

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

Semester: Fall, 2016

Credit Hours: 3 semester hours

Prerequisites: Eight semester hours in education and psychology

Instructor: Dr. Mildred M. Pearson

Office: Buzzard Hall-2215

E-mail: [mmpearson@eiu.edu](mailto:mmpearson@eiu.edu); [mmpearson1@mac.com](mailto:mmpearson1@mac.com)

Office Hours: 1:00-2:00 Mon-Thurs; Tues-6:00-7:00p.m. and by appointment

Phone: (217) 512-9421

Class Meetings: Tuesdays 7:00-9:30p.m.

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

**Graduate Mission Statement:**

The Graduate Program in Elementary Education advances 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 graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

**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 21<sup>st</sup> 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. 10-13)

**Social Models:**

When we work together, we generate a collective energy called *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, classroom 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. 13-15)

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

**Illinois Common Core Standards** [http://www.isbe.net/common\\_core/pls/level1/pdf/ela-standards.pdf](http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf)

**Illinois Professional Teaching Standards** [http://www.isbe.state.il.us/peac/pdf/IL\\_prof\\_teaching\\_stds.pdf](http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf)

**Performance Outcomes:**

- 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).
- The competent language arts teacher knows a wide range of strategies that can be used to comprehend, interpret, evaluate and appreciate texts.
- The competent language arts teacher stays current with developments in the field by reading professional journals.
- 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.
- 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.
- 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.
- The competent language arts teacher reflects on teaching practices and conducts self-evaluation.

**Textbook:**

Ogle, D. & Beers, J.W. (2012). *Engaging in the language arts: Exploring the power of language* (2<sup>nd</sup> edition). Boston:

Pearson.

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, 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>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>
------------------	--	---

Journal Article Reviews	<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>	<ul style="list-style-type: none"> <li>1.a. depth of content knowledge in the discipline</li> <li>1.b. effective use of technology as appropriate</li> <li>2.a. critical thinking and problem solving</li> <li>3.b. effective written communication skills</li> <li>4.a. an understanding of the role of research in the discipline</li> <li>5.f. an ability to engage in reflective practice</li> </ul>
-------------------------	---	--

Literature Review	<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>5.f. an ability to engage in reflective practice</p>
-------------------	--	--

<p>Theory into Practice</p> <p><b>- OR -</b></p> <p><b>(See below)</b></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>	<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>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>4.b. the ability to conduct research and apply it to practice</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>6.a. the ability to collaborate with other professionals to promote</p>
--	---	--

<p>Thematic Unit*</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><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. 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>	<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>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>4.b. the ability to conduct research and apply it to practice</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
---	---	---

<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 uses technology to support classroom instruction.</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>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a.. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>5.f. an ability to engage in reflective practice</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work with the community to promote</p>
--------------------------------	--	--



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>2.a. critical thinking and problem solving</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> <p>5.f. an ability to engage in reflective practice</p>
---------------------	--	---

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

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.	<u>100</u> points (15%)	<b>Scheduled Final Exam: Thursday, December 15, 2016</b>
Journal Article Reviews (i.e., a minimum of two article reviews)	<p>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.</p> <p>NOTE: The topics selected should extend the student's breadth of content knowledge and target areas of the language arts beyond that addressed in the literature review.</p>	2 X 50 = <u>100</u> points (10%)	<b>Article #1-September 20th</b>  <b>Article #1-September 27th</b>
Literature Review	Students will read, analyze and summarize eight articles on a focused topic relevant to the language arts course content. Research of the selected topic will be appropriately related to the student's Theory into Practice project (or thematic unit) and provide a solid foundation for translating theory into practical classroom application.	<u>100</u> points (20%)	<b>November 15, 2016</b>

Theory into Practice	<p>After completing the literature review, the student will translate theory into practice by designing and implementing a practical classroom application of the information.</p> <p>The graduate student will...</p> <ul style="list-style-type: none"> <li>• provide a description of the project to be implemented (i.e., detailed project summary, sample materials, time frame &amp; logistics);</li> <li>• include a statement of the goals for the project (i.e., including the Illinois Learning Standards being addressed);</li> <li>• assess the impact of the project (i.e., summarize and analyze the results obtained);</li> <li>• engage in reflection (i.e., function as a reflective practitioner by maintaining a journal regarding the experience).</li> </ul>	<p><u>15 points</u> (30%)</p>	<p><b>November 29th</b></p>
- OR -			

