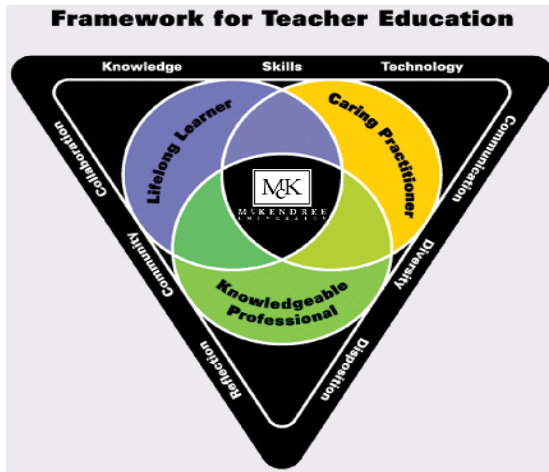


McKendree University
School of Education
Methods of Teaching Elementary Language Arts
EDU 445/545-(W) (3 Credit Hours)
Fall 2011



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Office Hours: Tuesdays, 11:00-12:00
Wednesdays, 2:00-4:00
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Class Meets: Thursday 1:00-3:50
PAC Room 114

Mission Statement

It is the mission of the Teacher Education Unit at McKendree University to prepare teachers and other education professionals as lifelong learners, caring practitioners, and knowledgeable professionals. The mission of the Teacher Education Unit at McKendree University is linked and inspired by the mission and purpose of the University. The dispositions of a candidate completing the program also are grounded in the mission of McKendree University. Supported by the mission of the unit, it is the vision of the Teacher Education Unit at McKendree University that in its preparation of educators who are knowledgeable professionals, caring practitioners, and lifelong learners, the Unit will provide the leadership to enable graduates to meet the ever-changing diverse demands placed upon the schools in the region it serves.

Course Description:

Welcome to EDU 445/545!! This course acquaints the teacher candidate with the theory and practice of the elementary language arts through exploration of instructional strategies for communication skills: listening, speaking, reading, writing, viewing, and visually representing. An emphasis on developing certain strategies for oral and written language across the curriculum through the four patterns of practice is emphasized. Technology and

multicultural infusion are stressed. Strategies for teaching these subject areas to the exceptional, disadvantaged, and culturally different child are included.

Prerequisites: Admission to the Teacher Education Program and EDU 309; concurrent enrollment in EDU 446 and EDU 430; a 48-hour field experience for the EDU 445/446 block is a course requirement.

Course Objectives:

Upon successful completion of this course, the McKendree teacher candidate will have:

1. Knowledge of the six language arts: listening, talking, reading, writing, viewing, and visually representing (KP, LL) (ITPS 1) (IL-CLA 1) (IL-CTECH 3) (NCTE 3.12) (ACEI 1, 2.1, 3.4)
2. Skills to teach the language arts throughout the content areas (KP, LL) (ITPS 4) (IL-CLA 1) (NCTE 3.2.4) (ACEI 1, 2.1, 3.1)
3. Language arts lessons to meet the needs of diverse learners (KP, CP) (ITPS 3) (IL-CLA 2) (IL-CTECH 3) (NCTE 3.1.4) (ACEI 1, 2.1, 3.2)
4. A variety of methods to use when teaching the language arts (KP, LL) (ITPS 4) (IL-CLA 1) (IL-CTECH 3) (NCTE 4.6) (ACEI 1, 2.1, 3.4)
5. Writing activities to use across the curriculum (KP, LL) (ITPS 4) (IL-CLA 2) (NCTE 3.4.2) (ACEI 1, 2.1, 3.1)
6. Talking activities to use across the curriculum (KP, LL) (ITPS 4) (IL-CLA 2) (NCTE 3.1.8) (ACEI 1, 2.1, 3.1)
7. Knowledge of the four language arts patterns of practice (KP, LL) (ITPS 1) (IL-CLA 1) (NCTE 3) (ACEI 1, 2.1, 3.1)
8. An awareness of ways to assess language arts (KP, LL) (ITPS 8) (IL-CLA 3) (NCTE 4.12.1) (ACEI 1, 4)
9. (Graduate students) Produced a research paper and disseminated the results to colleagues (KP, LL) (ITPS 1) (IL-CLA 3) (NCTE 3.7.1) (ACEI 1, 5.1)

Instructor Philosophy:

I subscribe to the philosophy of constructivism which includes active learning as one of its guiding principles. In order to fulfill the goal of active learning, students in this class will take an active role in the class while designing activities and projects. I also recognize that due to differences in student learning styles, the following methodologies will be used in this course: lecture, discussion, videos, fieldwork, reflective writing, simulations, cooperative learning and others. Students with a documented disability are encouraged to discuss possible accommodations, preferably during the first week of class. If you are having trouble in this course, please see me as early as possible in the semester.

