

**University of Alberta**  
**Department of Elementary Education**  
**EDEL 305**  
**Lecture 200**  
**Fall Term 2019**  
**Keyano College**

**EDEL 305: Language Arts in the Elementary School**

**Section: 200**

Instructor: Mary O'Connell

Classroom: Room S212

Times: Thursday 12:00-2:50, Friday 9:00 - 11:50

**Instructor Contact:**

Email: [moconnel@ualberta.ca](mailto:moconnel@ualberta.ca)

Office Hours: Thursday 3:00-4:30, by appointment

**Course Description:** This course provides an introduction to instructional approaches, teaching strategies, assessment, resources, and critical issues related to the teaching of the language arts (reading, writing, speaking, listening, representing and viewing.) Successful completion of this course is a prerequisite for further courses in the area of language and literacy.

**Course Prerequisites:**

- Prerequisite: EDU 100 and 210; pre/corequisite EDU 211.
- Successful completion of EDEL 305 is expected prior to being granted permission to continue into EDFX 325.

**Important Dates**

First Day of Class: September 4, 2019 Add/Delete

Date: September 17, 2019

50% Withdrawal Date: October 2, 2019

Withdrawal Date: November 27, 2019

Last Day of Class: December 5, 2019

Final Exam Period: December 9 - 17

## **Course Objectives:**

Participants in this course will have an opportunity to achieve the following:

1. Develop an understanding of the principles of children's language and literacy learning
2. Become familiar with the Alberta Program of Studies for English Language Arts and know how to use it as a guide for planning
3. Become familiar with selected teaching strategies for language arts in K-6 classrooms and know how to apply them in a variety of classroom contexts
4. Understand the strengths and weaknesses of various programs used to teach language arts in contemporary elementary school
5. Be able to use selected techniques for assessing children's needs for instructions in language arts
6. Appreciate the richness and diversity of children's literature and know the ways it can be used to enhance children's learning
7. Be aware of and be able to use, professional resources for ongoing development

## **Knowledge, Skills and Attributes (for Interim Teacher Certification in Alberta):**

Students will understand:

- The purpose and nature of the Language Arts program of study and how to use this document to inform and direct planning and instruction.
- The subject discipline and content knowledge of the English Language Arts program.
- The purposes of planning and translating curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students, accommodating individuals and group work.
- A range of ways in which the best learning opportunities can be provided for all students.

## **Alberta Teaching Quality Standard Emphasis:**

This course is designed to prepare pre-service teachers for Interim Professional Certification by Alberta Education. Competencies included in the [Alberta Teaching Quality Standard](#) are indicated in the parenthesis. EDEL 305 will give students opportunities to:

- develop an understanding of the discipline and content knowledge of the English Language Arts (3a; 4g)
- become familiar with the purpose and nature of the Language Arts program of study and how to use this document to inform and direct planning and instruction (2c, 3a, b)
- design inclusive learning experiences for students that are grounded in the language and literacy POS, and which uses a variety of instructional strategies that honour students' rich cultural and linguistic resources. (1f; 3a,b; 4b,c)
- provide opportunities for all students to develop a knowledge of and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary context of First Nations, Métis, and Inuit (1f; 2c,e; 5c,d)
- identify, critically evaluate, and effectively use children's literature and other resources that support the learning experiences of all students, and demonstrate the strength and diversity of First Nations, Métis, and Inuit perspectives (1f; 2d,e; 3a,b; 5c,d)
- design and apply a selection of formative and summative assessment experiences that support and enhance student learning (3c)
- develop and maintain an awareness of relevant technologies and professional resources to inform pedagogical practice (2f; 3a)

**Course Topics:**

1. Children's Language and Learning
2. Introduction to the Alberta Program of Studies for English Language Arts
3. Early Literacy
4. Teaching and Assessing Reading
5. Teaching and Assessing Writing
6. Response to Literature
7. Language Across the Curriculum
8. Spelling, Grammar and Handwriting
9. Organizing and Planning for Instruction
10. Language, Literacy and Diversity
11. Selected Issues in Language Arts Education

A syllabus with the timing of the various topics will be posted on eclass.

**Required Texts and Readings:**

1. Bainbridge, J. & Hayden, R. (2017). *Constructing Meaning: Teaching the Language Arts K-8* (6th Ed.) Toronto, ON: Nelson.
2. Alberta Education:
  - a) Program of Studies for English Language Arts K - 6  
<https://education.alberta.ca/media/160360/elapos-k-9.pdf>
  - b) Illustrative Examples for English Arts K - 6 <https://education.alberta.ca/english-language-arts-k-6/program-supports/everyone/ela-program-supports/>

Both Alberta Education documents can be downloaded from the Internet. The links are provided. Paper copies will be used in class.

