Unit 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 will be provided in conjunction with ELE 3000.

Prerequisites & Notes: Concurrent enrollment in ELE 3280 and ELE 3000 is required, 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.

Note on 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 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.

Current Textbook and Supplemental Materials:

Handout Packet for this class which must be purchased at Copy Express in the Union.

Models of Teaching:
Personal Systems Model (Developmental) This model emphasizes self-development, personal awareness, and enhanced self-concept. Learning occurs when individuals assimilate new experiences into already existing cognitive structures. The model pays great 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.

**Course requirements and demonstrated competencies are aligned with the following standards:**

- **Illinois Professional Teaching Standards (IPTS)**
  http://www.isbe.net/profprep/PDFs/ipts.pdf

- **Technology Standards for all Illinois Teachers (ICTS)**
  http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf

- **Language Arts Standards for all Illinois Teachers (ICLAS)**
  http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.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

**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.
<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Review</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, ICLAS 1, 2, 3, NAEYC 3, 4a, 4b, 4c, ACEI 3.1, 3.3, 3.5</td>
</tr>
<tr>
<td>Writing Project</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 written work.</td>
<td>IPTS 1 and 7, ICTS, ICLAS 1, 2, and 3, ACEI 1, 2.1, NAEYC 1, 3, and 4</td>
</tr>
<tr>
<td>Integrated Thematic Unit</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, lessons, and subjects.</td>
<td>IPTS 1, 2, 3, 4, 5, 6, 7, and 8, ICTS, ICLAS 1, 2, and 3, ACEI 1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, and 4, NAEYC 1, 3, 4 and 5</td>
</tr>
<tr>
<td>Multicultural Project</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, and 5, ICTS, ICLAS 1, 2, and 3, ACEI 1, 2.1, 3.1, 3.2, NAEYC 1, 2, 3, and 4</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Performance includes presence and contribution during class meetings, and support of peer classmates.</td>
<td>IPTS 2, 7, 11, ICTS, ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
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<tr>
<td>Exams</td>
<td>The students will demonstrate their content and pedagogical knowledge of language arts by completing assessment tools.</td>
<td>IPTS 2, 7, 11, ICTS, ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
</tr>
<tr>
<td>Core Assignments</td>
<td>Brief Description</td>
<td>Approx. Weight</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Attendance and Participation</td>
<td>Attendance is required. Participation in class activities and discussion is expected along with daily assignments if given. Two absences allowed. Five points off for each absence after the first two.</td>
<td>5%</td>
</tr>
<tr>
<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>5%</td>
</tr>
<tr>
<td>Learning Activity</td>
<td>Each student will present to the class a creative activity that can be used in multiple grades to develop language arts skills.</td>
<td>5%</td>
</tr>
<tr>
<td>Writing Projects</td>
<td>The pre-service teachers will complete two writing projects 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.</td>
<td>15%</td>
</tr>
<tr>
<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. The objective is to have elementary students improve their language arts skills while learning about and participating in learning activities from various content areas. Multicultural issues will be addressed.</td>
<td>25%</td>
</tr>
<tr>
<td>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.</td>
<td>50%</td>
</tr>
<tr>
<td>Handwriting Proficiency</td>
<td>Mandatory – Demonstration of cursive and manuscript writing in D’Nealian and Zaner-Bloser scripts.</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED
Grading Scale: 92%-100% = A     82%-91% = B     72%-81% = C     62%-71% = D
       184-200     164-183     144-163     124-143

1. 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 Outline (Weekly topics)

Week 1  Language Development (in native speakers and in language learners) – Theoretical Foundations
Week 2  Language – The six language arts, the four language cueing systems, language arts skills and strategies
        Teaching and assessing language arts – organizing materials, resources and time
Week 3  Emerging readers and writers
Weeks 4 & 5  The writing process and instructional approaches for effective writing instruction
Week 6  Vocabulary development and instructional approaches for effective vocabulary development
Week 7  The listening processes and strategies
        Speaking skills and strategies for language arts classrooms
Week 8  Using stories to develop language skills
        Using informational books in language arts classrooms
Week 9  Poetry – reading and writing strategies for elementary classrooms
Week 10  Spelling & Handwriting – Developmental stages and teaching strategies
Week 11  Grammar and Usage – Concepts and research based best practices
Weeks 12, 13, 14  PRACTICUM (March 31-April 18  M, T, W, TH, F)
Week 15  Seeing the big picture - Organizing language arts instruction in elementary classrooms
Week 16  Final Exams

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.