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### C&I 318.03: Teaching Language Arts P-8

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## C&I 318: Teaching Language Arts P-8

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### Required Texts:

Hennings, D. G. (2002). *Communication in action: Teaching literature-based language arts*. (8<sup>th</sup> ed.) Boston: Houghton Mifflin.

Course Pack for C&I 318

Ballard, R. (1988). *Exploring the Titanic*. New York: Scholastic.

Gentry, R. J. (1989). *Spel is a four-letter word*. Portsmouth, NH: Heinemann.

### 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 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.*

### Rationale for the 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."

## Course Learning Outcomes

Students will demonstrate, through their performance on papers, projects, and assignments 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, Hart)
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, Igoa)
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 systems? 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? (Hennings)
8. Integrated curriculum—How do we integrate the elementary curriculum so that the facets of language are used effectively? (Goodman)
9. 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, McTighe & Wiggins)
10. Diversity issues—How do we incorporate issues of diversity and exceptionality into the language arts? How do we teach so that all children will succeed? (Patterson, Stoddard)
11. Standards—How do we use state and national standards to guide instruction?

## **Course Requirements**

### **1. CLASSWORK AND PARTICIPATION**

We will work on a number of projects during class time, and will complete some projects in class. Your active and enthusiastic participation are keys to the success of these projects, and will be factored into your grade. Some projects may require additional time outside of class. Due dates for projects that require work outside of class are listed below:

#### **Lesson Plan—Date Due: February 24**

Develop a lesson plan as part of our class-designed thematic unit. Details to follow.

#### **ABC of Me—Date Due: April 2**

Complete and bind the book that we began on the first day of class. (We will spend a small amount of class time completing the book and will bind it in class. Plan to work on the book outside of class.)

#### **Journal—Date Due: Varies**

You will keep a journal for this class in which you reflect on your field experience, our class activities, and whatever else you like. Please bring the journal to each class meeting. There will sometimes be optional writing prompts provided for in-class journal writing. I will collect a few journals at random each Monday and return them on Wednesday.

#### **Class ListServ Discussion—Date Due: Friday of each week**

You are expected to post to the class discussion board once each week.

### **2. ISSUE PAPER—Date Due: March 17**

Choose any issue that relates to language arts and is of interest to you. Write a short paper about the issue. Define the issue and take a position regarding it. Justify your position. Cite at least 3 sources. Use APA style.

### **3. SCENARIO PAPER—Date Due: April 28**

Respond to the scenario attached to this syllabus. Be sure to follow all directions and respond to all parts of the question. I will be happy to review your paper at any stage. Don't wait until the last minute to begin this complex assignment!!

### **4. SCRAPBOOK—May 5, 2003**

Put together a collection of 10 artifacts that reflects your personal growth throughout the semester in language arts. These artifacts are to be drawn largely from your field experience, so begin collecting them as soon as you get into the classroom. (For example, you might include samples of student work from lessons in which you participated, a description of a lesson you observed, or a write-up of an interview you conducted with a teacher. Also, the lesson plans and activities you create for this class would be appropriate pieces.) Write a brief explanation of why you chose each particular artifact. In class, we will work together to design a rubric for assessment of the scrapbook project.

## Grading

Every student in this class is capable of earning an "A". I will happily review your assignments with you at any stage of completion, and will work with you until the assignment is of high quality. If you are willing to work hard, you will do well. Your motivation will determine your grade in this class!

## Relative Value of Assignments

PARTICIPATION	20 points
CLASSWORK PROJECTS	20 points
ISSUE PAPER	15 points
SCENARIO PAPER	30 points
SCRAPBOOK (FINAL)	<u>15 points</u>
	100 points

## Grading Scale

A= 90-100

B= 80-89

C= 70-79

D= 60-69

## Attendance

This will be a busy class, with "hands-on" and cooperative activities planned each week. **Your attendance and active participation are vital to your success in this class.** If you are not in class, you may miss an activity that will be difficult, if not impossible, to make up. Therefore, it is important that you attend class faithfully and that you come on time and well-prepared.

That said, I understand that "stuff happens" and that illness or other problems may occasionally make it impossible for you to attend class. If you know that you will have to miss class, call me as soon as possible to let me know. If your absence is unavoidable and is cleared with me, I will work with you to make up missed material. If an absence is not excused in advance, I will not provide this opportunity. This is not because I wish to "punish" those who choose not to attend class, but because it is simply not feasible for me to adjust to the schedules of 20+ students. Make the same commitment to your attendance that you expect from me and all will be well.