<p>Thematic Unit*</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>The student will develop either a 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"> <li>• major goals/objectives;</li> <li>• an introductory activity;</li> <li>• 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);</li> <li>• a culminating activity;</li> <li>• method(s) of evaluation/assessment; and</li> <li>• resources/materials.</li> </ul> <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>		
---	--	--	--

Shareshop Presentations (i.e., two presentations)	<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"> <li>• describe and/or demonstrate the language arts project or activity developed;</li> <li>• identify the Illinois Learning Standards being targeted and explain how they will be addressed;</li> <li>• share the related children’s/ young adolescent literature with the class;</li> <li>• provide samples of student work; and</li> <li>• distribute a summary of the project/activity to the class members.</li> </ul>	2 X15=30_points (10%)	<p><b>August 30th- Speaking/Listening Shareshops</b></p> <p><b>October 4, 2016 Writing Shareshops</b></p>
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.	Weekly (5%)	Weekly
Optional Assignments	<ul style="list-style-type: none"> <li>• Discussion Board Using Additional Resources</li> <li>• Writing Process Project</li> </ul>	100 points (10%)	<b>November 11, 2016</b>

**Instructor’s Policies for the Course (i.e., attendance and late assignments):**

**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	68% & below

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.

**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**

**Weeks 1 & 2: Introducing the Language Arts:**

- Classroom Language Use
- How Do Our Communities Influence Language Development?
- What Is the teacher’s Role?
- What Does Good Instruction Look Like?
- How Can the Standards Help Your Teaching?

**Week 3: Assessing Language Arts**

- Why Is Language Arts Assessment Important?
- The Common Core State Standards
- Principles to Follow in Language Arts Assessment
- How and When Can You Assess Language Arts?

**Week 4: Supporting Diverse Learners**

- How Do We Define Diversity?
- What Do You Need to Know When Teaching English Learners?
- How Does Diversity Affect Your Classroom?
- How Can You Differentiate Instruction?
- How Can You Support Students Who Struggle with Language Learning?
- What Intellectual and Social Needs Are Important to Consider?

**Week 5: Understanding Oral Language Development**

- What Is Language?
- Why Is Oral Language Important?
- What Do We Know about Oral Language Development?
- How Does Language Change during the Preschool Years?
- Is Language Development “Finished” When Children Enter School?
- What Do We Know about Dialects?
- How Do Students Use Language?
- How Can We Promote Language Growth?

**Week 6: Engaging with Literature**

- Why Is Children's Literature Important for Reading and Writing?
- What Do We Know about How Children Learn about Literature?
- How Can We Teach Children's Literature?
- How Can We Assess Students' Understanding of Literature?
- How Can We Support Diversity and Differentiated Instruction in the Classroom?
- How Can We Support Technology Use and Children's Literature?

**Week 7: Developing Speaking and Listening**

- How Do State and National Standards Inform Oral Language Instruction?
- How Can Social Interaction and Communication Be Developed?
- How Can You Develop Exploratory Uses of Language?
- How Can You Help Students Gain Confidence in Speaking?
- How Can Students Learn to Use Language to Inform Others?
- In What Ways Can You Develop Students' Ability to Listen?
- How Can You Support Students Who Struggle with Classroom Communication?

**Week 8: Spelling Development**

- Why Is Spelling Important for Reading and Writing?
- What Do We Know about English Spelling?
- How Can We Teach and Assess Spelling?
- How Can We Help English Learners with Spelling?
- Why Teach Handwriting?

**Week 9: Developing Vocabulary**

- What Do We Know about Vocabulary Development during the Elementary Years?
- What Does a Good Instructional Program Include?
- What Role Does the Dictionary Play?
- How Can Students' Word Knowledge Be Assessed?
- What Is Effective Vocabulary Instruction for Students Who Struggle with Word Learning?

**Weeks 10 & 11: Writing Development**

- How Do Students Develop into Writers?
- What Is the Writing Process?
- How Can You Help Students Become Writers?
- How Can You Assess Students' Writing?
- How Can You Support Struggling Writers?

