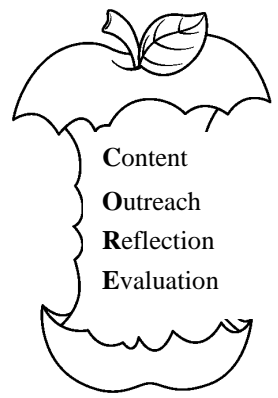**Eastern Illinois University**
Early Childhood, Elementary and Middle Level Education Department
ELE 3350: Language Arts in the Elementary and Middle Level School

Content

Outreach

Reflection

Evaluation

Instructor: Dr. Carrie Dale
Office: 2201 Buzzard
Email: cmdale@eiu.edu
Office Hours: M/W 12:30-1:30 pm; M 6:30-7:30 pm; T/TH 11:45-12:45 pm
Phone: 217-581-5728 (Messages Only)
Class Meetings:
        Section 2: 8:00-9:40 am, T/TH
        Section 1: 10:00-11:40, T/TH
Semester: fall, 2016

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. (3-0-3)

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., (2016). *Language arts: Patterns of practice (9th ed.)*. Boston: Pearson

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 (pp 10-13).

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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 are aligned with the following standards:
- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions
  http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL)   http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf

- National Association for the Education of Young Children (NAEYC):
  http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
- Association for Middle Level Education:
  http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Outcomes Specific to ELE 3350:
Teacher candidates enrolled in this course will:

1. Apply writing skills, including writing from sources, to communicate in a variety of forms (explanatory or informative; 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 various genres of 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. (Integrated Thematic Unit)
5. Apply research-based criteria for selecting and evaluating instructional materials. (Integrated 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 Review & Writing Project & Integrated 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)
10. Use the NILS/Common Core Standards while developing lessons for the Integrated Thematic Unit

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 AMLE, A1b, A1c, C4a, C4b, C4c, 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 narrative writing (as defined by the NILS/Common Core). 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 AMLE A1a, B2a, B2c, C4a, C4b, C4c, C4d, SEL 1c, Dispositions: EC, PTSL
Integrated Thematic Unit	The students will demonstrate the ability to plan a multidisciplinary teaching unit aligned to NILS/Common Core that can be used in a classroom. The unit should be planned on a specific theme and must incorporate all the language arts and integrate other content areas. Part of the unit must include a learning segment of 3 to 5 lessons that have a literacy skill as the central focus. (NILS: New Illinois Learning Standards)	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 AMLE A1a, A1b, A1c, A1d, B2a, B2b, B2c, C4a, C4b, C4c, C4d SEL 1c, 2a, 2b, 2c

	Multicultural Project: The students will demonstrate strategies to select and use appropriate multicultural literature for the language arts classroom.	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 AMLE A1d SEL 1a, 2a, 2b, 2c Dispositions: PEP, EC, SDE
Exams	• 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 AMLE A1a, A1b, A1c, B2a, B2b, B2c, C4a, C4b, C4c, C4d, Dispositions: PEP, EC
Techniques for Teaching Language Arts	• 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 AMLE A1a, A1b, A1c, A1d, B2a, B2b, B2c, C4a, C4b, C4c, C4d, SEL 1a, 1c, 2a, 2b, 2c Dispositions: IWS, PTSL, SDE

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.	6%
Writing Project	Depending on the directions given by the instructor, the pre-service teachers will complete a narrative writing (as defined by the Common Core) 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. This also includes evaluation of writing samples: Using the components of the current state assessment rubric, teacher candidates will review student writing samples, ultimately grading and writing rationales for specific samples.	15%
Integrated 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. Three to five of these lessons need to be designed as a learning segment focused on a literacy-based central focus (based on guidelines from Task 1 of the Elementary Literacy edTPA Handbook). The objective for the unit is to have elementary students improve their language skills while learning	20%

	about and participating in learning activities from various content areas. Academic vocabulary and text dependent questions must be included as part of the unit.	
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.	35%
Participation	Active participation in classroom activities	5%
Handwriting Proficiency	Mandatory – Demonstration of cursive and manuscript writing in D'Nealian and Zaner-Bloser scripts.	5%
Techniques for Teaching Language Arts	Experience and develop techniques (such as Grand Conversations, Literature Circles, Literature Focus Units, Reading and Writing Workshop, and Readers' Theater) that will assist teacher candidates and their future students in becoming productive members of the educational community.	7%
BookShare	Select a children's book from the provided list. Practice read aloud skills and develop a database of potential read aloud books for future classroom use.	4%

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.): Due dates are firm. No early/late taking of quizzes or exams. Attendance and active participation are required.

