

Eastern Illinois University
Department of Early Childhood, Elementary and Middle Level Education
ELE 5650: Language Arts in the Elementary and Middle School

Credit Hours: 3 semester hours
Prerequisites: Eight semester hours in education and psychology
Instructor: April Flood
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Office Hours: Mondays from 9:00 a.m. – 11:00 a.m., Tuesdays from 1:00 p.m. – 4:00 p.m., and by appointment.
Phone: (217) 581-7886
Class Meetings: Tuesdays, 4:30 p.m. – 7:00 p.m. in Buzzard Hall 2430

Unit Theme: EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS: INTEGRATING STUDENTS, SUBJECTS, STRATEGIES, SOCIETIES AND TECHNOLOGIES

Graduate Mission Statement:

The Department of Early Childhood, Elementary and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Outcomes for all Graduate Students at Eastern Illinois University:

Graduate students will:

1. Possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. Engage in critical thinking and problem solving;
3. Exhibit effective oral and written communication skills;
4. Engage in advanced scholarship through research and/or creative activity;
5. Demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. Collaborate and create positive relations within the school, community, and profession in which they work.

Course Description: A critical analysis of language arts instruction with emphasis on the organization of the program, content, materials, and procedures (3-0-3).

Purpose of the Course: This course will provide knowledge and skills which will help teachers to understand the language development of children and how to help elementary pupils attain skill and confidence in listening, speaking, reading, writing and thinking so that they may be effective in using 21st century literacy skills in communicating thoughts and ideas.

Teaching Models:

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. (pp. 25-28)

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

Social Models: Building the Learning Community

When we work together, we generate a collective energy that we call *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom

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management” is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (p. 28-30)

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

International Society for Technology in Education (ISTE)

Standards for Students (2007)

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

Standards for Teachers (2008)

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

ADDITIONAL INFORMATION:

Text: Cox, C. (2005). *Teaching Language Arts: A student- and response-centered classroom* (5th ed.). Boston:

Allyn and Bacon.

Additional supplemental readings will be made available during the semester.

Supplemental Materials: Class Packet

Course (Core) Requirements	Demonstrated Competencies	Standards
Examination/Test	<p>The graduate student will demonstrate his/her knowledge of the language arts by appropriately responding to test items that require the application of course information.</p> <p><u>Knowledge Indicators:</u></p> <p>The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>The competent language arts teacher knows a wide range of print and nonprint texts (i.e., fiction, nonfiction, classic and contemporary works).</p> <p>The competent language arts teacher knows a wide range of quality literature from many periods in many genres.</p> <p>The competent language arts teacher knows a wide range of strategies that can be used to comprehend, interpret, evaluate and appreciate texts.</p> <p>The competent language arts teacher knows how to adjust spoken, written,</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p>

	<p>and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>The competent language arts teacher has an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>The competent teacher knows exemplary programs and practices in language arts instruction.</p>	
<p>Journal Article Reviews</p>	<p>The student will read articles taken from professional language arts/reading journals and compose written reviews that relate to language arts instruction.</p> <p><u>Performance Indicators:</u> The competent language arts teacher stays current with developments in the field by reading professional journals.</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p>
<p>Literature Review</p>	<p><u>Performance Indicators:</u> The competent language arts teacher conducts research on issues and interests by generating questions and posing problems. He/she collects, evaluates and synthesizes data from a variety of credible sources.</p> <p>The competent language arts teacher uses a variety of technological and informational resources (e.g., libraries, databases, computer networks) to gather and synthesize information and communicate knowledge.</p> <p>The competent language arts teacher knows how to adjust spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>4.b. the ability to conduct research and apply it to practice</p>

