

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 1990-2010

Spring 2-1-2008

C&I 318.02: Teaching Language Arts K-8

Steve Kalling

University of Montana, Missoula, steven.kalling@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi1990-2010>

Let us know how access to this document benefits you.

Recommended Citation

Kalling, Steve, "C&I 318.02: Teaching Language Arts K-8" (2008). *University of Montana Course Syllabi, 1990-2010*. 43.

<https://scholarworks.umt.edu/syllabi1990-2010/43>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 1990-2010 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

TEACHING LANGUAGE ARTS P-8
C & I 318w

Prerequisite: C & I 303 Educational Psychology and Measurement

3 credits

Steve Kalling

Ed. 307

243-5512

steven.kalling@mso.umt.edu

Office hours: MW 10:00-11:00

(Other times by arrangement and
happenstance.)

Course Purpose:

The language arts are not subjects within themselves but are connected to the development of clear, imaginative, effective communication. The purpose of this course is to integrate the theory, research, and application of the teaching of the facets of communication: reading, writing, listening, speaking, creating, and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children.

Course Learning Outcomes:

Students will demonstrate, through their performance on written exams, assignments, and quizzes a thorough understanding of the following key concepts:

1. **Language Development.** Who are the leading theorists in this field? How does knowledge about how children acquire language pertain to instruction in school? What are the stages, facets, and functions of language development? What is the teacher's role in this process? (Chomsky, Piaget, Vygotsky, Bruner, Skinner)
2. **Second Language Acquisition.** How do we best teach children whose primary language is not English? What are the advantages of early bilingualism? How do children acquire two or more separate language systems? (Nieto, Rigg, Allen)
3. **Writing Process.** What are the stages of the writing process? What is the teacher's role during each stage? How do we set up a comprehensive writing program in the elementary grades? How do we use literature to stimulate writing? (Hansen, Graves)
4. **Mechanics of Writing.** How do we teach punctuation, grammar, spelling, and handwriting within the writing program? (Routman, Holdoway, Read, Gentry)
5. **Media Literacy.** How does the media affect our belief system? How do we help children become media literate? (Creighton, Lundsteen, Shannon, Winn)

6. **Children’s Literature.** How do we select quality literature for the writing program? How do we use books to stimulate speaking activities and nurture listening? (Lukens, Cullinan)
7. **Lesson Planning.** How do we write appropriate lesson plans for the language arts? Which classroom management strategies apply in the language arts? (Hennings)
9. **Integrated Curriculum.** How do we integrate the elementary curriculum so that the facets of language are used effectively? (Goodman)
10. **Assessment.** How is assessment different in an integrated language arts program? How do we select and use a variety of tools to monitor literacy development? How does assessment shape instruction? (Valencia, Pearson)
11. **Diversity Issues.** How do we incorporate issues of diversity and exceptionalism into the language arts? How do we teach so that all children will succeed? What are the implications of the Montana Indian Education for All Act? (Patterson, Stoddard)
12. **Standards.** How do we use state and national standards to guide instruction? (OPI, IRA, NCTE)

Instructional Methods:

1. Small group activities.
2. Whole class participation and discussion.
3. Inquiry teaching, deductive and inductive learning.
4. Cooperative learning.
5. Critical thinking.
6. Written response to literature.

Rationale for Course:

1. Reading/language arts instruction is the heart of the elementary curriculum.
2. Literacy is both the purpose of education and the right of the student
3. The MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES MANUAL, Board of Public Education, states:

“ . . . The education program in Communication Arts encompasses the study of languages and literature, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative, logical, and critical thinking.”

Required reading:

O’Conner, P. T. (2003). *Woe is I*. New York: Riverhead Books.

Faculty Pack

Children’s Book:

Bryant, J. (2004). *The trial*. New York: Knopf.

Additional required materials:

A dictionary

Blue book for Word of the Day and Daily Oral Language

On reserve in the Mansfield Library and the Teacher Resource Center:

PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (5th ed.). (2001). Washington, D. C.: American Psychological Association.