<b>Assignment:</b>	<b>Percentage:</b>	<b>Due Date:</b>
Communication/Learning Logs	5%	November 28
Assignment #1	20%	October 10
Midterm Quiz	15%	October 13
Assignment #2	30%	December 2
Final Exam	30%	Week of December 9-17

**Assignments:**

- Communication Logs are reflections/observations on your learning in class. This Log will be explained on the first day of class. You are expected to participate in small and large group discussions.
- All Assignments will be discussed more thoroughly in class.
- The midterm will be administered during class time on October 13. The final exam will be administered during the Exam Period.

**Notes:**

1. Thanksgiving: October 14
2. Reading Days: November 7 and 8
3. Remembrance Day: November 11

**Policy on Late Assignments:**

1. Assignments are to be uploaded on eclass on the due date by 10:00 p.m. All assignments should be word-processed (2.5 cm margins, double spaced, 12 pt. font size, APA style.) A link to APA style will be provided on eclass.
2. Those submissions submitted after 10:00 p.m. on the due date will be subject to a penalty of 5% for that day and then 10% each additional day that the paper is late, unless documented circumstances warrant extension.

The instructor may consider an extension if notified within **48 hours of the due date** and documentation (e.g. medical note) is provided.

3. Absence from exams will be treated in accordance with faculty policy. If medical or other extenuating circumstances prevent you from attending a midterm or final exam, contact the instructor immediately. Documentation will be required before considering whether or how you will be able to make up the missed examination.

**Eclass:**

This course will use eclass for the posting of selected course information, announcements, and select discussion purposes. You will need your Campus Computing ID and password to login. You will find eClass resources, including tutorials at:

<https://eclass.srv.ualberta.ca/portal>

**Assessment and Grading:**

- Information, including the objectives, expectations and assessment criteria for the assignments will be provided for each assignment discussed in class at the appropriate time. Sample questions for the midterm and final exams will be provided in class and discussed well in advance of the examination date.
- Grading will be carried out in accordance with the policies of the General Faculties Council and the Department of Elementary Education. **The Absolute Grading System** is used for **EDEL 305**. Please see the attached explanation from the Department of Elementary Education at the end of this outline.
- The process will be consistent with the University of Alberta Assessment Policy and accompanying Grading Procedure, found at the University of Alberta Policies and Principles Online (UAPPOL) website at: <https://policiesonline.ualberta.ca>

**Attendance and Participation:**

- There is an expectation that you attend class, participate in all activities, and demonstrate professionalism in your interactions.  
If need to miss a class, or even part of a class, it is a professional courtesy to *inform the instructor by phone or e-mail as soon as you know you will be unable to attend*. Documentation for your absence may be required if you request instructor assistance to help you catch up on what you missed. In this connection, students should consult the University of Alberta calendar [Attendance Section](#). Those who choose not to attend must assume whatever risks are involved"
- Students who are repeatedly absent may receive an e-mail notifying them of the risks associated with absenteeism. The Associate Chair will be copied on these e-mails.

### **Disruptive Behaviour:**

- To ensure a positive learning environment for all, please make sure that your actions do not disrupt the instructor or other students in the class.
- Arrive on time and prepared for class. Chronically arriving late is distracting to others.
- Please set your phone to *vibrate* if you are expecting a call; otherwise please refrain from using it.
- Refrain from off-task conversations that disrupt the learning of yourself and others.

### **Faculty of Education Professional Standards**

Students' performance and behavior in the classroom on campus and while student teaching in the schools are subject to the guidelines laid out in the Code of Student Behavior available on the University Governance website at [www.governance.ualberta.ca](http://www.governance.ualberta.ca), the [Practicum Intervention Policy](#), and the [Alberta Teachers' Association Code of Professional Conduct](#). – See [Faculty of Education Professional Standards Section](#) of the Calendar.

### **ATA Code of Professional Conduct:**

Students enrolled in the Faculty of Education are bound by the ATA Code of Professional Conduct (Code of Student Behaviour).

<http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>

In brief, preservice teachers

1. should conduct themselves in a manner that respects the dignity and rights of all persons
2. should treat other students with dignity and respect and be considerate of their learning circumstances
3. should not undermine the confidence of their classmates in other instructors
4. should meet with the instructor in private when questioning professional competence, including methods of instruction or grading issues
5. should act in a manner which maintains the dignity and honor of the profession

### **Equity Statement and Inclusive Language Policy**

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating staff and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, race, sexual orientation, and ethnic backgrounds.

