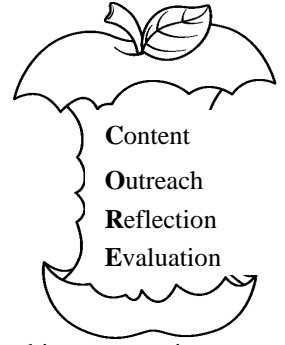


Early Childhood, Elementary and Middle Level Education Department
ELE 3350: Language Arts in the Elementary and Middle Level School



Instructor: Dr. Carrie Dale
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Office Hours: M/W 12:15-1:15 pm; T/TH 3:45-4:45 pm
Phone: 217-581-5728 (Messages Only)
Class Meetings: T/TH 10:00-11:40 am, room 2160 Buzzard
Semester: Fall, 2017

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 NELS/Common Core Standards while developing lessons for the Integrated Thematic Unit

Course Information:

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 NELS/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 NELS/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	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

	<p>have a literacy skill as the central focus. (NILS: New Illinois Learning Standards)</p> <p>Multicultural Project: The students will demonstrate strategies to select and use appropriate multicultural literature for the language arts classroom.</p>	<p>AMLE: A1a, A1b, A1c, A1d, B2a, B2b, B2c, C4a, C4b, C4c, C4d</p> <p>SEL: 1c, 2a, 2b, 2c</p> <p>Dispositions: PTSL, EC, SDE</p>
Course Requirement	Demonstrated Competencies	Aligned Standards
Participation	Performance includes presence and contribution during class meetings, and support of peer classmates.	<p>IPTS: 2E, 7B</p> <p>NAEYC: 3, 4a, 4b, 4c, 5</p> <p>ACEI: 3.1, 3.5</p> <p>AMLE: A1d</p> <p>SEL: 1a, 2a, 2b, 2c</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: 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2H, 3A, 6A-6I, 7A</p> <p>NAEYC: 1A, 1B, 3A, 3B, 4B, 5A, 5B</p> <p>ACEI: 2.1, 3.2, 3.3, 4.0</p> <p>AMLE: A1a, A1b, A1c, B2a, B2b, B2c, C4a, C4b, C4c, C4d,</p> <p>Dispositions: PEP, EC</p>
Techniques for Teaching Language Arts	<ul style="list-style-type: none"> 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. 	<p>IPTS: 2F, 2I, 6A-6I, 9A</p> <p>NAEYC: 1b, 3b, 4b, 4c</p> <p>ACEI: 1.0, 2.1, 3.1, 3.4</p> <p>AMLE: A1a, A1b, A1c, A1d, B2a, B2b, B2c, C4a, C4b, C4c, C4d,</p> <p>SEL: 1a, 1c, 2a, 2b, 2c</p> <p>Dispositions: IWS, PTSL, SDE</p>

Assignments:

Core Assignments	Brief Description	Points/Due Date	Approx. 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.	<p>Sept 5</p> <p>20 possible points (hard copy with copy of marked article attached)</p>	6%

Core Assignments	Brief Description	Points/Due Date	Approx. Weight
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.	Book 1: Sept 19 Book 2: Oct 3 Book 3: Nov 30 Possible 15 points each	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 about and participating in learning activities from various content areas. Academic vocabulary and text dependent questions must be included as part of the unit.	Oct 26 Possible 55 points	18%
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.	Quiz 1: Aug 31 Quiz 2: Sept 12 Quiz 3: Sept 26 Quiz 4: Oct 5 Midterm: Sept 14 Final: Dec 14 Quizzes are a possible 15 points each; midterm and final are possible 30 points each	40%
Participation	Active participation in classroom activities	.5 per class period X 24 class sessions = 12 possible points	5%
Handwriting Proficiency	Mandatory – Demonstration of cursive and manuscript writing in D'Nealian and Zaner-Bloser scripts.	Oct 24 15 possible points	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.	Due dates vary based on topic 20 possible points	7%

Core Assignments	Brief Description	Points/Due Date	Approx. Weight
BookShare	Select a children's book from provided list. Practice read aloud skills and develop a database of potential read aloud books for future classroom use.	Due dates vary based on topic 10 possible points	4%

Tentative Class Schedule:

