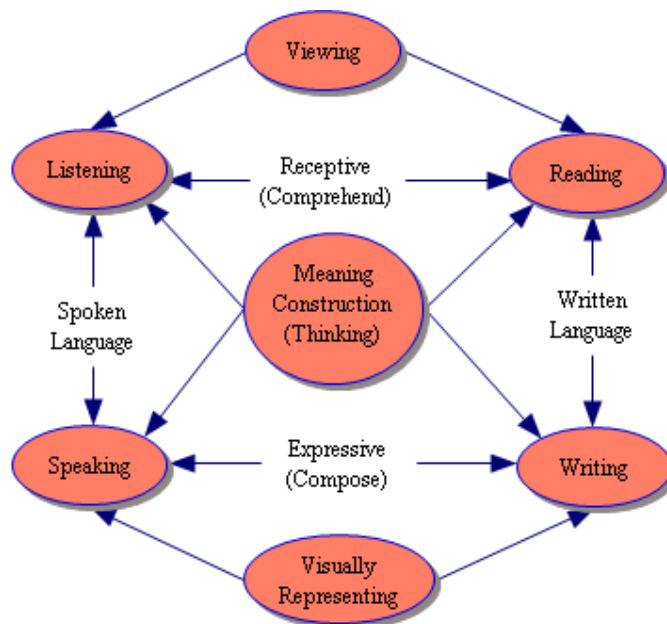


Eastern Illinois University
Early Childhood, Elementary and Middle Level Education Department
ELE 3350: Language Arts in the Elementary Schools



Instructor: Denise E. Reid
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Office Hours: Friday 5-6 p.m.
 Saturday 8:30-9:00 a.m.

Class Meetings: September 25, 2009 6 - 9 p.m.
 September 26, 2009 9 a. m. - 5 p.m.
 October 23, 2009 6 - 9 p.m.
 October 24, 2009 9 a.m. - 5 p.m.
 November 20, 2009 6 - 9 p.m.
 November 21, 2009 9 a.m. - 5 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., (2005). *Language arts: Content and teaching strategies (7th 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	<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. 	<p>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</p> <p>Dispositions: PTSL, EC, SDE</p>
Participation	Performance includes presence and contribution during class meetings, and support of peer classmates.	<p>IPTS 2, 7, 11 ICTS ICLAS 4.5 NAEYC 3, 4a, 4b, 4c, 5 ACEI 3.1, 3.5</p> <p>Dispositions: PEP, EC, SDE</p>
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 	<p>IPTS 2, 7, 11 ICTS ICLAS 4.5 NAEYC 3, 4a, 4b, 4c, 5 ACEI 3.1, 3.5 Dispositions: EC</p>
Optional assignments	<ul style="list-style-type: none"> 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. Learning Activity: Presentation of a creative idea or strategy for teaching in the classroom 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. 	<p>IPTS 1 and 7 ICTS ICLAS 1, 2, and 3 ACEI 1, 2.1, NAEYC 1, 3, and 4</p> <p>Dispositions: EC, PTSL</p>

Core Assignments	Brief Description	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. Due Date: 10/24/2009	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. Due Date: 10/24/2009	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. Due Date: 11/21/2009	75 pts
Reflective Journal	The textbook for this course is an excellent book and provides an excellent foundation of Language Arts information for classroom teachers. We will be referring to the information in the text throughout the course. Keep a reflective journal for every 5 chapters. Record important ideas, key words, questions, etc. Include the page number. Write reflections, questions, ideas, concerns, etc. Due Dates: 9/25, 10/23, & 11/20/2009	20 pts each
Final Exam	The exam will consist of short answer and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas. Due Date: 12/14/2009	75 pts
Participation	Performance includes presence, participation and preparation for group and whole class discussions, and participation in lab activities working cooperatively with peers. Focus is on practices and behaviors that allow the learner to grow professionally. Five points will be taken off for each class section not attended (Friday evening, Saturday morning, Saturday afternoon).	25 pts
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 PROVIDED BY THE INDIVIDUAL INSTRUCTOR		

*Journal **Review Guidelines: Please adhere to the guidelines listed below. The abstract should be 1 to 2 pages in length with one-inch margins.**

1. The paper must be typed.
2. Check spelling, grammar, and sentence construction. Papers with multiple spelling, punctuation, or grammatical errors will be returned prior to evaluation for revisions.
3. Use the APA standards for citations and the reference list.
4. Criteria to follow:
 - **Summary: (3 pts.)** Clearly describe the main points of the article.
 - **Reaction: (3 pts.)** What is **your** reaction to the main ideas?
 - **Implications/Implementation: (3 pts.)** Exactly how would you implement the main ideas of the article in your teaching **or** what implications does the article have for educators. Explain what you learned from this article and describe what you would do.
 - **Language and Mechanics: (3 pts.)**
 - **Copy of Article: (3 pts.)** Include a copy of article with important concepts highlighted and notes written in the margins.

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

Course Outline:

Weekend 1: Language Development (in native speakers and in language learners) – Theoretical Foundations; 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; Emerging readers and writers; The writing process and instructional approaches for effective writing instruction

Weekend 2: Vocabulary development and instructional approaches for effective vocabulary development; The listening processes and strategies; Speaking skills and strategies for language arts classrooms; Using stories to develop language skills; Using informational books in language arts classrooms

Weekend 3: Poetry – reading and writing strategies for elementary classrooms; Spelling – Developmental stages and teaching strategies; Grammar and Usage – Concepts and research based best practices; Handwriting – Development and strategies; Organizing language arts instruction in elementary classrooms

ELE 3350 References

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

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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.~~