<p>Theory into Practice</p> <p style="text-align: center;">- OR -</p> <p style="text-align: center;">(See below)</p>	<p><u>Knowledge Indicators:</u></p> <p>The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p><u>Performance Indicators:</u></p> <p>The competent language arts teacher conducts research on issues and interests by generating questions and posing problems. He/she collects, evaluates and synthesizes data from a variety of credible sources.</p> <p>The competent language arts teacher uses a variety of technological and informational resources (e.g., libraries, databases, computer networks) to gather and synthesize information and communicate knowledge.</p> <p>The competent language arts teacher employs a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/ writing), and visual (viewing/visually representing) language.</p> <p>The competent language arts teacher applies knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre in order to create and discuss print and nonprint texts.</p> <p>The competent language arts teacher applies effective techniques to assist students whose first language is not English to make use of their first language to develop competency in the English language arts and to develop an understanding of content across the curriculum.</p> <p>The competent language arts teacher uses technology to support classroom instruction.</p>	<ol style="list-style-type: none"> 1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a.. effective oral communication skills 3.b. effective written communication skills 4.b. the ability to conduct research and apply it to practice 5.a. an understanding of individual differences in clientele 5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace 5.c. a respect for individual differences through the use of rich and varied approaches 6.a. the ability to collaborate with other professionals to promote the success of their clientele 6.b. the ability to effectively work with the community to promote the success of their clientele
<p>Thematic Unit*</p>	<p><u>Knowledge Indicators:</u></p>	<ol style="list-style-type: none"> 1.a. depth of content knowledge in the discipline

<p>*The thematic unit is an option provided for graduate students who do not currently have access to a classroom in which to implement the "Theory into Practice" project.</p>	<p>The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>The competent language arts teacher knows a wide range of quality literature from many periods in many genres.</p> <p>The competent language arts teacher knows a wide range of strategies that can be used to comprehend, interpret, evaluate and appreciate texts.</p> <p>The competent language arts teacher knows how to adjust spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p><u>Performance Indicators:</u></p> <p>The competent language arts teacher employs a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/ writing), and visual (viewing/visually representing) language.</p> <p>The competent language arts teacher applies knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre in order to create and discuss print and nonprint texts.</p> <p>The competent language arts teacher applies effective techniques to assist students whose first language is not English to make use of their first language to develop competency in the English language arts and to develop an understanding of content across the curriculum.</p> <p>The competent language arts teacher uses technology to support classroom instruction.</p>	<ul style="list-style-type: none"> 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a. effective oral communication skills 3.b. effective written communication skills 4.b. the ability to conduct research and apply it to practice 5.a. an understanding of individual differences in clientele 5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace 5.c. a respect for individual differences through the use of rich and varied approaches 6.a. the ability to collaborate with other professionals to promote the success of their clientele 6.b. the ability to effectively work with the community to promote the success of their clientele
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<p>Shareshop Presentations</p>	<p><u>Knowledge Indicators:</u></p> <p>The competent language arts teacher knows a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/writing), and visual (viewing/visually representing) language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>The competent language arts teacher knows a wide range of quality literature from many periods in many genres.</p> <p>The competent language arts teacher knows a wide range of strategies that can be used to comprehend, interpret, evaluate and appreciate texts.</p> <p>The competent language arts teacher knows how to adjust spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p><u>Performance Indicators:</u></p> <p>The competent language arts teacher employs a wide range of strategies to assist students in developing effective spoken (listening/ speaking), written (reading/ writing), and visual (viewing/visually representing) language.</p> <p>The competent language arts teacher applies knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre in order to create and discuss print and nonprint texts.</p> <p>The competent language arts teacher applies effective techniques to assist students whose first language is not English to make use of their first language to develop competency in the English language arts and to develop an understanding of content across the curriculum.</p> <p>The competent language arts teacher</p>	<ul style="list-style-type: none"> 1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a.. effective oral communication skills 3.b. effective written communication skills 5.a. an understanding of individual differences in clientele 5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace 5.c. a respect for individual differences through the use of rich and varied approaches 6.a. the ability to collaborate with other professionals to promote the success of their clientele 6.b. the ability to effectively work with the community to promote the success of their clientele
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	uses technology to support classroom instruction.	
Class Participation	<p>The student will exhibit effective communication skills, conduct him/herself in a professional manner and engage in positive peer interactions that contribute to a supportive and encouraging learning environment.</p> <p><u>Performance Indicators:</u> The competent language arts teacher reflects on teaching practices and conducts self-evaluation.</p>	<p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair and honest communication considering not only the message but also the audience</p>

