

## **EDUC 202**

# **Elements of Expression**

### **Syllabus**

**Where/When:** Mon. & Wed. 10:30 – 11:50    EDUC 115

**Instructor:** Cynthia Davey, M. Ed.

**Telephone:** 275-4772

**E-mail:** [cynthia\\_davey@skc.edu](mailto:cynthia_davey@skc.edu) (best way to reach me!)

**Office:** EDUC 105

**Office Hours:** **M, W** – 1:00 – 3:00    **T** – 1:30 – 4:00    **F** – 9:00 – 11:00

### **Required Items:**

**TEXTBOOK:** ISBN-10: 0923568964

- Houghton, Peggy M., and Timothy J. Houghton (2010). *APA: The easy way!* (2nd ed.) . Flint, MI: Houghton & Houghton.
- 1 – 2” 3 ring binder
- 1-subject spiral notebook (must have by second class)

### **Course Description**

**Elements of Expression** is designed to enhance the development of a variety of oral and written communication skills needed for future educators. Written communication skills include proof reading, peer editing, and revising. The students will build on writing and language arts skills, while allowing them an outlet in which to explore their own story-related interests and abilities. Critical thinking skills will be enhanced through patterns of language usage and writing. Students will also explore fundamentals of drama and various acting techniques, and integrate these performance skills into activities developed in class.

### **Course Objectives**

~The Candidate will recall basic APA format rules for writing.

~The Candidate will choose favorite poetry and produce and share a visual translations of the poem.

~The Candidate will read non-fiction stories of Native American individuals and participate in literature circle groups with peers to summarize readings.

~The Candidate will write, revise, and rewrite original pieces oto build a creative writing autobiography.

## **CULTURAL RELEVANCY**

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Candidate Objectives

1. Candidates will participate in discussions, activities and reflective readings about cultural relevancy in children's literature.
2. Candidates will reflect, discuss and acknowledge the accomplishments and contributions of Native American citizens.

## **CRITICAL THINKING**

This course will encourage critical thinking skills by having students apply and critique information.

Candidate Objectives

1. Candidates will apply information from the course to increase APA writing format knowledge and usage in their writing.
2. Candidates will design reflective responses using the multiple intelligences.

## **CITIZENSHIP**

Candidates will be exposed to readings and authors relevant to their culture.

Student Objective:

1. Candidates will critique/reflect upon textbook readings focusing on culturally relevant Native American citizens.

## **COMMUNICATION**

Communication skills will be addressed in course discussions, reflections, person reflections and literature circle discussions.



## **Course Requirements:**

### **Participation and Attendance:**

**Participation is required and expected.** You will receive participation points for each class meeting. In many instances, in-class assignments cannot be made up. Please communicate any concerns *before* the scheduled class time. If you will miss a class day and you know in advance, please make arrangements to collect any handouts. If you have an emergency, e-mail or call me with that information as soon as possible.

*I'm flexible if you communicate with me!*

### **Assignments:**

**Late assignments and failure to meet set deadlines** will automatically deduct **50%** of the total points possible, with the exception of the Writing Folder assignment which will lose 15 points if not presented on the date due and then 2 points each day after that.

**\*If you will be absent on a Literature Circle meeting day,** make arrangements with me or another student to present your role assignment in your place.

*A late assignment is one that is not ready to be turned in at the start of the class period.*

**You must make up all missed assignments within one week.**



**Bring your textbook to class!**

- **PROOFREADING, EDITING, and REVISING** – Please edit your work before turning in your final product. The best way to assure that your work is at its best is to re-read, share with someone else for editing, and then do one more read-through. This means that putting your writing off until the last minute will result in little or no editing. Remember, as a teacher you are the ultimate model of how useful the writing process can be!

### **Grading**

**Class Participation (18x5)\_\_\_\_\_ 90 pts**

**Must be present!**

**Deadlines met (5)\_\_\_\_\_ 50 pts**

**Literature Circles participation (15x4)\_\_\_\_\_ 60 pts**

**Poetry Bistro\_\_\_\_\_ 50 pts**

**APA Quizzes (2x20)\_\_\_\_\_ 40 pts**

**Literature M.I. project\_\_\_\_\_ 50 pts**

**Autobiography\_\_\_\_\_ 100 pts**

**3-ring binder check\_\_\_\_\_ 15 pts**

**TOTAL POINTS 455**

**455-409= A  
408-364= B  
363-318= C  
317-273 = D  
below 272 = F**

DUE: MAY 29th  
LITERATURE MULTIPLE INTELLIGENCE (MI) PROJECT (50 PTS)  
CHOOSE ONE OF THE MI ACTIVITIES BELOW:

▪ **Verbal/linguistic**

- Create a two-sided, 3-panel brochure about one of the Native American individuals. This could reflect their life with facts and photographs, describe the area that the person lived, etc.

**OR**

- Many of the Native American citizens you are reading about made big as well as small contributions to their communities. Choose a local issue that you are concerned about and write a letter to your local editor.

▪ **Logical/mathematical**

- Create a character map about one of the people you read about. Break down his/her appearance, interests, contributions, and family. Be detailed!