ADA Policy:

The School of Education conforms to the disability policies of McKendree University. A student requiring assistance with the technical portions of the course should contact the Instructor or the Academic Support Center. Services for students with disabilities are provided through the McKendree Academic Support Center in order to help the student integrate in the entire college experience. MASC provides coordination and implementation of special accommodations for students with documented disabilities. You can contact Clarissa Melvin, the director of the McKendree Academic Support Center, at cbmelvin@mckendree.edu or 537-6850.

Required Course Texts and Materials:

- Tompkins, G.E. (2009). *Language Arts, Patterns of Practice* (7th edition). New Jersey: Pearson.
- Articles accessed through Blackboard
- A quality literature piece used for literature circles.
- *Number the Stars* by Lois Lowry

Evaluation:

1. Participation points (KP, CP) (ITPS 9) (IL-CLA 2) (IRA 5.3) (ACEI 5.2)
2. Literature Circles (KP, LL) (ITPS 4) (IL-CLA 2) (NCTE 3.1.8) (ACEI 1, 2.1, 3.1)
3. Writing Portfolio (KP, LL) (ITPS 4) (IL-CLA 2) (NCTE 3.4.2) (ACEI 1, 2.1, 3.1)
4. Digital Storytelling (KP, LL) (ITPS 8) (IL-CLA 3) (NCTE 4.12.1) (ACEI 1, 4)
5. Observation requirements (KP, LL) (ITPS 4) (IL-CLA 1) (NCTE 3.2.4) (ACEI 1, 2.1, 3.1)
6. Disposition assessment (KP, CP) (ITPS 9) (IL-CLA 2) (IRA 5.3) (ACEI 5.2)
7. In-class assessments (KP, LL) (ITPS 4) (IL-CLA 1) (NCTE 3.2.4) (ACEI 1, 2.1, 3.1)

Breakdown of assignments:

Assignment	Points	Your points	Due
Participation points (SEA methods, assignments, quizzes etc.)	50		Ongoing
Literature Circles and Presentation	75		Various Presentation: Dec. 8
Writing Portfolio	50		Dec. 1
Observation requirements	75		Nov. 17
Digital Storytelling	75		Nov. 10
Exam #1	100		Sept. 21
Exam #2	100		Nov. 10
Disposition assessment (turn in portfolio)	10		Dec. 16
Final Exam	100		Dec. 15

Undergraduate student total=655

Graduate Student Presentation/Paper 100

Graduate student total: 755

Grading Scale

Points needed (undergraduate)

A	94-100%	615-655
A-	90-93%	589-614
B+	87-89%	569-588
B	84-86%	550-568
B-	80-83%	524-549
C+	77-79%	504-523
C	74-76%	484-503
C-	70-73%	458-483
D	60-69%	393-457
F	59 and below%	0-392

Components of grades:

1. Participation points

- ✓ The ultimate goal in this class is for you to learn about language arts methods and the best way to achieve this is by attending and participating in class discussions/activities.
- ✓ There are a variety of reasons that you will not want to miss participating in discussions/activities: increases student learning, clarifies difficult items, and creates a more interesting course.
- ✓ Finally, learning is a process and if you have a positive attitude you will usually be successful in your endeavors.
- ✓ Various activities throughout the semester will have a point value attached to them, in-class and out of class. Point values will be assigned randomly as the semester progresses.

2. Writing Portfolio

- ✓ Students will be required to keep a portfolio in order to publish the different types of writing i.e. journal entries, poetry, letters, along with expository, persuasive, and narrative writing.
- ✓ **Please have your 2 pocket folder with brads (and paper) by the second class meeting. A checklist will be provided later in the semester.**

3. Literature Circles

- ✓ The instructor will present 4-5 books to the class and each student will join a literature circle which is of special interest.
- ✓ Each student will have an assigned literature circle role although the roles will change weekly.
- ✓ As part of your point total, you will turn in weekly materials, such as the materials you developed for your role. Since part of the circles is group discussion, you cannot make up a missed day or role of literature circles.

4. Observation requirements

- ✓ Teacher candidates are required to complete a 48 hour field experience in this methods course.
- ✓ For this specific course, you are required to interview your cooperating teacher about language arts and to teach one lesson which includes language arts instruction. The lesson that you teach must be for this class only and not others such as EDU 430 or 446. More information to follow.
- ✓ Lesson ideas include: any part of the writing process, dictionary usage, grammar, spelling, making words, drama, poetry, journaling instruction, and word work etc.