## My Teaching Philosophy

I believe that teaching is mostly about relationships. When positive relationships exist among a teacher and a group of students, a learning community emerges. Within a true learning community all members find opportunities to give and receive support, to share ideas and information, to expand their worldviews as they are presented with a variety of perspectives, and to benefit from the process of working with others. The positive relationships that make learning community possible are built on respect, responsibility, and joy.

Respect means that each member of the community is held in high regard as a unique human being. I will strive to demonstrate my respect for you by using your time well in class, by acknowledging that you have a life outside of class, and by welcoming your questions and input. In turn, I expect you to treat me and other members of the class with respect. This does not mean that you should not disagree or raise controversial issues; on the contrary, this kind of interaction often promotes learning. I urge you to question and debate the issues freely and with enthusiasm...but always respectfully.

Responsibility means that each of us will contribute to the learning process. I have responsibility to provide you with solid content and to demonstrate useful teaching strategies. You have responsibility to do all assigned work with care and effort, to prepare for class by completing the weekly readings, to actively participate in class, and to let me know if you have needs or concerns. Ultimately, you are responsible for your own learning. Unless a student is motivated and committed, a teacher's effectiveness is severely limited.

Finally, joy is an inherent part of the learning process. This is evident in the faces of young children as they interact with and make discoveries about the world around them. But somewhere along the way, the joy often fades. We come to think of learning as a chore, as something to be endured instead of enjoyed. I will do my best to bring some joy into the process of learning about language arts, and I ask you to embrace the notion that learning truly can be a joyful experience.

With these tenets in mind—respect, responsibility, and joy—we will hopefully come to regard each other as friends and colleagues. I have no doubt that I will learn fully as much as any of you in this process. I look forward to learning and growing together as we explore the teaching of language arts.

## Tentative Course Schedule

Week	Topics	Related Readings	Assignments Due
1	<b>Course Overview</b> 2/27 Introduction 2/29 Syllabus review	Hennings: Chapter 1	
2	<b>Language Development</b> 2/3 Functions of language 2/5 How children learn language. Guest lecturer: Lucy Hart Paulsen	Hennings: Chapter 3 Course Pack: Section 1	
3	<b>Thematic Instruction</b> 2/10 Developing lit-based thematic units 2/12 Language arts in the content areas	Hennings: Chapter 4 Ballard	
4	<b>NO CLASSES THIS WEEK</b> 2/17 President's Day 2/19 Reading day	Hennings: Chapter 8	
5	<b>Thematic Instruction (cont)</b> 2/24 Reading instruction within lit-based thematic units 2/26 Critical thinking through lit-based thematic units	Hennings: Chapter 7 Hennings: Chapter 8	2/24 Lesson plan for thematic unit
6	<b>Diversity: Meeting the needs of all students</b> 3/3 Second language learners and cultural diversity 3/5 Learning disabled students	Hennings: Chapter 2 Course Pack: Section 2	
7	<b>Diversity: Meeting the needs of all students (continued)</b> 3/10 Inclusion and language arts 3/12 Differentiating instruction in the language arts	Hennings: Chapter 2 Course Pack: Section 2	

## Tentative Course Schedule

Week	Topics	Related Readings	Assignments Due
8	<b>The Writing Program</b> 3/17 The writing process 3/18 The traits of writing	Hennings: Chapter 9 Hennings: Chapter 10 Course Pack: Section 4	3/17 Issue paper
9	<b>NO CLASSES—SPRING BREAK</b>		
10	<b>The Writing Program (cont)</b> 3/31 Kinds of writing 4/2 Writing poetry and making books with students	Hennings: Chapter 9 Hennings: Chapter 10 Course Pack: Section 4	4/2 ABC Book
11	<b>Listening and Speaking</b> 4/7 The listening and talking processes 4/9 Learning through drama	Hennings: Chapter 5 Hennings: Chapter 6 Course Pack: Section 3	
12	<b>Media Literacy</b> 4/28 Interacting with non-print texts 4/30 Teaching LA with technology. Guest lecturer: Hilve Firek	Cheney handout: O'Kelley article  Gentry	
13	<b>Spelling and Grammar</b> 4/14 Explicit instruction and embedded instruction 4/16 Developmental spelling analysis	Hennings: Chapter 11 Hennings: Chapter 12 Course Pack: Section 5	4/28 Scenario paper
14	<b>Accountability</b> 4/21 Assessment in the language arts 4/23 Implementing state and national standards; standardized testing		
15	<b>Course Wrap-Up</b> 5/5 Review and wrap-up 5/7 Workshop		5/5 Scrapbook
16	<b>Exam:</b> (Wed. May 14, 10-12) Workshop continued		