

Eastern Illinois University
Department of Early Childhood, Elementary and Middle Level Education
ELE 5650.001: Language Arts in the Elementary and Middle School

Semester: **Fall 2017**

Credit Hours: **3 semester hours**

Prerequisites: **Eight semester hours in education and psychology**

Instructor: **Kiran Padmaraju, PhD**

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Office Hours: **Wednesdays: 2:00 to 4:00 pm; Thursday – 1:00 to 4:00 pm; Also available by appointment**

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Class Meetings: **Hybrid class, some face-to-face meetings as scheduled on Wednesdays from 12:00 to 1:00 pm**

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 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. 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* (9th ed.). Boston: Pearson.

Illinois Common Core Standards 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_std.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* (2nd edition). Boston: Pearson.

Additional supplemental readings will be made available during the semester on D2L.

Supplemental Materials: None

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 non-print 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</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>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>	
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>	<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>5.f. an ability to engage in reflective practice</p>
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>- OR -</p> <p>(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 non-print 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 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 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>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 non-print 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.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 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 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>Sharesop 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</p>	<ul style="list-style-type: none"> 1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate

	<p>(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 non-print 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.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 the success of their clientele</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></p> <p>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>
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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/Tests	<p>A minimum of one test consisting of multiple item types (e.g., multiple choice, true/false, short answer, and essay) will be administered to assess student understanding of course content.</p> <p><u>As this is a hybrid class, online tests will be scheduled at the end of some of the weekly modules. These will be spread out during the semester.</u></p>	45 points (15%)	As scheduled on D2L (Students will have a week to complete the tests that are assigned after some of the modules – tests will not begin till the fourth week of the semester)
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> <p><u>Since this is a hybrid class, article reviews will be submitted in a Dropbox and will include peer review. Students will be assigned to small groups and will review peer’s journal reviews and offer feedback. Detailed instructions about the format and templates will be available on D2L.</u></p>	2 X 15 = 30 points (10%)	<p>Journal Article 1 due in the Dropbox by September 11</p> <p>Peer review in small groups to be completed by September 18</p> <p>Journal Article 2 due in the Dropbox by September 25</p> <p>Peer review in small groups to be completed by October 2</p>
Literature Review	<p>Students will read, analyze and summarize eight articles on a focused topic relevant to the language arts course content.</p> <p>Research of the selected topic will be appropriately related to the student’s Theory into Practice project (or thematic unit) and</p>	60 points (20%)	Literature Review due in the Dropbox by October 16

	<p>provide a solid foundation for translating theory into practical classroom application.</p> <p><u>Since this is a hybrid class, literature reviews will be submitted in a Dropbox and will include peer review. Students will be assigned to small groups and will review peer's literature reviews and offer feedback. Detailed instructions about the format and templates will be available on D2L.</u></p>		<p>Peer review in small groups to be completed by October 30</p>
<p>Theory into Practice</p> <p>- OR -</p>	<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"> • provide a description of the project to be implemented (i.e., detailed project summary, sample materials, time frame & logistics); • include a statement of the goals for the project (i.e., including the Illinois Learning Standards being addressed); • assess the impact of the project (i.e., summarize and analyze the results obtained); • engage in reflection (i.e., function as a reflective practitioner by maintaining a journal regarding the experience). <p><u>This assignment can be submitted in different ways – as video presentations; narrated PowerPoint presentations, Prezi presentations with narration and any other creative way that the students prefer. As long as all the above elements are included in the presentation, the format is left to the choice of the students. The presentation includes submission into a Dropbox and peer review. Detailed instructions and templates will be made available on D2L at least three weeks before the final presentations are due.</u></p>	<p>60 points (20%)</p>	<p>Final presentations due in the Dropbox by December 4</p> <p>Peer review in small groups to be completed by December 11</p>
<p>Thematic Unit*</p> <p><u>*The thematic unit is an option provided only for graduate students who do not currently have access to a classroom in which to implement the “Theory into Practice” project.</u></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"> • major goals/objectives; • an introductory activity; • a minimum of ten activities/lessons/projects (i.e., that include the new 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. 		

	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.).		
Shareshop Presentations (i.e., two presentations)	<p>The student will prepare two 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 New Illinois Learning Standards being targeted and explain how they will be addressed; include the related children's/young adolescent literature; provide samples of student work (definitely for writing Shareshop and if possible for listening and speaking one also); and a summary of the project/activity <p><u>This assignment can be submitted in different ways – as video presentations; narrated PowerPoint presentations, Prezi presentations with narration and any other creative way that the students prefer. As long as all the above elements are included in the presentation, the format is left to the choice of the students. The submission will be on a discussion board, so everyone can see each other's presentations and share ideas and thoughts.</u></p>	2 X 15 = 30 points (10%)	<p>Listening and Speaking Shareshops to be submitted on Discussion Board by October 9</p> <p>Writing Shareshops to be submitted on Discussion Board by November 6th</p>
Class Participation	<p>Active participation is expected in the course. The students are expected to contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.</p> <p><u>These points will be assigned based on participation in Discussion boards as assigned during the semester. When major assignments (article reviews, literature review and theory to practice presentations) are due, no discussion boards will be required. Detailed instructions and expectations will be posted on D2L.</u></p>	15 points (15%)	Ongoing

Instructor's Policies for the Course (participation and late assignments):

Late Assignments: All submissions are in the D2L assignment Dropbox or in Discussion Boards. Dropboxes are set up with three dates – when the Dropbox is opened up, when assignment is due and then there is an end date (for receiving partial credit for late submission). **No assignment will be accepted after the posted end date. For discussion boards, once they are closed, students will not have access to them.**

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.

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

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

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

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- 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>

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