Department of Early Childhood, Elementary, and Middle Level Education

ELE 3350.002
Language Arts in the Elementary Schools
Spring 2008

Instructor: Daniel Carter
Location: BB 2441
Time: T,R – 8:00-9:15
Office: BB 2176
Office Hours: M,W – 10:00-11:00  T,R – 12:00-1:00
Telephone: Office – 581-7892  Home – 549-4959
E-mail: djcarter@eiu.edu

EIU CEPS Theme: Educator as creator of effective educational environments – integrating diverse students, subjects, strategies, societies, and technologies.

Catalog Course Description: Topics include objectives, research, teaching methods, and materials for teaching and evaluating the language arts. Field-based activities provided in conjunction with ELE 3000.

Prerequisites & Notes: Concurrent enrollment in ELE 3280 and ELE 3000 or permission of department chair. 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.


Learning Model: Personal Systems Model – Developmental
This model emphasizes self-development, personal awareness, and enhanced self-concept. It assumes that learning occurs when individuals assimilate new experiences into already existing cognitive structures. The model pays attention to individual perspectives and shapes education so that students can better understand themselves, take responsibility for their own learning, and go beyond current developments in order to become stronger, more sensitive, and more creative.

Information-Processing Model
This model enhances student attempts to comprehend by acquiring and organizing data, sensing problems/generating solutions, and developing concepts. The model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present the data, and has students focus on what is occurring as it is assimilated. This model provides the student with information while emphasizing concept attainment and hypothesis testing.

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

Course requirements and demonstrated competencies are aligned with the following standards:
Illinois Professional Teaching Standards (IPTS)
http://www.isbe.il.us/profprep/PDFs/ipts.pdf
Association for Childhood Education International (ACEI)
http://www.acei.org/Synopsis.htm
National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/accreditation/next_era.asp
Illinois Core Language Arts Standards (ICLAS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
Illinois Core Technology Standards (ICTS)
Outcomes specific to ELE 3350:
The students will be able to:

- Demonstrate a mastery of basic skills in language arts.
- Demonstrate knowledge of the nature of language systems (phonological, syntactic, semantic, and pragmatic).
- Demonstrate an understanding of the developmental philosophy in relation to language arts (listening, speaking, writing, reading, viewing, visual representing).
- Understand language acquisition and development.
- Describe the role of language arts (i.e., listening, oral expression, and written expression components) in the curriculum.
- Identify appropriate instructional techniques in a multicultural setting.
- Design instruction to develop and utilize the cognitive and affective processes by which pupils learn.

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<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tr>
<td><strong>Journal Article Review</strong></td>
<td>Performance includes analyzing professional articles and their implication to the teaching of language arts. The review writings will be evaluated by a rubric.</td>
<td>IPTS 2, 7, ICTS 1A, 2A, 2E, 5B, 7 ICLS 1, 2, 3 NAEYC 3, 4a, 4b, 4c ACEI 3.1, 3.3, 3.5</td>
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<tr>
<td><strong>Writing Project</strong></td>
<td>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 writing.</td>
<td>IPTS 1, 7, ICLS 1, 2, 3 ACEI 1, 2.1, NAEYC 1, 3, and 4</td>
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<tr>
<td><strong>Integrated Thematic Unit</strong></td>
<td>The students will demonstrate the ability to design a multidisciplinary teaching unit prepared to be used in a classroom designed on a selected theme and incorporating multiple language arts, lesson plans and content areas.</td>
<td>IPTS 1, 2, 3, 4, 5, 6, 7, 8 ICLS 1, 2, 3 ACEI 1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5 NAEYC 1, 3, 4, 5</td>
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<tr>
<td><strong>Multicultural Project</strong></td>
<td>The students will demonstrate strategies to select and use appropriate multicultural literature for the language arts classroom.</td>
<td>IPTS 1, 2, 3, 5 ICLS 1, 2, 3 ACEI 1, 2.1, 3.1, 3.2 NAEYC 1, 2, 3, 4</td>
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<tr>
<td><strong>Participation</strong></td>
<td>Performance includes presence and contribution during class meetings, and support of peer classmates.</td>
<td>IPTS 2, 7, 10, 11 ICLS 4.5 NAEYC 3, 4a, 4b, 4c, 5 ACEI 3.1,3.5</td>
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<td><strong>Exams</strong></td>
<td>The students will demonstrate their content and pedagogical knowledge of language arts by completing assessment tools.</td>
<td>IPTS 2, 7, 11 ICLS 4.5 NAEYC 3, 4a, 4b, 4c, 5 ACEI 3.1, 3.5</td>
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<tr>
<td>Core Assignments</td>
<td>Brief Description</td>
<td>Point Value</td>
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<td>Journal Article Review</td>
<td>The students will do a critical review of an article associated with the teaching of language arts from a peer-reviewed journal.</td>
<td>20 pts</td>
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<tr>
<td>Writing Project</td>
<td>The students will research a current educational tool, developing a formal writing of the topic using the expository style. The formal writing will be created according to the formal writing process as outlined by ISAT standards. The final paper will be three to five pages in length with appropriate APA standards.</td>
<td>50 pts</td>
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<td>Thematic Unit</td>
<td>This thematic collection of lessons and activities will integrate multiple elementary disciplines and all the six language arts while concentrating on a specific theme. Incorporated within the unit will be an attention to diversity factors influencing the learning process. The objective is to have elementary students improve their language arts skills while learning about and participating in learning activities from various content areas.</td>
<td>75 pts</td>
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<td>In-class Assignments and Quizzes</td>
<td>Daily assignments may be offered in connection with course content. Assignments will be an incorporation of multiple language arts elements. Credit for the assignment is dependent upon attendance.</td>
<td>10 pts each</td>
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<td>Midterm / Final Exams</td>
<td>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. The final exam will not be comprehensive.</td>
<td>75 pts each</td>
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<td>Participation</td>
<td>Active participation in classroom activities is a basic expectation. All notes, in-class work, and assignments should be kept neatly organized in a three ring binder. These will be reviewed during the final exam and used to aid in evaluating class participation.</td>
<td>25 pts</td>
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<td>Handwriting Proficiency</td>
<td>Mandatory – Demonstration of cursive and manuscript writing in D’Nealian and Zaner-Bloser scripts.</td>
<td>Pass/Fail</td>
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**Reading Assignments & Discussion Questions** - It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

**Grading Scale:**  
92%-100% = A  
82%-91% = B  
72%-81% = C  
62%-71% = D  

Consistent attendance is a basic expectation and extremely important to educational progress. You are expected to notify the instructor prior to any absence. Grades on all assignments will be deducted 5% of the possible points for each weekday the assignment is late. Your assignments will be judged on quality of content, presentation, organization, and the integration of ideas. Evaluation of progress will be based on written exams, course assignments, and class contributions.

All information in this syllabus should be considered subject to change based upon professional discretion.  
If you need course adaptations or accommodations due to a disability, please make an appointment to see me as soon as possible or contact the Director of Disability Services (581-6583).
**Professional References:**


*Standards for the Assessment of Reading and Writing* (1994). NCTE/IRA.