Course (Core) Requirements	Brief Description	Point Values (Approximate Weight)	Due Date
Examination/Test	A minimum of one test consisting of multiple item types (e.g., multiple choice, true/false, short answer, essay) will be administered to assess student understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.	75 points (15%)	December 1, 2009
Journal Article Reviews (i.e., a minimum of two article reviews)	The articles must have been published in a professional language arts/reading journal (e.g., Language Arts, The Reading Teacher, Journal of Adolescent and Adult Literacy or the Illinois Reading Council Journal) and the topic should relate to the course content. The typed review is to include a content summary, its application to ELE 5650 course content, a critical evaluation of the article and appropriate bibliographic information presented according to the guidelines in the APA Style Manual (5 th edition).	2 X 25 = 50 points (10%)	<p>Article One: September 29, 2009</p> <p>Article Two: October 13, 2009</p>

<p>*The thematic unit is an option provided for graduate students who do not currently have access to a classroom in which to implement the "Theory into Practice" project.</p>	<p>literature unit (e.g., based upon James and the Giant Peach) or a content area unit (e.g., a science unit on insects) that is cross-curricular in nature.</p> <p>The thematic unit will include:</p> <ul style="list-style-type: none"> • major goals/objectives; • an introductory activity; • a minimum of ten activities/lessons/projects (i.e., that include the Illinois Learning Standards addressed, materials required and a description of the activity/lesson/project); • a culminating activity; • method(s) of evaluation/assessment; and • resources/materials. <p>NOTE: The unit should be designed to address the six language arts while integrating content from the various disciplines (i.e., math, science, social studies, arts, music, etc.).</p>		
<p>Shareshop Presentations (i.e., two presentations)</p>	<p>The student will prepare two oral presentations or "shareshops". Although both presentations must incorporate children's/young adolescent literature, the first will highlight listening and speaking (i.e., an Oral Language Shareshop) and the second will address the writing process (i.e., a Writing Shareshop).</p> <p>The graduate student will...</p> <ul style="list-style-type: none"> • describe and/or demonstrate the language arts project or activity developed; • identify the Illinois Learning Standards being targeted and explain how they will be addressed; • share the related children's/young adolescent literature with the class; • provide samples of student work; and • distribute a summary of 	<p>2 X 25 = 50 points (10%)</p>	<p>Students will sign up for two dates. Sign-up sheet will be available on September 1st.</p>

	the project/activity to the class members.		
Class Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.	25 points (5%)	Weekly
Optional Assignments	<ul style="list-style-type: none"> • Discussion Board Using Additional Resources • Writing Process Project 	50 points (10%)	Weekly

Late Assignments: Late papers will be accepted, but will result in a point deduction which reflects the tardiness of the assignment. (One point will be deducted for each day for which the paper is late.)

All assignments must be submitted by the last day of class for the semester (i.e., prior to the beginning of finals week).

Evaluation: Evaluation of student progress will be on the basis of the written examination, course assignments and class contributions. The following grading scale will be employed.

Grading Scale

A	93 – 100 %
B	85 – 92 %
C	77 – 84 %
D	69 – 76 %
F	below 69%

Special Accommodations: If you have a documented disability and wish to receive academic accommodations or services, please contact Julie or Kathy in the Office of Disability Services at 581-6583. If you need to know where the areas of rescue assistance are located in case the building must be evacuated, please notify the instructor.

COURSE OUTLINE

I. Planning and Delivering Language Arts Instruction (One Session)

- A. The Language Arts
 1. Integrating the Language Arts
 2. English Language Arts Standards
 3. Components of an Effective Program
- B. Planning for Language Teaching/Learning
 1. Methods, Strategies, and Skills
 2. Integrating Language Arts & Content
 3. Incorporating Literature
- C. Assessing Language Arts

II. Language and Communication (One Session)

- A. Functions of Language
- B. Characteristics of Language
- C. History of the English Language