**OR**

- Create a timeline and fill in the major events of the person's life in chronological order.

▪ **Visual/spatial**

- Create a poster, mural or sculpture depicting an event, characteristics, or other interesting information about one of the Native American individuals read about. This presentation should be visually appealing and reflective.

**OR**

- Choose a photograph or create a collage from old pictures/magazines/newspapers that relates to one of the stories and write a story about the visual.

▪ **Body/kinesthetic**

- Physically build something that represents one of the stories, or a specific part of the story that you read. Use any materials that you choose.
- In pairs or small groups, choose a part of one of the stories and act it out in front of the class. You don't have to go word by word with the text, but it should be a close representation of the book.

▪ **Musical/rhythmic**

- Find lyrics that you think reflectively depicts the story of one of the stories. It can be a current song or one that is from the past. Play the song for the

class, and write a letter explaining to the person why you thought he/she would enjoy them.

**OR**

- Write a song or rap and record or read/sing the song to the class.
- **Interpersonal**
- With a partner, or individually create a visual presentation of one person's life. Use PowerPoint, poster project, video, etc. to complete your presentation.

**OR**

- Think of what your community needs are. If you had unlimited funds and time what service would you provide to your community and why? Explain in detail what you would do for your community and include the details of how you would accomplish this and what specific tools and supplies would be needed. Why is this important to you?
- **Intrapersonal**
- People need time to reflect on their lives and on what they have learned from their successes and failures. For the intrapersonal MI project you can;
- Describe the strengths/weaknesses of two of the Native Americans read about and create a chart for each person.

**OR**

- 2) Write a 2-page (double-spaced) paper reflecting on how your culture influences your thinking in your everyday life.
- **Naturalistic**
- Plan an imagined field trip to the area of one of the stories you read. Include information about the area such as population, natural landmarks, weather, and landscape. Tell us how you would get there from where you live now and include a map. Include pictures and a short paragraph about why you chose that particular setting.

## EDUC 202 Elements of Expression

Student \_\_\_\_\_

Instructor: Cynthia Davey

Date: \_\_\_\_\_

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
<b>10+ writing pieces chosen from packet presented in Elements of Expression</b>	Writing shows significant problems in several areas. Organization may lack clear movement or focus, making the writer's ideas difficult to follow. Sentences may often be unclear, expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics show poor control of language and may at times impede understanding. Not presented on date due; more than one day late	The pieces presented have some elaboration and details. Organization is generally clear. Sentences are usually well controlled, expression of ideas is usually clear, and word choice is appropriate to the topic. A competency with language is apparent, even though there may be some errors in grammar, usage and mechanics. Presented on due date.	Writer presents elaborate information and details in pieces. Organization is unified and logical and transitions are used. Sentences are almost always well controlled, expression of ideas is usually clear, and word choice is often precise. While there may be a few errors in grammar, usage, and mechanics, a good command of language is apparent. Presented on date due.

Score: \_\_\_\_\_/100\_\_\_\_\_

*This Writing Portfolio Autobiography received a score of \_\_\_\_\_ out of a possible 100 points for EDUC 202. It was evaluated to be*

*Unacceptable*

*Developing*

*Proficient*

*according to the criteria detailed above.*

## **Writing Folder Autobiography**

### **Deadlines and Due Date**

- *Deadline 1* **(4/14)** – Table of Contents
- *Deadline 2* **(4/23)** – 2 Completed writing assignments
- *Deadline 3* **(4/30)** - 2 new writing assignments
- *Deadline 4* **(5/7)** - Cover & Title page
- *Deadline 5* **(5/14)** - Prologue, 2 new writing assignments
- **Completed Writing folder Autobiography – Includes all of the items from above as well as the final 4 writing pieces.**
- **Full Project Presented June 2, 2014**

<u>Monday</u>	<u>Wednesday</u>
March 31 Syllabus, writing activity, sharing, editing	Apr. 2 Writing Invitation (NOTEBOOK) Poetry Month!
Apr. 7 WI	Apr. 9 WI Intro. Auto. project
Apr. 14 WI  <b>NO CLASS TODAY!</b>	Apr. 16 WI <b>Deadline #1</b> Literature Circle Intro.
Apr. 21 WI <b>APA QUIZ</b> <b>POETRY BISTRO!</b>	Apr. 23 WI Poem in Your Pocket Day (4/24) <b>Deadline #2</b>
Apr. 28 WI <b>Literature Circle #1</b> I Am Poem	Apr. 30 WI <b>Deadline #3</b> MI Project Assigned
May 5 WI <b>Literature Circle #2</b>	May 7 WI <b>Deadline #4</b> 6+1 Traits/Activity
May 12 WI <b>Literature Circle #3</b>	May 14 WI <b>Deadline #5</b> 6+1 Traits/Activity
May 19 WI <b>Literature Circle #4</b> 6+1 Traits	May 21 WI <b>APA QUIZ</b>
May 26 <b>Memorial Day</b> <b>NO CLASS TODAY!</b>	May 28 WI <b>M.I. Project DUE</b>
June 2 WI Final Autobiography share-day	June 4  APA QUIZ 3 ring binder check