Class Session	Topic/Content	Be Prepared to Discuss	Due
1: T Aug 22	Course Intro Visit to Ballinger Teacher Center (tentative)	Discuss/Sign up for BookShare Discuss/Sign up for Vignettes Discuss Journal Article Review Assignment	
2: TH Aug 24	Learning and the Language Arts	Chapter 1 in text Vignette chapter 1	
3: T Aug 28	Teaching and Assessing Language Arts	Chapter 2 (p. 28) Vignette for chapter 2	BookShare 1 and 2: page 33 (literature focus units)
4: TH Aug 31	Emergent Literacy	Chapter 3 (p. 61) Discuss Books 1, 2 and 3 writing assignment	Vignette Group A BookShare 3 and 4: page 79 (predictable books) Quiz 1 (chapters 1, 2 & 3) opens at 11:40 am
5: T Sept 5	Oral Language: Listening and Talking	Chapter 4 (p. 92)	Vignette Group B Journal Article Review BookShare 5 and 6: page 111 (books that spark debates) Quiz 1 closes at 10:00 am
Class Session	Topic/Content	Be Prepared to Discuss	Due
6: TH Sept 7	Written Language: Reading and Writing	Chapter 5 (p. 124)	Vignette Group C BookShare 7 and 8: page 151 (The 6 traits)

Class Session	Topic/Content	Be Prepared to Discuss	Due
7: T Sept 12	Visual Language: Viewing and Visually Representing	Chapter 6 (p. 157)	Vignette Group D BookShare 9 and 10: page 179 (books with visual language) Quiz 2 (ch 4, 5 & 6) opens at 11:40 am in D2L
8: TH Sept 14	MIDTERM EXAM (chapters 1-6; not open note/open book)		Quiz 2 closes at 10:00 am
9: T Sept 19	Building Vocabulary	Chapter 7 (p. 194)	Vignette Group E Book 1 due BookShare 11 and 12: page 217 (vocabulary)
10: TH Sept 21	Comprehending and Composing Stories	Chapter 8 (p. 228)	Vignette Group F BookShare 13 and 14: page 234 (story structures)
11: T Sept 26	Investigating Non-Fiction	Chapter 9 (p. 264)	Vignette Group G BookShare 15 and 16: page 271 (nonfiction) Quiz 3 (ch 7, 8 & 9) opens at 11:40 am in D2L
12: TH Sept 28	Exploring Poetry	Chapter 10 (p. 299) Discuss Thematic Unit	Vignette Group H Quiz 3 closes at 10:00 am BookShare 17 and 18: page 304 (wordplay books)
13: T Oct 3	Language Tools: Grammar, Spelling and Handwriting	Chapter 11 (p. 332) Discuss handwriting proficiency Practice handwriting 1	Vignette Group I Book 2 due BookShare 19 and 20: page 343 (parts of speech)

Class Session	Topic/Content	Be Prepared to Discuss	Due
14: TH Oct 5	Putting it All Together	Chapter 12 (p. 371) Practice handwriting 2 Work on Thematic Unit	Vignette Group J BookShare 21 and 22: page 116, (critical listening) Quiz 4 (ch 10, 11 & 12) opens at 11:40 am in D2L
15: T Oct 10		Practice handwriting 3 Work on Thematic Unit	Quiz 4 closes at 10:00 am BookShare 23 and 24: page 175 (art and artists)
16: TH Oct 12		Practice Handwriting 4 Work on Thematic Unit	
17: T Oct 17	Techniques for Teaching LA	Work on Thematic Unit	Handwriting Proficiency due
18: TH Oct 19	Techniques for Teaching LA	Work on Thematic Unit	Thematic Unit due
19: T Oct 24	NO CLASS – PRACTICUM ONLY		
20: TH Oct 26	NO CLASS – PRACTICUM ONLY		
T Oct 31	NO CLASS – PRACTICUM ONLY		
TH Nov 2	NO CLASS – PRACTICUM ONLY		
T Nov 7	NO CLASS – PRACTICUM ONLY		
TH Nov 9	NO CLASS – PRACTICUM ONLY		
T Nov 14	NO CLASS – PRACTICUM ONLY		
TH Nov 16	NO CLASS – PRACTICUM ONLY		
T Nov 21	NO CLASS – THANKSGIVING		
TH Nov 23	NO CLASS – THANKSGIVING		
21: T Nov 28	Techniques for Teaching LA	meet at library – work on Techniques for Teaching	

Class Session	Topic/Content	Be Prepared to Discuss	Due
22: Nov 30			Book 3 Due Technique Group U Technique Group V
23: T Dec 5			Technique Group W Technique Group X
24: TH Dec 7			Technique Group Y Technique Group Z
FINAL EXAM Thursday, December 14 10:15-12:15 a.m.	Final Exam (chapters 7-12; <u>not</u> open note/open book)	Bring in 3 books for Writing Project to share with class	

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 = possible 20 points
2. Writing Project = possible 45 points: (15+15+15)
3. Thematic Unit = possible 55 points
4. Exams = possible 120 points: (15+15+15+15+30+30)
5. Participation = possible 12 points
6. Techniques for Teaching Language Arts = possible 20 points
7. Handwriting Proficiency = possible 15 points
8. BookShare = possible 10 points

Total possible points = 297

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](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

ELE 3350 References

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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.
