

**Early Childhood, Elementary and Middle Level Education Department**  
**ELE 3350.003: Language Arts in the Elementary Schools**  
**Fall 2009**

**Instructor:** Daniel Carter  
**Location:** Coleman 2130  
**Time:** M,W – 11:00-12:15  
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**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., (2009). *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.

<b>Course Requirement</b>	<b>Demonstrated Competencies</b>	<b>Aligned Standards</b>
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

<b>Core Assignments</b>	<b>Brief Description</b>	<b>Approximate Weight</b>
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.	20 pts
Writing Project	The students will research a current educational tool, developing a formal writing of the topic using the expository style. The formal writing will be created according to the formal writing process as outlined by ISAT standards. The final paper will be three to five pages in length with appropriate APA standards.	50 pts

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.	75 pts
In-class Assignments and Quizzes	Daily assignments may be offered in connection with course content. Assignments will be an incorporation of multiple language arts elements. Credit for the assignment is dependent upon attendance.	10 pts each
Midterm / Final 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. The final exam will not be comprehensive.	75 pts each
Participation	Active participation in classroom activities is a basic expectation. All notes, in-class work, and assignments should be kept neatly organized in a three ring binder. These will be reviewed during the final exam and used to aid in evaluating class participation.	25 pts
Handwriting Proficiency	Mandatory – Demonstration of cursive and manuscript writing in D'Nealian and Zaner-Bloser scripts.	Pass/Fail

**Reading Assignments & Discussion Questions-** It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

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

**Consistent attendance is a basic expectation and extremely important to educational progress. You are expected to notify the instructor prior to any absence. Grades on all assignments will be deducted 5% of the possible points for each weekday the assignment is late. Your assignments will be judged on quality of content, presentation, organization, and the integration of ideas. Evaluation of progress will be based on written exams, course assignments, and class contributions.**

## COURSE OUTLINE

**A listing of specific assignments and due dates will be presented in class during the first week of the course.**

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

### Week 3:

- Emerging readers and writers

### Weeks 4 & 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
- Speaking skills and strategies for language arts classrooms

Week 8:

- Using stories to develop language skills
- Using informational books in language arts classrooms

Week 9:

- Poetry – reading and writing strategies for elementary classrooms

Week 10:

- Spring Break

Week 11:

- Practicum

Week 12:

- Practicum

Week 13:

- Spelling – Developmental stages and teaching strategies

Week 14:

- Practicum

Week 15:

- Grammar and Usage – Concepts and research based best practices

Week 16:

- Handwriting – Development and strategies
- Seeing the big picture - Organizing language arts instruction in elementary classrooms

Week 17:

- Final

***Three Weeks during the semester are spent in schools for Practicum.***  
**All information in this syllabus should be considered subject to change based upon professional discretion.**

**ELE 3350 References**

- Alvermann, D. E., & Xu, S. H. (2003). Children's everyday literacies: Intersections of popular culture and language arts instruction. *Language Arts*, 81, 145-155.
- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- 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.
- Calkins, L. (1994). *The art of teaching writing* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- Englemann, S. & Grossen, B. (2001). *Reasoning and writing*. Blacklick, OH: Science Research Associates.
- Gill, K. (1993). *Process and portfolios in writing instruction: Classroom practices in teaching English*, Urbana, IL: NCTE.
- 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.
- Graves, D. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Graves, D., Tuyay, S., & Green, J. (2004). What I've learned from teachers of writing. *Language Arts*, 82, 88-95.

Harris, K., & Graham, S. (1996). *Making the writing process work: Strategies for composition and self-regulation*. Cambridge, MA: Brookline.

Lee, Y. J. (2006). The process-oriented ESL writing assessment: Promises and challenges. *Journal of Second Language Writing*, 15(4), 307-330.

Lienemann, T. O., Graham, S., Leader-Janssen, B., & Reid, R. (2006). Improving the writing performance of struggling writers in second grade *Journal of Special Education*, 40(2), 66-78.

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.

Newkirk, T. (2002). *Misreading masculinity: Boys, literacy, and popular culture*. Portsmouth, NH: Heinemann.

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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