STANDARDS FOR THE ENGLISH LANGUAGE ARTS. (NCTE and IRA)

STATE OF MONTANA COMMUNICATION ARTS STANDARDS

Numerous language arts methods textbooks

Tentative schedule:**January 21-25 No class Monday**

- a. Introduction to the course
- b. How children learn
- c. Section #1 (cream) fac pack

January 28-February 1

- a. Primary language acquisition
- b. Secondary language acquisition
- c. Section #2 (yellow) fac pack
- d. Quiz #1 due Wednesday

February 4-8

- a. Teaching the facets of the language arts
- b. The listening process
- c. Emergent literacy
- d. Quiz #2 due Wednesday

February 11-15

- a. Learning through drama
- b. The talking process: form, subject, purpose, audience
- c. Reading poetry with children
- d. Section #3 (lavender) fac pack
- e. Media paper due Wednesday

February 18-22 No class Monday

- a. Writing as communication: perspective, tone, style
- b. The traits of writing
- c. Writing poetry with children
- d. Section #4 (green) fac pack

February 25-29

- a. Journal writing
- b. Descriptive writing

March 3-7

- a. Letter writing
- b. Narrative writing
- c. Persuasive writing
- d. Test 1 Wednesday

March 10-14

- a. Biographical and autobiographical writing
- b. Invitation to writing
- c. Teaching spelling
- d. Genre writing for *The Trial* due Wednesday

March 17-21

- a. Expository writing
- b. Notemaking and mapping
- c. Research writing

March 24-28 Spring break

March 31- April 4

- a. Handwriting
- b. Section #5 (blue) fac pack
- c. First draft of Spelling Analysis due Wednesday

April 7-11

- a. Individualizing spelling
- b. Connecting mechanics to the writing process

April 14-18

- a. Assessment in the language arts
- b. Classroom management and the language arts

April 21-25

- a. Standardized testing and the language arts
- b. Implementing state and national standards in the language arts
- c. Final draft of Spelling Analysis due Wednesday
- a. Language immersion schools
- b. Organization and classroom management in the writing program
- c. Slang, accent, dialect, jargon and 'Standard English'

April 28-May 2

- a. The Montana Indian Education for All Act
- b. Reading and the Native American Learner
- c. Second lesson plan due

May 5-9 Final week**Section 2: Monday, 8:00-10:00****Evaluation Criteria:**

Attendance is required. More than two absences or repeated tardiness will result in a reduction in your final grade. All assignments must be typed and stapled and must have a separate title page (and a title) or cover sheet; late papers are not accepted. Clear communication is a requirement of our profession; therefore, approximately 1/3 of each grade will be based on the mechanics of writing. Assignments will not be reread: complete them with care.

Papers, quizzes, tests, reading assignments, and class activities are designed to meet the dictates of our accrediting agencies (the State of Montana and NCATE), the guidelines of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), and the University requirements for an upper division writing class.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instruction and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umd.edu/SA/VPSA/index.cfm/page/1321>.

Required Tasks:

Media Paper

Genre Writing for *The Trial*

Spelling Analysis (revision required)

Quizzes (punctuation and grammar)

Lesson plans (handed in separately)

Poetry poster

Tests I and II

Assignments:

Media Paper (NCATE Standards 10.58.501, f)

Increasingly, the media shapes our view of reality. As elementary teachers, it is our responsibility to help students study and interpret media and recognize its enormous influence on their lives. Focus on one of the following pairs of articles for your paper:

“Report: Ads big contributor to obesity among children” and
“The fat of the land”

OR

“Free will hunting” and
“The toll of video violence”

OR

“Private matters are public nuisance when cell phone slaves air their lives” and
 “You call this progress?”