### **Code of Student Behaviour and Academic Integrity**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Additional information regarding academic integrity and plagiarism can be found at:

<https://www.ualberta.ca/current-students/academic-resources/academic-integrity>

**Recording in the Classroom or Gymnasium**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Accessibility Resources**

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Accessibility Resources, 1-80 Students' Union Building, 492-3381 (phone) or 492-7269 (TTY), <https://www.ualberta.ca/current-students/accessibility-resources>.

**Personal or Academic Difficulties**

Keyano College is committed to supporting and promoting a welcoming, inclusive and sustainable learning environment. If you have a functional limitation or disability, Accessibility Services will support you by providing accommodations, [adaptive technologies](#) and learning strategies to facilitate your learning.

We collaborate with students, faculty and staff to ensure that you receive the appropriate accommodations and have equal access to the full range of programs offered at the college.

## DEPARTMENT OF ELEMENTARY EDUCATION GRADING POLICY

In accordance with university policy, instructors in courses offered by the Department of Elementary Education may use the absolute measures system, the distribution system, or a combination of the two for calculating final course letter grades. In the Absolute Grading System, students attain their letter grade on the basis of the absolute raw score total they have earned through completion of the course. Under the absolute measures system, the instructor determines ahead of time how raw scores will be converted to grades. Under the distribution or relative scoring system, the instructor determines the final grade based on the distribution of scores achieved by all of the students in the class. If a distribution system is used, the conversion is at the discretion of the instructor; specific patterns of distribution are not mandated by the university. Under the combination system, the instructor uses a combination of absolute achievement and relative performance in class to determine course letter grades. Instructors are required to announce at the beginning of the course the manner in which the official University grading system is to be implemented in the course.

A+

A

exceptional performance with respect to course learning objectives;  
exhibits original, creative thinking and demonstrates a capacity to  
analyze critically and synthesize information.

excellent performance combined with strong evidence of critical thinking.

A- excellent performance with respect to course learning objectives.

B+ very good achievement of course learning objectives

B good to very good achievement of course learning objectives

B- good achievement of course learning objectives

C+ satisfactory to good achievement of course learning objectives

C satisfactory achievement

C- acceptable achievement but somewhat less than the normal expectation of  
course learning objectives

D+ poor achievement with respect to course learning objectives

D **minimal pass**

F unsatisfactory performance and considered a failing grade

	3rd	4th Year Year
Mean	3.00	3.11
Median	B	B+

**DEPARTMENT OF ELEMENTARY EDUCATION  
GRADE CONVERSION FOR UNDERGRADUATE COURSES**

The following charts illustrate how grade conversion has been historically determined within the Department of Elementary Education. Your instructor will use these historical guidelines for grade conversion in this course, in conjunction with the university Grading Policy (see <https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Assessment-and-Grading-Policy.pdf> )

**ABSOLUTE SYSTEM:**

**DISTRIBUTION SYSTEM:**

300 Level Courses  
Approximate Number of Students at  
Each Grade Band

400 Level Courses  
Approximate Number of  
Students at Each Grade Band

Descriptor	Absolute Raw Score (comparison)	3 <sup>rd</sup> yr Percentages			4 <sup>th</sup> yr Percentages					
		25 Students	30 Students	35 Students	25 Students	30 Students	35 Students			
Excellent	A+	96-100	6%	1.5	1.8	2.1	8%	2.0	2.4	2.8
	A	92-95	9%	2.3	2.7	3.2	12%	3.0	3.6	4.2
	A-	87-91	14%	3.5	4.2	4.9	17%	4.3	5.1	6.0
Good	B+	83-86	16%	4.0	4.8	5.6	16%	4.0	4.8	5.6
	B	78-82	18%	4.5	5.4	6.3	16%	4.0	4.8	5.6
	B-	73-77	14%	3.5	4.2	4.9	12%	3.0	3.6	4.2
Satisfactory	C+	69-72	9%	2.3	2.7	3.2	7%	1.8	2.1	2.5
	C	64-68	6%	1.5	1.8	2.1	5%	1.3	1.5	1.8
	C-	60-63	4%	1.0	1.2	1.4	3%	0.8	0.9	1.1
Poor	D+	55-59	2%	0.5	0.6	0.7	2%	0.5	0.6	0.7
Minimal Pass	D	50-54	1%	0.3	0.3	0.4	1%	0.3	0.3	0.4
Failure	F	<50	1%	0.3	0.3	0.4	1%	0.3	0.3	0.4
			GPA	3.00	3.00	3.00	GPA	3.11	3.11	3.11

The course outline acts as an agreement between the student and the instructor regarding the details of the course. Circumstances might develop, during a term, where a change to the course outline, as set out in the University Calendar, made sense to all concerned. Such changes shall only occur with fair warning or general class consent. Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar.