

Early Childhood, Elementary and Middle Level Education Department
ELE 3350: Language Arts in the Elementary and Middle Level School

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Class Meetings: M-W 10-11:40

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

Catalog Course Description: This course addresses learning objectives, the research base, instructional methods, and materials for teaching and evaluating the language arts which have been aligned with Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The course also addresses the recommendations set forth by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). This course is restricted to teacher education candidates who have successfully met University teacher education requirements departmental requirements.

Prerequisites & Concurrent Enrollment: Concurrent enrollment in ELE 3280 and ELE 3100, 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/rules/archive/pdfs/24ark.pdf>
- Association for Childhood Education International (ACEI) <http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cI%3d&tabid=676>
- National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Eastern Illinois University Professional Dispositions <http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>

Outcomes Specific to ELE 3350:

Teacher candidates enrolled in this course will:

1. Apply writing skills to communicate in a variety of forms (explanatory/argumentative/narrative) for diverse audiences and purposes.
2. Build knowledge on a subject through research projects and respond analytically to literary and informational sources as they become adept at synthesizing information, evaluating sources, and citing materials. (Journal article)
3. Apply current technologies and the writing process as a means to collaborate and interact with others in order to produce and publish writing. (Writing project)
4. Build interconnections among reading, writing, listening, speaking, viewing, and visually representing in order to analyze and synthesize a multitude of ideas in various domains. (Thematic Unit)
5. Apply research-based criteria for selecting and evaluating instructional materials. (Thematic Unit)
6. Become productive members of the educational community by participating effectively in a range of conversations and collaborating with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Grand Conversations, Literature Circle, Literature Focus Units, Reading & writing workshops, Readers Theatre) Techniques for Teaching and Assessing Language Arts
7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Journal article & writing project & thematic unit)
8. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
9. Demonstrate knowledge of the nature of language systems (Phonological, syntactic, semantic, and pragmatic)

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 2F, 3G, 6E, 90 NAEYC 4a, 4b, 4c ACEI 2.1, 5.1 SEL Dispositions: PEP, EC
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. It also includes evaluation of writing samples: Using the components of the current state assessment rubric, you will review student writing samples, ultimately grading and writing rationales for specific samples.	IPTS 6D, 6E, 6H NAEYC 1c, 4c, 6c ACEI 2.1, 3.2, 4.0 SEL 1c, Dispositions: EC, PTSL
Thematic Unit	<ul style="list-style-type: none"> • 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 1A-1J, 2A-2I, 2N, 3A-3G, 3L, 3Q, 5A-5F, 6A-6L, 7A, 7B NAEYC 1c, 4b, 5a, 5c ACEI 1, 2.1, 3.1, 3.2, 3.5, 4.0 SEL 1c, 2a, 2b, 2c Dispositions: PTSL, EC, SDE
Participation	Performance includes presence and contribution during class meetings, and support of peer classmates.	IPTS 2E, 7B NAEYC 3, 4a, 4b, 4c, 5 ACEI 3.1,3.5

		SEL 1a, 2a, 2b, 2c Dispositions: PEP, EC, SDE
Exams	<ul style="list-style-type: none"> 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 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2H, 3A, 6A-6I, 7A NAEYC 1A, 1B, 3A, 3B, 4B, 5A, 5B ACEI 2.1, 3.2, 3.3, 4.0 SEL Dispositions: PEP, EC
Techniques for Teaching Language Arts	<ul style="list-style-type: none"> The students will experience and develop techniques (such as Grand Conversations, Literature Circles, Literature Focus Units, Reading and Writing Workshop, and Readers' Theater) that will assist them and their future students in becoming productive members of the educational community. 	IPTS 2F, 2I, 6A-6I, 9A NAEYC 1b, 3b, 4b, 4c ACEI 1.0, 2.1, 3.1, 3.4 SEL 1a, 1c, 2a, 2b, 2c Dispositions: IWS, PTSL, SDE

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 Due: 8/28/13	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.	60 Points Due: 9/18/13	20%
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.	80 Points Due: 10/16/13	25%
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. Final Exam: Tuesday, December 10th, 10:15-12:15	40x2=80 points Midterm: 10/9/13 Final: 12/10/13	25%
Learning Activity with Multicultural Literature	Each student will be required to design and present a learning activity using a multicultural book. The learning activity may be based on comprehension, grammar, writing skills, poetry, or any other language arts activity except reading aloud or vocabulary.	40 Points Due: 9/23-10/14	15%

Handwriting Proficiency	Mandatory – Demonstration of cursive and manuscript writing in D'Nealian and Zaner-Bloser scripts.		Pass/Fail
Participation	Active participation in classroom activities. Participation points will be based on in-class assignments that will be given from time to time. These in-class assignments may be worth 2 to 10 points and cannot be made up.	2-10 Points Each due as assigned	5%

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED. ALL ASSIGNMENTS TURNED IN LATE WILL RECEIVE A POINT DEDUCTION PER DAY LATE UP TO ONE WEEK; AT WHICH POINT, THE ASSIGNMENT WILL NOT BE ACCEPTED.

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

Grading Scale: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below.

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

Weeks 3 and 4:

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

Week 5

- Emerging readers and writers

Week 6:

- The writing process and instructional approaches for effective writing instruction across the content areas

Week 7:

- Vocabulary development and instructional approaches for effective vocabulary development across the content areas

Week 8:

- The listening processes and strategies across the curriculum

Week 9:

- Speaking skills and strategies for language arts classrooms

Week 10:

- Using literature to develop language skills across the content areas

Week 11:

- Using informational books across the content areas

Week 12:

- Poetry – reading and writing strategies for elementary classrooms

Week 13

- Language Mechanics: Spelling & Handwriting– Developmental stages and teaching strategies

Week 14:

- Language Mechanics: Grammar and Usage – Concepts and research based best practices

Week 15:

- Organizing language arts instruction across the curriculum

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](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

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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.