Your paper should combine the information provided by the two articles and align it with your own experiences and opinions. In a brief (2 page) paper include the following:

1. A brief introduction to the topic
2. A brief summary of the articles
3. A thesis sentence (*italicize it*)
4. Your own opinions (include experiences and examples for support)
5. A conclusion

Genre Writing (NCATE Standards 10.58.501, b, 521, iv, i, iii)

Just as we read in different genres, we write in different genres. Which form we choose for our writing depends on numerous factors: our purpose, the audience, the topic itself. After reading *The Trial*, select three different genre responses to the Lindbergh kidnapping. Each should be about a page in length, no more than two. As a separate introduction, describe why you chose the genres you chose. List the information that you uncovered from your own research that you will imbed in the genre responses. (Poetry is not an option.)

Some options:

Letters	Scripts for plays
Newspaper articles	Opinion pieces
Journal entries	Obituaries
Narrative	Biography (or autobiography)

In preparation for this paper, conduct some research about Charles Lindbergh and the kidnapping of his infant son. Cite your sources (at least two) on a separate page.

Developmental Spelling Analysis (NCATE Standards 10.58.521, A, i)

Collect a writing sample of a child aged 6 - 11. Using the text and the faculty pack to guide you, analyze the child’s writing development and his or her handwriting. Comment on the handwriting and punctuation as they pertain to spelling development. As a classroom teacher, what recommendation for instruction would you have for this child? What would be the next learning step? Assemble a spelling list for this student and explain your selections.

Support your paper with three references from reading outside of the course requirements. Reference your paper according to the APA Style Manual. Do NOT use information from a Web Site as a scholarly reference. Include the first page of each reference and the writing sample used

for the analysis. The grading rubric for this assignment is included in the faculty pack.

To the final, graded, draft of this paper attach a paragraph describing the changes you made based on the comments and suggestions of your peer reviewer and me.

Lesson plans (NCATE Standards 10.58.501, b, 521, v)

Design and teach two language arts lesson plans. Use the format included in the example in the faculty pack for your lesson plans; follow it precisely. Have your supervising teacher sign and date the two lesson plans you teach. Include samples of student work.

A sample lesson plan and the grading rubric are included in the faculty pack.

Please note that these lesson plans are due on two separate dates.

Poetry poster (NCATE Standards 10.58.501, b, 521)

Design a poetry poster for display in our building. This assignment is worth 6 points on the test/quiz portion of your grade. For full credit the following criteria must be met:

1. The poem must appeal to, and have meaning for, adults (3 points)
2. The poster must be on lightweight paper (not tag board or poster board which are too heavy to attach to the walls) and can be no larger than 18 x 24" (they can be smaller) (2 points)
3. The poster will be artistically created in a way that enhances the meaning of the poem (1 point)

You will sign up for presentations of your posters.

Daily oral language (NCATE Standards 10.58.521, i)

Each day of class I will share a word from the Merriam Webster "Word of the Day" website. We'll also have a daily oral language lesson on some facet of grammar, punctuation, or referencing. This information will be required for Tests I and II.

Grading:

Written work will constitute 50% of your final grade; quizzes, and tests will also be 50%.

Grading Scale:

100-99 A+ (100%)	91-90 B+ (91%)	83-82 C+ (83%)	75-74 D+ (75%)
98-94 A (96%)	89-86 B (88%)	81-78 C (80%)	73-70 D (72%)
93-92 A- (93%)	85-84 B- (85%)	77-76 C- (77%)	69-68 D- (69%)

67 and below F

Emergency preparedness

In the event of an emergency that requires we leave the building, do not take the elevator. We will collect in front of McGill Hall (east of us).

Grade Record

Part A: Papers

A1. Media paper _____ = _____ % = _____/20

A2. Genre paper _____ = _____ % = _____/20

A3. Spelling analysis _____/30 = _____ %

A4. Lesson plan 1 _____/15 = _____ %

A5. Lesson plan 2 _____/15 = _____ %

Part A = _____/100

Part B: Quizzes, tests, and poetry poster

B1. Quiz 1 _____/12

B2. Quiz 2 _____/12

B3. Midterm _____/_____

B4. Poetry poster _____/ 6

B5. Final _____/_____

$$\text{Part B} = \frac{\quad}{\quad} = \quad\%$$

$$A + B / 2 = \quad\% = \text{final grade}$$