Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Catalog Course Description: 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, 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.

Current Textbook:

Models of Teaching:
Personal Systems Model (Developmental) 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. (Bruce & Weil, 1992)

**Information-Processing Model** (Bruce and Weil, 1992) 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](http://www.isbe.net/profprep/PDFs/ipts.pdf)
- **Technology Standards for all Illinois Teachers (ICTS)**
- **Language Arts Standards for all Illinois Teachers (ICLAS)**
  [http://www.isbe.net/profprep/CASCĐvr/pdfs/24110_corelangarts_std.pdf](http://www.isbe.net/profprep/CASCĐvr/pdfs/24110_corelangarts_std.pdf)
- **Association for Childhood Education International (ACEI)**
  [http://www.acei.org/Synopsis.htm](http://www.acei.org/Synopsis.htm)
- **National Association for the Education of Young Children (NAEYC)**
  [http://www.naeyc.org/accreditation/next_era.asp](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.
## Course requirements /Demonstrated Competencies

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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</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 piece of writing.</td>
<td>IPTS 1 and 7, ICTS 5B, 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, lesson plans and content areas.</td>
<td>IPTS 1, 2, 3, 4, 5, 6, 7, and 8, ICTS 2A, 3A, and 5B, 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 2A, ICLAS 1, 2, and 3, ACEI 1, 2.1, 3.1, 3.2, NAEYC 1, 2, 3, and 4</td>
</tr>
<tr>
<td>Participation</td>
<td>Performance includes presence and contribution during class meetings, and support of peer classmates.</td>
<td>IPTS 2, 7, 11, ICTS 8A, ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
</tr>
<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 8A, ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
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## “Core” assignments

<table>
<thead>
<tr>
<th>Core Assignments</th>
<th>Brief Description</th>
<th>Approximate Weight/Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Journal Article Review</strong></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>10%</td>
</tr>
<tr>
<td><strong>Writing Project</strong></td>
<td>Depending on the directions given by the instructor, the pre-service teachers will complete a writing 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.</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Thematic Unit</strong></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.</td>
<td>30%</td>
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<tr>
<td><strong>Exams</strong></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>40%</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Active participation in classroom activities</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Handwriting Proficiency</strong></td>
<td>Mandatory – Demonstration of cursive and manuscript writing in D'Nealian and Zaner-Bloser scripts.</td>
<td>Pass/Fail</td>
</tr>
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</table>

**DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR**
ELE 3350 Language Arts in the elementary Classroom/Carpenter/Spring 08

Course Requirements and Evaluation: Guidelines for each will be distributed

Article Review: 30 pts.
Writing Project: 30 pts.
Thematic Unit 100 pts.
Unit Presentation /Display 24 pts.
Exams (3)@50 150pts.

Total Points : 334

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

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

NOTE: If the portfolio 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.

Course Outline

Week 1(Jan. 8,10) Introductory activity; the six language arts. language arts strategies
Chapter 1
Week2(Jan. 15,17) Language – the four language cueing systems
Teaching and assessing language arts – organizing materials, resources and time Chapter 2
Week 3(Jan. 22,24) Thematic Units
The Reading Process/ Weaving Assessment into Learning
Chapters 2 and 3
Weeks 4 & 5 (Jan. 29,31) The writing process and instructional approaches for effective writing
(Feb. 5,7) instruction Chapters 3, 6, 9
Week 6(Feb. 12,14) Emergent Literacy Chapter4
Week 7 (Feb. 19, 21) The listening processes and strategies
   Speaking skills and strategies for language arts classrooms Chapter 8

Week 8 (Feb. 26, 28) Using stories to develop language skills Chapter 9
   Using informational books in language arts classrooms Chapter 10
Week 9 (Mar. 4, 6) Poetry – reading and writing strategies for elementary classrooms

Week 10 (Mar. 9-14) Spring Break
Week 10 (Mar. 18, 20) Spelling– Developmental stages and teaching strategies Chapter 12
   Vocabulary development and instructional approaches for effective vocabulary development Chapter 5

Week 11 (Mar. 25, 27) Grammar and Usage – Concepts and research based best practices
Weeks 12 - 14 March 31- April 18: Practicum
Week 15 March 22, 24) Unit Presentations/Wrap-up
Professional References


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