III. Language Development (One Session)

- A. Language Acquisition
 1. Behaviorist Theory

- 2. Innate Theory
- 3. Sociocultural Theory
- B. Language Structure and Systems
 - 1. Phonology
 - 2. Semantics
 - 3. Syntax
 - 4. Pragmatics
- C. Models of Language and Literacy Learning

IV. Integrating Children's Literature (Two Sessions)

- A. Characteristics of Quality Literature
- B. Children's Literary Genres
 - 1. Picture Books
 - 2. Folktales
 - 3. Fantasy
 - 4. Poetry
 - 5. Realistic Fiction
 - 6. Historical Fiction
 - 7. Biography
 - 8. Information Books
- C. Sharing Literature
 - 1. Reading Aloud
 - 2. Shared Reading
 - 3. Storytelling
 - 4. Booktalks
- D. Responding to Literature
 - 1. Retelling
 - 2. Visual Literacy and Picture Reading
 - 3. Journal Writing
 - 4. Book Sharing
- E. Literature Units

Teachers/Students Online:

- <http://www.sdcoe.k12.ca.us/score/cyk3.html>
- <http://www.sdcoe.k12.ca.us/score/cy45.html>
- <http://www.sdcoe.k12.ca.us/score/cy68.html>
- <http://www.sdcoe.k12.ca.us/score/cy912.html>

V. Developing Receptive Language: A Comprehending Approach (One Session)

- A. Connections: Listening and Reading
 - 1. Types of Listening and Reading Comprehension
 - 2. Factors Affecting Comprehension
- B. Listening to Learn
 - 1. Effective Listening
 - 2. Modeling Active Listening
 - 3. Developing Listening with Literature
- C. Assessing Listening

VI. Developing Expressive Language (One Session)

- A. Connections: Speaking and Writing
 - 1. Functions of Speaking and Writing
 - 2. Roles of Purpose, Audience, & Form
 - 3. Aspects of Composing
 - 4. Guiding Composition
- B. Speaking to Learn
 - 1. Role of Talk in Learning
 - 2. Effective Speaking
 - 3. Oral Language Models
 - 4. Providing Spoken Language Experiences

- a. Conversation
 - b. Discussion
 - c. Reports
 - d. Drama
 - e. Storytelling
- C. Assessing Speaking

C. Writing to Learn (Three Sessions)

- 1. Teaching Writing as a Process
 - a. Prewriting
 - b. Drafting
 - c. Revising
 - d. Editing
 - e. Publishing
- 2. Writing Workshop
 - a. Managing a Workshop Classroom
 - b. Variations of Writing Workshop
- 3. Assessing Writing
 - a. Rubrics
 - b. Audience Response
 - c. Portfolios

VII. Language Tools: Spelling, Grammar and Handwriting (Two Sessions)

- A. Spelling: To Teach or Not?
 - 1. Nature of Spelling
 - 2. Learning to Spell
 - 3. Assessing Spelling
- B. Grammar: Why, How Much, and When?
- C. Punctuation: What is a complete thought?
- D. Handwriting: Legibility or Neatness?
- E. Technology: The Role of Word Processing

VIII. Reading and Writing Across the Curriculum (Two Sessions)

- A. Thematic Units: The Key to Integration
- B. Tools for Using Language Across the Curriculum
- C. Assessing Language Across the Curriculum

IX. Children with Special Needs (One Session)

- A. Diversity in the Classroom
 - 1. Cognitive & Physical Diversity
 - 2. Cultural & Linguistic Diversity
- B. Teaching Diverse Learners

REFERENCES

* Denotes Unit Conceptual Framework References

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Interaction of research and policy. *Educational Measurement: Issues and Practice* 25 (4), 36–46.

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Implications for policy-based empirical research. *Review of Educational Research*. 74 (1), 1-28.

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- The Reading Teacher
- Journal of Educational Research
- Journal of Reading
- Childhood Education
- Teaching Exceptional Children
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- Educational Leadership
- The Elementary School Journal
- Journal of Second Language Writing

- Review of Educational Research

Professional Organization Websites:

- International Reading Association: <http://www.reading.org>
- National Council of Teachers of English: <http://www.ncte.org>
- Association of Supervision and Curriculum Development: <http://www.ascd.org>