**Week 12: Writing Conventions**

- What Are Writing Conventions for English?
- What Do We Know about Teaching Writing Conventions?
- How Can You Teach Writing Conventions?
- How Can You Assess Writing Conventions?
- How Can You Assist Students Who Struggle with Subject-Verb Agreement?

**Week 13: Exploring Writing Genres**

- How Do You Define, Teach, and Assess Personal Writing?
- How Do You Define, Teach, and Assess Story Writing?
- How Do You Define, Teach, and Assess Informational Writing?
- How Do You Define, Teach, and Assess Poetry Writing?
- What Strategies Can You Use with Students Who Struggle with Writing Genres?

**Weeks 14 & 15: Guidelines for Teacher Inquiry.**

- Teacher Inquiry as Cycles of Action Research.
- Raising Questions about Teaching—Learning.
- The Role of Research Journals in Teacher Inquiry.
- Strategies for Analyzing Your Journal Entries and Other Data.
- Tips for “Publishing” Teacher Inquiry.

## REFERENCES

| \* Denotes Unit Conceptual Framework References |

Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. Portsmouth, NH: Heinemann.

\* Banks, J. (1979). *Teaching strategies for ethnic studies* (2nd ed.). Boston: Allyn & Bacon, Inc.

\* Banks, J. A., & Banks, C. A. (1997). *Multicultural education: Issues and perspectives* (3rd ed.). Boston: Allyn and Bacon.

Bauer, C. F. (1993). *New handbook for storytellers*. Chicago: American Library Association.

Beatty, J. J. (1997). *Building bridges with multicultural picture books for children 3-5*. Upper Saddle River, NJ: Prentice Hall.

Bridges, L. (1996). *Creating your classroom community*. York, ME: Stenhouse.

Britton, J. (1986). *Language and learning*. Hamondsworth, England: Penquin.

Bromley, K. (1995). *Webbing with literature: Creating story maps with children's books*. Boston: Allyn and Bacon.

Bromley, K. (1993). *Journaling: Engagements in reading, writing and thinking*. New York: Scholastic.

Burke, E. M., & Glazer, S. M. (1994). *Using nonfiction in the classroom*. New York: Scholastic Professional Books.

Calkins, L. M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Campbell, P., & Siperstein, G. M. (1994). *Improving social competence: A resource for elementary school teachers*. Boston: Allyn and Bacon.

Cecil, N. L., & Lauritzen, P. (1994). *Literacy and the arts for the integrated classroom*. New York: Longman.

Center for Applied Linguistics. (2007). The SIOP model of sheltered instruction. Retrieved on December 2, 2007, from <http://www.cal.org/siop>.

Chatton, B. (1993). *Using poetry across the curriculum: A whole language approach*. Phoenix: Onyx.

Cox, C., & Boyd-Batstone, P. (1997). *Crossroads: Literature and language in culturally and linguistically diverse classrooms*. Columbus, OH: Merrill.

Cunningham, P. M. (1991). *Phonics they use: Words for reading and writing*. New York: Harper-Collins.

Cunningham, P. M., & Allington, R. L. (1994). *Classrooms that work: They can all read and write*. New York: HarperCollins.

Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse.

\* Dewey, J. (1915). *Democracy and education*. New York: Macmillan.

Durkin, D. B. (Ed.) (1995). *Language issues: Reading for teachers*. New York: Longman.

Dyson, A. H. (1997). *What difference does difference make? Teacher reflections on diversity, literacy, and the urban primary school*. Urbana, IL: National Council of Teachers of English.

Echevarria, J., & Graves, A. (1997). *Sheltered content instruction: Teaching English learners with diverse abilities*. Boston: Allyn and Bacon.