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

Summary of Assessments:
1. Journal Article Review – 20 possible points
2. Writing Project – 45 possible points
3. Thematic Unit – 55 possible points
4. Exams – 120 possible points
5. Participation – 11 possible points
6. Techniques for Teaching Language Arts – 20 possible points
7. Handwriting Proficiency – 15 possible points
8. BookShare – 10 possible points

9. *Extra credit – up to 9 possible extra credit points for Vignette

Total Possible Points (not including extra credit) – **296**

Class Session	Topic/Content	Be Prepared to Discuss	Due
1: T Aug 23	Course Intro Visit to Ballinger Teacher Center (tentative)	Discuss/Sign up for BookShare Discuss/Sign up for Vignettes Discuss Journal Article Review assignment APA 1 (cover page)	
2: TH Aug 25	Learning and the Language Arts	Chapter 1 in text Vignette chapter 1 APA 2 (reference page)	

Class Session	Topic/Content	Be Prepared to Discuss	Due
3: T Aug 30	Teaching and Assessing Language Arts	Chapter 2 Vignette for chapter 2 APA 3 (in-text citations)	BookShare 1 and 2: page 33 (literature focus unit)
4: TH Sep 1	Emergent literacy	Chapter 3 Discuss books 1, 2 and 3 Writing Assignment APA 4 (in-text citations)	Vignette Group A BookShare 3 and 4: page 79 (predictable books) **Quiz 1** (chapters 1, 2 & 3) opens at 9:40 am for section 1 in D2L and closes on T Sep 6 at 8:00 am **Quiz 1** (chapter 1, 2 & 3) opens at 11:40 for section 2 in D2L and closes on T Sep 6 at 10:00 am
5: T Sep 6	Oral Language: Listening and Talking	Chapter 4	Vignette Group B Journal Article Review due
6: TH Sep 8	Written Language: Reading and Writing	Chapter 5	Vignette Group C BookShare 5 and 6:page 111 (books that spark debate)
7: T Sep 13	Visual Language: Viewing and Visually Representing	Chapter 6	Vignette Group D BookShare 7 & 8: page 179 (books with visual language) **Quiz 2** (chapters 4, 5 & 6) opens at 9:40 am for section 1 and closes on TH Sept 15 at 8:00 am **Quiz 2** (chapters 4, 5 & 6) opens at 11:40 am for section 2 and closes on TH Sep 15 at 10:00 am
8: TH Sep 15	**MIDTERM EXAM** (chapters 1-6; not open note/open book) in classroom		
9: T Sep 20	Building Vocabulary	Chapter 7	Vignette Group E Book 1 due BookShare 9 and 10: page 217 (vocabulary)

Class Session	Topic/Content	Be Prepared to Discuss	Due
10: TH Sep 22	Comprehending and Composing Stories	Chapter 8	Vignette Group F BookShare 11 and 12: page 234 (story structures)
11: T Sep 27	Investigating Non-Fiction	Chapter 9	Vignette Group G BookShare 13 and 14: page 271 (nonfiction) **Quiz 3** (chapters 7, 8 & 9) opens at 9:40 am for section 1 and closes on TH Sep 29 at 8:00 am **Quiz 3** (chapters 7, 8 & 9) opens at 11:40 am for section 2 and closes on TH Sep 29 at 10:00 am
12: TH Sep 29	Exploring Poetry	Chapter 10	Vignette Group H BookShare 15 and 16: page 304 (wordplay books)
13: T Oct 4	Language Tools: Grammar, Spelling and Handwriting	Chapter 11	Vignette Group I Book 2 due BookShare 17 and 18: page 338 (parts of speech)
14: TH Oct 6	Putting it All Together	Chapter 12 Discuss Thematic Unit Work on handwriting 1	**Quiz 4** (chapters 10, 11 & 12) opens at 9:40 am for section 1 and closes T Oct 11 at 8:00 am **Quiz 4** (chapters 10, 11 & 12) opens at 11:40 am for section 2 and closes T Oct 11 at 10:00 am
15: T Oct 11		Work on handwriting 2 Work on thematic unit	
16: TH Oct 13		Work on handwriting 3 Work on thematic unit	
17: T Oct 18		Work on handwriting 4 Work on thematic unit	
18: TH Oct 20			Handwriting assignment due Thematic unit due at end of class period

Class Session	Topic/Content	Be Prepared to Discuss	Due
19: T Nov 29		Work on Techniques for Teaching Language Arts	
20: TH Dec 1			Technique Group U Technique Group V
21: T Dec 6			Book 3 due Technique Group W Technique Group X
22: TH Dec 8			Technique Group Y Technique Group Z
23: Final Exam (not open-note/open book) in classroom	Section 2 (8:00 am): Monday, Dec. 12 8:00-10:00 am Section 1 (10:00 am) Thursday, Dec 15 10:15-12:15		

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, or go to 9th Street Hall, Room 1302.

Students with Disabilities
If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 3350 References

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