5. Digital Storytelling

- ✓ As you know, students learn and work differently than in the past.
- ✓ We will take a day in the semester to create digital stories.
- ✓ You will work with a partner and use PowerPoint to create digital stories with audio.
- ✓ More information to follow.

6. Disposition assessments

- ✓ Education professors are required to assess students during every class in terms of dispositions.
- ✓ Please turn in all artifacts to Live Text by the date on the course schedule and don't forget to make me a reviewer.

7. In-class assessments

- ✓ There will be three exams which will be the major component of your grade. The first two in-class exams will consist of one or more of the following: multiple-choice, fill-in-the-blank, and essay questions. The final exam will be a take-home exam in essay format.
- ✓ The material for the exams will come from the text, class lectures, articles, videos, and class discussion.
- ✓ Therefore, it is important for you to attend every class meeting in order to be prepared for each exam.
- ✓ Also, you cannot leave the class during the exam nor have cell phones on your desks.

Additional Policies

Attendance

The instructor understands that student attendance is positively correlated with student grades. Because of this, the following attendance policy has been implemented. Attendance will be taken every day of the semester. Students are allowed 1 unexcused absence (examples: sick with no doctor's note, car trouble, taking a friend/family to the doctor's office or hospital) throughout the semester. For **each** unexcused absence after 1, the student's final grade will fall by one letter grade (Example A- to B- or C+ to D+). If you do happen to miss a class period, please obtain notes from a fellow student. If you arrive more than 5 minutes late or leave 5 minutes early, it will be counted as an unexcused absence. If you are constantly late to class or leave early, the instructor will meet with you to find a solution to the occurrences. Once you pass the one absence (excused and unexcused), see me for make-up work such as journal reviews or chapter assignments. Sample excused absences include: sick (with doctor's note), sick child (with doctor's note), University assignments (with email from Provost, faculty member or coach).

Please note that if you have a individual or group presentation scheduled for a specific date and you miss class, then you must have a doctor's note for the absence (even if it's your first absence).

Arriving Late to Class

Students are expected to be in class and prepared to participate at the scheduled start time of the class. Class time begins according to the instructor's time. Students should communicate with the instructor prior to any planned late arrivals.

Students arriving later than 5 minutes after the start time:

1. Should quietly join class and speak to the instructor about the unplanned late arrival following class.
2. Wait for presentations to be completed before entering the class.
3. May be asked to leave if multiple unplanned late arrivals have occurred.

As future teachers, all students are expected to conduct oneself in a reasonable, responsible and professional manner during all academic activities. Remember that part of your academic preparation involves learning to think and behave like a professional. Your individual behavior and performance reflects on you, as well as, the entire McKendree University community.

Make-up exams

I rarely give makeup exams, therefore, should you be unable to attend an exam, you will need to get my approval for a make-up **prior** to the missed exam. Makeup exams are usually given at my discretion, but a written excuse is required. Failure to follow this policy will result in a **zero** on the missed exam. If I do give a make-up exam, the exam will be taken on the same day as the final exam.

Late work

Please note that for every 24 hours (including the first 24 hours) an assignment is late, the grade will drop by 10 percent. For example, if an assignment is late by 6 hours, the grade is dropped by 10 percent.

Cell Phone and Laptop Usage

I know that emergencies arise and if you must have your cell phone on one day during class, please place the ringer on silent or vibrate and **let me know that you might receive a phone call during class**. If your phone rings, move outside to the hallway and answer your phone. Otherwise, your cell phone must stay out of view and be turned off.

Laptops are fine to use in the classroom for things such as transcribing notes etc. but please refrain from searching the Internet during class time since it becomes a distraction for your instructor and your fellow students. I have a designated "laptop zone" for those wishing to take notes via a laptop. Thank you!

Student Email

Every student is issued a McKendree email account, which is one of the major means of communication from departments such as the Office of Academic Records, Student Affairs and the Business Office. All students are responsible for checking their McKendree email accounts regularly (once a day), and are accountable for information disseminated to their email

accounts. Failure to read university communications sent to McKendree email accounts does not absolve students from knowing and complying with the content of these communications.