- Friedman, T.L. (2007). *The world is flat: A brief history of the 21st century*. New York: Picador.
- Gambrell, L. B., & Almasi, J. F. (Eds.) (1997). *Lively discussions: Fostering engaged reading*. Newark, DE: International Reading Association.
- Gentry, J. R. (1996). *My kid can't spell! Understanding and assisting your child's literacy development*. Portsmouth, NH: Heinemann.
- Gentry, J. R., & Gillett, J. W. (1993). *Teaching kids to spell*. Portsmouth, NH: Heinemann.
- Gonzalez, N. E., Moll, L. C., Amanti, C. (Eds.) (2005). *Funds of knowledge: Theorizing practices in households and classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Goodman, K. (1986). *What's whole in whole language?* Portsmouth, NH: Heinemann Educational Books.
- Graves, D. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Hall, N., & Robinson, A. (Eds.) (1996). *Learning about punctuation*. Portsmouth, NH: Heinemann.
- Hamilton, M. & Weiss, M. (1996). *Stories in my pocket: Tales kids can tell*. Golden, CO: Fulcrum.
- Harris, V. J. (Ed.) (1997). *Using multiethnic literature in the K-8 classroom*. Norwood, MA: Christopher- Gordon.
- Heller, P. G. (1996). *Drama as a way of knowing*. York, ME: Stenhouse.
- Jalongo, M. R. (1991). *Strategies for developing children's listening skills*. (Phi Delta Kappa Fastback Series #314). Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Johnston, P. H. (1997). *Knowing literacy: Constructive literacy assessment*. York, ME: Stenhouse.
- \* Johnson, D. W. Johnson, R. T., & Holubec, E. J. (1994). *The new circles of learning: Cooperation in the classroom and school*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Kindler, A. (2002). Survey of the states' limited-English-proficient students and available educational programs and services: 2000-2001 summary report. Washington, DC: National Clearinghouse for English Language Acquisition.
- Kist, W. (2005). *New literacies in action: Teaching and learning in multiple media*. New York: Teachers College Press.
- Manning M., Manning, G., & Long. R. (1994). *Theme immersion: Inquiry-based curriculum in elementary school*. Portsmouth, NH: Heinemann.
- McClure, A. A., & Kristo, J. V. (Eds.) (1996). *Books that invite talk, wonder, and play*. Urbana, IL: NCTE.
- McGee, L., & Richgels, D. (1996). *Literacy's beginnings: Supporting young readers and writers* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Meyen, E. L., Vergason, G. A., & Whelan, R. J. (1996). *Strategies for teaching exceptional children in inclusive settings*. Denver: Love.
- Morrow, L. M. (1997). *Literacy development in the early years: Helping children read and write* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Newman J. (1984). Language learning and computers. *Language Arts*, 61(5), 494

- Norton, D. E. (1995). *Through the eyes of a child: An introduction to children's literature* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Office of Special Education Programs. (1996). *Special Needs Kids*. Washington, DC: U.S. Department of Education.
- Personke, C. & Johnson, D. (Eds.). (1987). *Spelling as a language art*. In *Language Arts Instruction and the Beginning Teacher*. Upper Saddle River, NJ: Prentice Hall.
- \* Piaget, J. (1965). *The language and thought of the child*. New York: Meridian Books.
- Pierce, K. M. (Ed.) (1993). *Cycles of meaning: Exploring the potential of talk in learning communities*. Portsmouth, NH: Heinemann.
- Power, B. M., & Hubbard, R. S. (Eds.) (1996). *Language development: A reader for teachers*. Englewood Cliffs, NJ: Prentice Hall.
- Rhodes, L. K., & Dudley-Marling, C. (1996). *Readers and writers with a difference: A wholistic approach to teaching struggling readers and writers* (2nd ed.). Portsmouth, NH: Heinemann.
- Roser, N. L., & Martinez, M. G. (1995). *Booktalk and beyond: Children and teachers respond to literature*. Newark, DE: International Reading Association.
- Routman, R. (1991). *Invitations: Changing as teachers and learners K-12*. Portsmouth, NH: Heinemann.
- Short, D. J., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners. Report to Carnegie Corporation of New York. New York: Alliance for Excellent Education.
- Short, K. G. (Ed.) (1995). *Research and professional resources in children's literature: Piecing a patchwork quilt*. Newark, DE: International Reading Association.
- Short, K. G., Harste, J., & Burke, C. (1995). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.
- \*Skinner, B. F. (1957). *Verbal behavior*. Englewood Cliffs, NJ: Prentice Hall.
- Tompkins, G. E. (1994). *Teaching writing: Balancing process and product* (2nd ed.). New York: Macmillan.
- Trelease, J. (1995). *The read-aloud handbook* (4th ed.). New York: Penquin.
- \* Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Heinemann.
- Whithaus, C. (2005). *Teaching and evaluating writing in the age of computers and high-stakes testing*. Mahwah, NJ: Erlbaum.
- Wicklund, L. K. (1989). Shared poetry: A whole language experience adapted for remedial readers. *The Reading Teacher*, 42, 478-481.
- Zarrillo, J. (1994). *Multicultural literature, multicultural teaching: Units for the elementary grades*. Fort Worth, TX: Harcourt Brace Jovanovich.

