

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

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Office Hours: \_\_\_\_\_ or by appointment.

**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., (2005). *Language arts: Content and teaching strategies (6th 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](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](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](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	<ul style="list-style-type: none"> <li>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.</li> <li>Multicultural Project: The students will demonstrate strategies to select and use appropriate multicultural literature for the language arts classroom.</li> </ul>	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	<ul style="list-style-type: none"> <li>The students will demonstrate their content and pedagogical knowledge of language arts by completing assessment tools.</li> <li>The students will demonstrate handwriting abilities through the completion of the Handwriting Proficiency</li> </ul>	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	~% Weight	200 Points
Journal Article Review	The students will do 2 critical reviews of articles associated with the teaching of language arts from peer-reviewed journals. 10 pts. Each.	10%	20
Writing Project	The pre-service teachers will complete 2 writing projects 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. 15 pts. Each.	15%	30
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	30%	60

	students improve their language arts skills while learning about and participating in learning activities from various content areas.		
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. 40 pts each.	40%	80
Participation	Active participation in classroom activities	5%	10
Handwriting Proficiency	Mandatory – Demonstration of cursive and manuscript writing in D'Nealian and Zaner-Bloser scripts.	Pass/Fail	
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE <b>PROVIDED</b> .			

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

1. Website Presentations: Students search for a good website that you could use in the elementary school, evaluate it for usage with children and demonstrate how you would teach a skill or 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: A = 92%-100% (184-200); B = 82%-91% (164-183 ), C = 72%-81% (144-163 ), D = 62%-71% (124-143 )**

**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

**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.
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- 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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**Tentative Master Calendar for ELE 3350-001**

M/W 10:00 11:15 Coleman 2130

WEEK	DAY	DATE	LECTURE/ACTIVITY	TEXT CHAPTER	DUE	ASSIGNMENTS DUE
1	M	8/24	Read Aloud			
	W	8/26	Syllabus/Assignments	Learning & Language	1	
2	M	8/31	Lang. Development	Teaching Lang. Arts	2	Textbook Preview
	W	9/2	VIDEO-Emergent Literacy			
3	M	9/7	HOLIDAY no classes			
	W	9/9	Process Writing	Reading & Writing	3	
4	M	9/14	VIDEO-Read-Writ Conn.	Emergent Literacy	4	Process Writing
	W	9/16	Power Writing			
5	M	9/21	Vocabulary	Words, Journals	5, 6	Power Writing
	W	9/23	VIDEO-Fostering a Lit. Env.			
6	M	9/28	Listening/ Talk	Listening, Talk	7, 8	Journal Abstract
	W	9/30	Writing Assessment			
7	M	10/5	Fiction/Nonfiction	Stories, Information	9, 10	
	W	10/7	Poetry			
8	M	10/12	Spelling	Poetry, Spelling	11, 12	
	W	10/14	Midterm Exam			Midterm Exam
9	M	10/19	PRACTICUM			
	F	10/23				
10	M	10/26	PRACTICUM			
	F	10/30				
11	M	11/2	PRACTICUM			
	F	11/6				
12	M	11/9	PRACTICUM			
	F	11/13				
13	M	11/16	Practicum Debriefing	Grammar	13	
	W	11/18	Teaching Grammar			Journal Abstract
14	M	11/23	Thanksgiving Break			
	F	11/25				
15	M	11/30	Handwriting	Handwriting	14	Thematic Unit
	W	12/2	Literature Circles			
16	M	12/7	Review for Final Exam	Putting it Together	15	
	W	12/9	Sharing Thematic Units			
17	T	12/15	FINAL EXAM T 12/15 10:15 – 12:15			Final Exam

Dates will be assigned for Mini Lessons and Learning Activities.