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Romans 12:2

EDU 615
Language Arts in the Elementary School
Summer 2012

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TEXTS & RESOURCES

CATALOG DESCRIPTION
(Three hours) The teaching of the six language arts skills: listening, speaking, writing, reading, viewing, and visually representing with an emphasis on the development of language/communication skills.
COURSE DESCRIPTION AND RATIONALE

This course is based on a theoretical belief in the interrelatedness of the language processes. Interrelatedness of the language processes dictates the necessity of viewing the total elementary language arts program from a developmental perspective in which characteristics of language acquisition are applicable to literacy learning. As toddlers first develop oral language within an environment where they are exposed to a language model (Chomsky, 1972), so seeing and hearing written text provides primary-age children with raw data necessary to acquire literacy (Schichendanz, 1978). As preschool children learn language not in isolation but in interactional settings (Garrnicke, 1975), so school-age children in the process of becoming literate gain competence from the real use of real (whole) language with real people for real purposes (Hennings, 1990).

Thus, this course is designed to help the elementary teacher provide the language-rich classroom where models of effective language abound. Language as communication is used in meaningful ways allowing the implementation of a language arts curriculum that is meaningful, integrated, and personalized. This approach integrates the language arts—speaking, listening, reading, writing, viewing, and visually representing—into the total curriculum and in which literature is central.

COURSE GOALS

After completing the requirements of this course, the student will:

1. describe the sequence of language development observable in children from infancy through the elementary years; (ACEI 1, 4; INTASC 31, #2; IRA/MS #1)
2. contrast the major theories of language acquisition and state the implications of these theories for the elementary classroom. (ACEI 1, 4,5; INTASC 31, #2; IRA/MS #1)
3. provide evidence for the constantly changing nature of language and describe the resultant varieties for any one language known as dialects; (ACEI 1, 2, 4: INTASC 31, #2; IRA/MS #1)
4. delineate the special needs of children who are language-different (non-standard dialect speakers of bilingual children); (ACEI 1, 2, 4; INTASC #3, #4; IRA/MS #2)
5. delineate the needs of children who are exceptional (handicapped or gifted); (ACEI 1, 2, 4; INTASC #3, #4; IRA/MS #2)
6. demonstrate a repertoire of techniques for surrounding children with a language-rich environment in the elementary classroom; (ACEI 1, 2, 4; INTASC #4, #5, #6; IRA/MS #2, #4)
7. demonstrate a repertoire of teaching strategies for integrating the speaking, listening, reading and writing curricula around a core of purposeful communication experiences; (ACEI 1, 2, 4; INTASC #4, #5, #6; IRA/MS #2, #4)
8. describe a personalized approach to teaching, evaluating and reteaching specific skill needs within a framework of meaningful language experiences; (ACEI 1, 2, 4; INTASC #4, #5, #8; IRA/MS #3)
9. write in a personal journal on a regular weekly basis and share selected writing samples with others in peer-editing groups. (ACEI 1, 2,3,4; INTASC #9)

COURSE REQUIREMENTS

1. **Complete all assigned readings** before each class meeting and be prepared to write reflections on the text readings and supplemental readings.

2. **Actively participate** in all class activities, discussions, demonstrations, individual and group activities.

3. Drop into D2L **weekly** personal journal entries reflecting on what you are learning.

4. **Develop a personal philosophy** of how you plan to teach language arts in your classroom based on what you are learning and **write a final reflection** (two pages) in which you clarify your beliefs about teaching the language arts.

5. **Read two articles** about literature-based instruction from any of the following professional journals: *Language Arts, The Reading Teacher, The Journal of Reading or The Elementary School Journal*. **Write** a brief summary of the main ideas of each article. **Note two classroom applications. APA citations**

6. **Write a lesson plan** based on one chapter of a children’s novel or a trade book including the elements suggested by Hennings. (May be the same book for both #6 and #8)

7. **Write a mini-lesson plan** in which you introduce children to a particular writing convention in either grammatical or usage format.

8. Using a children’s trade book **develop a series of instructional questions** including definitional questions, background information questions, hypothetical questions, relational questions, and ethical questions. (May be the same book for both #6 and #8) (In class group activity)

9. **Develop literature-based thematic unit** (5 days) in the manner suggested by Hennings in *Communication in Action: Teaching Literature –Based Language Arts*. (You may use the lesson plan (#6) and/or mini-lesson plan (#7) as part of the unit).
CLASS ATTENDANCE AND ASSIGNMENTS

1. ALL ASSIGNMENTS MUST BE TYPED, UNLESS OTHERWISE INDICATED. All assignments must reflect appropriate level of work and should be free of grammatical, typographical, and spelling errors.

2. ALL ASSIGNMENTS MUST BE ON TIME! Five points will be taken off for each day the assignment is late. Plagiarism will result in a failing grade for the assignment.

3. ALL ABSENCES WILL BE RECORDED IN THE CLASS RECORD. Being in attendance for each class meeting is important. Classes involve the clarification of directions for assignments, coverage of subject content, class discussions, and participation in group activities. Every absence will cause the deduction of FIVE (5) points from the student’s Participation and Attendance points regardless of the reason. If an absence occurs it must be for a dire emergency. The WCU student is responsible for getting all notes and materials from a classmate. The class attendance policy stated in the William Carey University Red Book will be followed.

4. ABSOLUTELY NO CELL PHONE USE (TEXTING INCLUDED) OR COMPUTER USE WILL BE TOLERATED DURING CLASS TIME without professor’s permission. It is rude and disrespectful

EVALUATION

Points

1. Article summaries (50 points each) .................................................. 100
2. Class reflections (10 points each) ....................................................... 70
3. Instructional questions ......................................................................... 50
4. Literature-based thematic unit .............................................................. 100
5. Participation (10 points per class) ....................................................... 70
6. Final reflection incorporating philosophy ............................................. 120
7. Mini-lesson plan .................................................................................. 50
8. Lesson plan .......................................................................................... 100
9. Professional Dispositions ...................................................................... 130

TOTAL ........................................................................................................... 770

Grades are based on accumulated points as follows:
A = 700 - 770 points (93 %+)  B= 629-699 (87 %+)  C= 558-628 (80 %+)  D= 487-557(73 %+),  F= 486 and below
GRADES
The university uses the following grading system for graduate students:

- **A** is reserved for work which is definitely superior in quality.
- **B** is given for work which is consistently good and would be considered above average.
- **C** is given for minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students.
- **F** is below the acceptable standard for graduate work.

METHOD OF EVALUATION
Final grade will be determined by the consistent quality of work completed on the basic requirements in class assignments and in meeting course goals. (See Course Requirements and Course Goals.) Assessment will be ongoing using a variety of methods. Emphasis will be on providing feedback on learning during class sessions.

*University Statement on Academic Integrity:*

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offence. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offence sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the university’s Polices and Procedures manual and in the student handbook, *The Red Book.*

*Americans with Disabilities Act (Hattiesburg Campus):*
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mrs. Brenda Waldrip at 318-6188. Mrs. Waldrip is located in Student Services Office in Lawrence Hall.

*Catastrophic Event Plan*
In case of a catastrophic event, the following procedures will be maintained:
In case of a closed campus with internet access, all courses will shift to D2L or email delivery of assignments.
Follow all assignments in the syllabus and send them via D2L or email to your professor.
In case of a closed campus with no internet access, follow the directions of the syllabus for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email when possible.