Eastern Illinois University
Early Childhood, Elementary and Middle Level Education Department
ELE 3350: Language Arts in the Elementary Schools

Instructor: April Flood
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Office Hours: Monday 10:00 – 11:00 a.m., Wednesday 9:00 – 11:00 a.m.; Thursday 10:00 – 11:00 a.m.
Phone: (217) 581-7886 (office) Cell phone number will be provided in class.
Class Meetings: Mondays and Wednesdays; 1:45 p.m. – 3:00 p.m.

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Catalog Course Description: Objectives, research, teaching methods, and materials for teaching and evaluating the language arts. Field-based activities will be provided in conjunction with ELE 3000.

Prerequisites & Concurrent Enrollment: Concurrent enrollment in ELE 3280 and ELE 3000, or permission of department chair. For middle school option, consult advisor for course sequence. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

Course Purpose: Recent literature is emphasizing the relationship between reading and other language arts; therefore, a two semester hour course in language arts will allow prospective teachers the opportunity to read and utilize the current research and teaching techniques expected of a competent teacher.

Course Textbook:
Tompkins, G.E., (2013). *Language arts: Patterns of practice (8th ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall,

Pearson Education Inc.

Teaching Model:
The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards
Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS) **http://www.isbe.net/profprep/PDFs/ipts.pdf**
- Technology Standards for all Illinois Teachers (ICTS) **http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf**
- Language Arts Standards for all Illinois Teachers (ICLAS) **http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf**
- Association for Childhood Education International (ACEI) **http://www.acei.org/Synopsis.htm**
- National Association for the Education of Young Children (NAEYC) **http://www.naeyc.org/accreditation/next_era.asp**

Outcomes Specific to ELE 3350:
The students will be able to:

- Demonstrate a mastery of basic skills in language arts.
- Demonstrate knowledge of the nature of language systems (phonological, syntactic, semantic, and pragmatic).
- Demonstrate an understanding of the developmental philosophy in relation to language arts (listening, speaking, writing, reading, viewing, visual representing).
- Understand language acquisition and development.
- Describe the role of language arts (i.e., listening, oral expression, and written expression components) in the curriculum.
- Identify appropriate instructional techniques in a multicultural setting.
- Design instruction to develop and utilize the cognitive and affective processes by which pupils learn.

Course Requirement	Demonstrated Competencies	Aligned Standards
Journal Article Review	Performance includes analyzing professional articles and their implication to the teaching of language arts. The review writings will be evaluated by a rubric.	IPTS *2, 7* ICTS *1A, 2A, 2E, 5B, 7* ICLAS *1, 2, 3* NAEYC *3, 4a, 4b, 4c* ACEI *3.1, 3.3, 3.5* Dispositions: PEP, EC, SDE
Writing Project	Performance includes demonstration of writing skills and the writing process by going through the different stages of the writing process to come up with a final piece of writing.	IPTS *1 and 7* ICTS ICLAS *1, 2, and 3* ACEI *1, 2.1,* NAEYC *1, 3, and 4* Dispositions: EC, PTSL
Thematic Unit	• The students will demonstrate the ability to design a multidisciplinary teaching unit prepared to be used in a classroom designed on a selected theme and incorporating multiple language arts, lesson plans and content areas. • Multicultural Project: The students will demonstrate strategies to select and use appropriate multicultural literature for the language arts classroom.	IPTS *1, 2, 3, 4, 5, 6, 7, and 8* ICTS ICLAS *1, 2, and 3* ACEI *1, 2.1, 2.8,3.1, 3.2, 3.3, 3.4, and 4* NAEYC *1, 3, 4 and 5* Dispositions: PTSL, EC, SDE
Participation	Performance includes presence and contribution during class meetings, and support of peer classmates.	IPTS *2, 7, 11* ICTS ICLAS *4.5* NAEYC *3, 4a, 4b, 4c, 5* ACEI *3.1,3.5* Dispositions: PEP, EC, SDE
Exams	• The students will demonstrate their content and pedagogical knowledge of language arts by completing assessment tools. • The students will demonstrate handwriting abilities through the completion of the Handwriting Proficiency	IPTS *2, 7, 11* ICTS ICLAS *4.5* NAEYC *3, 4a, 4b, 4c, 5* ACEI *3.1, 3.5* Dispositions: EC

Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Journal Article Review	The students will do a critical review of an article associated with the teaching of language arts from a peer-reviewed journal.	30 points January 16th	10%
Writing Project	Depending on the directions given by the instructor, the pre-service teachers will complete a writing project by following all the steps of the writing process so that they become more familiar with the writing process and develop an understanding of how to present it to their future students.	45 points February 20th	15%
Thematic Unit	This thematic collection of lessons and activities will integrate multiple elementary disciplines and all the six language arts while concentrating on a specific theme. The objective is to have elementary students improve their language arts skills while learning about and participating in learning activities from various content areas.	90 points March 6th	30%

Exams	The exams may consist of multiple measures, including multiple choice, short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	120 points Midterm: Feb. 27th Final: Wednesday, May 1st 12:30 – 2:30	40%
Participation	Active participation in classroom activities	15 points	5%
Handwriting Proficiency	Mandatory – Demonstration of cursive and manuscript writing in D'Nealian and Zaner-Bloser scripts.	Jan. 30th	Pass/Fail
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR			

Optional assignments (that might be considered by the professor):

1. Website Presentations: Students search for a good website that you could use for the concept in the elementary school, evaluate it for usage with children and demonstrate how you would teach the concept using the particular website.
2. Learning Activity: Presentation of a creative idea or strategy for teaching in the classroom
3. Evaluation of Writing Samples: Using the components of the ISAT rubric, you will review student writing samples, ultimately grading and writing rationales for specific samples.

Grading Scale: 92%-100% = A 82%-91% = B 72%-81% = C 62%-71% = D Below 62%= F

COURSE OUTLINE

Week 1:
- Language Development (in native speakers and in language learners) – Theoretical Foundations

Week 2:
- Language – The six language arts, the four language cueing systems, language arts skills and strategies

Week 3:
- Teaching and assessing language arts – organizing materials, resources and time

Week 4
- Emerging readers and writers

Week 5:
- The writing process and instructional approaches for effective writing instruction

Week 6:
- Vocabulary development and instructional approaches for effective vocabulary development

Week 7:
- The listening processes and strategies

Week 8:
- Speaking skills and strategies for language arts classrooms

Week 9:
- Using stories to develop language skills

Week 10:
- Using informational books in language arts classrooms

Week 11:
- Poetry – reading and writing strategies for elementary classrooms

Week 12
- Spelling – Developmental stages and teaching strategies

Week 13:
- Grammar and Usage – Concepts and research based best practices

Week 14:

- Handwriting – Development and strategies

Week 15:

- Organizing language arts instruction in elementary classrooms

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ELE 3350 References

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Barnes, D., Morgan K., & Weinhold, K. (1997). *Writing process revisited: sharing our stories*. Urbana, IL: NCTE.

Bruener, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.

Calkins, L. (1986). *The art of teaching*. Portsmouth, NH: Heinemann.

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Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Paul H. Brookes.

Graves, D. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.

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Graves, D., Tuyay, S., & Green, J. (2004). What I've learned from teachers of writing. *Language Arts*, 82, 88-95.

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Lin, S. C., Monroe, B. W, & Troia, G. A. (2007). Development of writing knowledge in grades 2-8: A comparison of typically developing writers and their struggling peers. *Reading & Writing Quarterly*, 23(3), 207-230.

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Piaget, J. (1969). *The psychology of intelligence*. Totowa, NJ: Littlefield, Adams.

International Reading Association & National Council of Teachers of English. (1996). *Standards for the English language arts*. Newark, NJ: Author.

Wood R., Laminack, K. & Laminack, L. (2001). *Writing workshop: Working through the hard parts (And they're all hard parts)*. Urbana, IL: NCTE.

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

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