#### Professional Journals:

- The Language Arts
- The Reading Teacher

- Journal of Educational Research
- Journal of Reading
- Childhood Education
- Teaching Exceptional Children
- Reading Research Quarterly
- 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>

Effective: Spring 2015

## ELE 5650-Fall 2015 – Tentative Schedule

**This syllabus is subject to change at the discretion of the instructor for the enhancement of the students.**

All assignments will be submitted on the due dates specified in the syllabus. The instructor reserves the right to modify any of the material in the syllabus with notice given to course participants. Each student is responsible for obtaining all handouts, announcements, and schedule changes from the instructor of record. Students are expected to be familiar with the content of the assigned chapter prior to covering it in class. This will stimulate interesting class discussions and will keep the course interactive.

Week	Description	Points
<b>Week 1</b> August 23, 2016	Syllabus and Introductions Overview of Textbook Article Review Format & Rubric Shareshops Sign-up; Topic Presentations Sign-up Language Arts – Overview Writing Groups	<b>Weekly participation points</b>
<b>Week 2</b> August 30, 2016	Theory to practice Project Explanation Connect with Literature Review Assignment – Explain expectations for Literature review & Library Visit Choose area of focus for theory to practice project <b>Chapter 1-Introducing the Language Arts &amp; Chapter 2: Assessing Language Arts</b> <b>pg .1-14</b>  <b>Speaking/Listening Shareshops</b>	<b>15 points</b>
<b>Week 3</b> September 6, 2016	<b>Speaking/Listening Shareshops</b>  Check-in with Writing Groups  Start delving into ELA Common Core Standards  <b>Chapter 3: Supporting Diverse Learners &amp; Chapter 4: Understanding Oral p. 15-33</b>	<b>15 points</b>
<b>Week 4</b> September 13, 2016	<b>Chapter 5: Engaging with Literature</b>  <b>TOPIC PRESENTATIONS</b>	<b>30 points</b>

Week	Description	Points
<b>Week 5</b> September 20, 2016	Bring Rough Draft of Writing Project  Revision in writing groups  More with the Common Core  <b>Article Review #1 Due</b>	<b>2 X 50 points=</b> <b>100</b>
<b>Week 6</b> September 27, 2016	<b>Using Literature Group Presentations</b>  RTI Overview - In Context of Language Arts  Teaching Writing - An Overview <b>Article Review #2 Due</b>	<b>50 points</b>
<b>Week 7</b> October 4, 2016	Check in – Theory to practice Project <b>Vocabulary and Spelling Strategies – Group Presentations</b> <b>Writing Sharesops – Presentations</b>	<b>15 points</b>
<b>Week 8</b> October 11, 2016	<b>Writing Sharesops – Presentations</b> <b>Writing Genres as per the Common Core – Group Presentations</b>  Delving into Student Writing Samples	<b>15 points</b>
<b>Week 9</b> October 18, 2016	<b>Assessment in Language Arts - Group Presentations</b>  Getting to know PARCC Assessment	<b>40 points</b>
<b>Week 10</b> October 25, 2016	Online class  Complete assigned readings/module and be ready to share during next class meeting	Weekly participation points

Week	Description	Points
<b>Week 11</b> November 1, 2016	More about PARCC Assessments Check in – Theory to practice Project <b>Writing Project – Due</b>	Weekly participation points
<b>Week 12</b> November 8, 2016	ONLINE CLASS	
<b>Week 13</b> November 15, 2016	<b>Final Literature Reviews Due on D2L</b>	<b>100 points</b>
<b>Week 14</b> November 22, 2016	Thanksgiving Break	<i>Thanksgiving Break</i>
<b>Week 15</b> November 29, 2016	<b>Final paper for Theory to Practice-PAPER DUE!</b> <b>Theory to Practice Presentations Begin</b>	
<b>Week 16</b> December 6, 2016	<b>Theory to Practice Presentations Cont.</b>	
<b>Week 17</b>	Scheduled Final Exam: Thursday, December 15, 2016	<b><u>100</u> points</b>

--