DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY AND MIDDLE LEVEL
EDUCATION
EASTERN ILLINOIS UNIVERSITY

ELE 3350(005) Language Arts in the Elementary School  Spring 2008

Credit Hours: 2-0-2
Instructor: Kiran Padmaraju
Office: 1322 Buzzard Hall (Inside the Reading Center)
Office Hours: MW: 11:00 – 12:00 Noon; TR: 10:00 – 12:00 Noon
Phone: Office – (217) 581 7879  Home – (217) 531 8955
Email: kpadmaraju@eiu.edu or kiranmayip@yahoo.com
Class Meetings: TR 3:00 – 4:15 p.m. BUZZ 2439

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:
Textbook Website: http://wps.prenhall.com/chet_tompkins_language_5

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.

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.
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.

### Course requirements /Demonstrated Competencies

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<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<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>
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<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, ICLAS 1, 2, and 3, ACEI 1, 2.1, NAEYC 1, 3, and 4</td>
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<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</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</td>
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</table>
language arts, lesson plans and content areas.

| Multicultural Project | The students will demonstrate strategies to select and use appropriate multicultural literature for the language arts classroom. | IPTS 1, 2, 3, and 5
| | | ICTS
| | | ICLAS 1, 2, and 3
| | | ACEI 1, 2, 3, 3.2
| | | NAEYC 1, 2, 3

| Participation | Performance includes presence and contribution during class meetings, and support of peer classmates. | IPTS 2, 7, 11
| | | ICTS
| | | ICLAS 4.5
| | | NAEYC 3, 4a, 4b, 4c, 5
| | | ACEI 3, 3.1, 3.5

| Exams | The students will demonstrate their content and pedagogical knowledge of language arts by completing assessment tools. | IPTS 2, 7, 11
| | | ICTS
| | | ICLAS 4.5
| | | NAEYC 3, 4a, 4b, 4c, 5
| | | ACEI 3, 3.1, 3.5

**ADDITIONAL INFORMATION:**

A. **Examinations:** Three written tests consisting primarily of objective items and one/two short essay questions will be administered to assess student understanding of the course content. These tests include two that will be administered after five chapters each and one as a final exam given at the scheduled time for finals. (Final – Thursday, May 1, 2008 - 12:30-2:30 pm)

B. **Assignments:** Specific guidelines for the written assignments/projects will be provided as the semester progresses. The major assignments are:
   a. Thematic Unit 80 points
   b. Minilesson with Multicultural Lit. 30 points
   c. Article Review 25 points
   d. Minilesson with Website 20 points
   e. Writing Project 40 points

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

D. **Evaluation:** Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions, and performance in assignments. Midterm grades will be determined based on the points earned to date.

Maximum possible points for the course are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Thematic Unit</td>
<td>80</td>
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<tr>
<td>Minilesson with Multicultural Lit.</td>
<td>30</td>
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<tr>
<td>Writing Project</td>
<td>50</td>
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<tr>
<td>Journal Article Review</td>
<td>30</td>
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<tr>
<td>Minilesson with Website</td>
<td>20</td>
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<tr>
<td>Handwriting Proficiency</td>
<td>Pass/Fail – Mandatory Completion</td>
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<tr>
<td>Three Exams (50 points each)</td>
<td>150</td>
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<td>Class Activities&amp; Participation</td>
<td>40</td>
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**Total Points Possible** 400 points

NOTE: Class attendance and participation are expected for this course.

E. **Late Assignments:** Grades on late assignments will be lowered after the due date.
F. **Other: Disabilities, honesty:** A concerted effort will be made to accommodate students with disabilities. It is the student’s responsibility to inform the instructor of any special needs at the beginning of the semester. **If you have a disability or think you may have a disability under ADA contact the Office of Disability Services at 581-6583.**

Students are expected to turn in only original work. Any work that is derived from published sources must include appropriate credit citations. Any kind of plagiarism shall be dealt with strictly.

The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course.

**Course Outline (Weekly topics)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Language Development (in native speakers and in language learners) –</td>
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<td>Theoretical Foundations</td>
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<td>2</td>
<td>Language – The six language arts, the four language cueing systems,</td>
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<td>language arts skills and strategies</td>
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<td></td>
<td>Teaching and assessing language arts – organizing materials, resources</td>
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<td></td>
<td>and time</td>
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<td>3</td>
<td>Emerging readers and writers</td>
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<td>4 &amp; 5</td>
<td>The writing process and instructional approaches for effective writing</td>
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<td>6</td>
<td>Vocabulary development and instructional approaches for effective</td>
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<td></td>
<td>vocabulary development</td>
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<tr>
<td>7</td>
<td>The listening processes and strategies</td>
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<td>8</td>
<td>Speaking skills and strategies for language arts classrooms</td>
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<td>9</td>
<td>Using stories to develop language skills</td>
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<td></td>
<td>Using informational books in language arts classrooms</td>
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<td>10</td>
<td>Poetry – reading and writing strategies for elementary classrooms</td>
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<td>11</td>
<td>Spelling – Development stages and teaching strategies</td>
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<td>12</td>
<td>Grammar and Usage – Concepts and research based best practices</td>
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<td>Handwriting – Development and strategies</td>
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<td></td>
<td>Seeing the big picture - Organizing language arts instruction in</td>
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<td></td>
<td>elementary classrooms</td>
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</table>

**Three Weeks during the semester are spent in schools for Practicum.**

**Professional References**


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