materials)

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.