Assignments

I only accept assignments turned in to me in person for the date assigned, unless specified otherwise. In other words, I don't accept assignments via email, underneath my office door or in my office mailbox. All assignments are due by the assigned date on the class schedule. All samples/outlines/rubrics will be on Blackboard for you to view. Please do not begin an assignment before you consult the specific rubric/outline. Please keep in mind that technology difficulties may arise so plan ahead! Difficulties with Blackboard can be discussed with the IT department. **Keep in mind---all assignments must be successfully completed by one week after the assigned date or the student will receive an "F" in the course. All assignments are turned in at the beginning of class unless instructed otherwise. The only time we will use LiveText is when you add your artifacts to your portfolio which is toward the end of the semester.**

Please note that professors expect your assignments to be professional in terms of grammar, mechanics, and spelling. Points will be taken off if your assignment is not professionally written.

Academic Honesty Statement:

Any student detected of cheating or engaging in plagiarism on any exam or paper, or participating in any other form of academic dishonesty, will receive the appropriate sanctions which can include a failing grade ("F") for the course. Please visit with me regarding any questions. In cases of serious violations, additional sanctions (such as academic probation or suspension) are possible.

In this course, if you are caught plagiarizing assignments, you will receive an "F" for the course and reported to the university for further investigation. All previous semester assignments have been retained by the instructor. Academic dishonesty includes using papers/assignments previously turned in to other instructors and copying items directly from the Internet and other sources.

APA Guidance:

When writing your papers, consult the Holman Library webpage (under the category "Getting Help") or the website <http://owl.english.purdue.edu/owl/resource/560/01/> for APA style guidance.

If any of the instructor's policies are ignored, the instructor has the right to request that the student leave class and the student will receive an unexcused absence for that day.

EDU 445/545

METHODS OF TEACHING ELEMENTARY LANGUAGE ARTS

TENTATIVE CLASS SCHEDULE

Date	Topics	Activities/Assignments/Readings
September 1	Introductions, overview of course, syllabus, Introduction to Me	Name plates, personal inventory, journal writing, Making Words, Grammar Sort, Daily Oral Language (DOL), All About Me Books, Cursive and Manuscript Writing
Sept. 8	Learning and the Language Arts Teaching and Assessing Language Arts	Journal writing Literature Circle Article (SEA due) See Blackboard for article Chapter 1 Chapter 2
Sept. 15	Emerging into Literacy Morning Message Language Experience Approach	Journal Writing Chapter 3 Present books for Literature Circles Select a book for literature circles (on Blackboard)
Sept. 22	The Writing Process 6 Traits of Effective Writing Looking Closely at Words	Journal writing Chapter 4 Working with Words Activities Chapter 5
Sept. 29	Exam 1: Chapters 1-5	Literature Circles: decide roles and divide book into thirds (before exam) Graduate Student Proposals due: (conference after exam)
Oct. 6	Personal Writing Listening to Learn	Journal Writing Chapter 6 Chapter 7 Literature Circles

Oct. 13	Sustaining Talk in the Classroom Reading and Writing Stories	Chapter 8 Examples of Reader's Theatre Examples of grand conversations and instructional conversations Chapter 9 Paragraph writing Literature circles
Oct. 20	Reading and Writing Information Reading and Writing Poetry	Chapter 10 Examples of graphic organizers Journal writing Examine ISBE writing samples/rubrics Chapter 11 Example of choral reading Literature Circles
Oct. 27	Modeling Holocaust Thematic Unit w/ Reading and Social Studies Methods' Courses	Read <i>Number the Stars</i> by this date Poetry workshop Digital storytelling partners meet Graduate students: turn in first half of paper
Nov. 3	Modeling Holocaust Thematic Unit w/ Reading and Social Studies Methods' Courses	Thematic Unit Article (SEA Due) See Blackboard for article Poetry Workshop Digital storytelling partners meet
Nov. 10	Exam 2: Chapters 6-10 Digital Storytelling---in-class assignment	After exam, plan and make your digital story.
Nov. 17	Writing Workshop: Expository Writing Persuasive Writing	Turn in observation requirements by this date
Nov. 24	Thanksgiving Break—no class	

Dec. 1	<p>Learning to Spell Conventionally</p> <p>Language Tools: Grammar and Handwriting</p> <p>Meet in groups to write mediation statements for your portfolio</p>	<p>Journal Writing</p> <p>Chapter 12</p> <p>Chapter 13</p> <p>Handwriting Samples</p> <p>Writing Portfolio is due</p>
Dec. 8	<p>Literature Circle Presentations</p> <p>Graduate Student Paper/Poster Presentations</p>	<p>Graduate Students: turn in a hard copy of your paper (also, turn in all rough drafts)</p>
Dec. 15	<p>Final Exam</p> <p>Be here at 1:00</p>	<p>Submit all artifacts to Live Text for disposition assessment (include me as a reviewer)</p>

“The instructor reserves the right to alter assignments and/or syllabi content as the semester progresses.”