

ELED 302
WIP: METHODS OF TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL
College of Education Professional Practice: Reflective, Collaborative, Transformative
Semester

Instructor:

Contact information:

Office:

Office hours:

Required Reading:

1. Cunningham, P. and Allington, R. (2011). *Classrooms that work: They can all read and write.* (5th ed.). Boston: Pearson Education.
2. Tompkins, G. (2009). *50 Literacy Strategies.* (3rd ed.). Boston: Allyn & Bacon.
3. Children's and young adult literature, TBD
4. Illinois Learning Standards and Common Core Standards

COURSE DESCRIPTION FROM CATALOG

Materials and techniques for the teaching of writing, speaking, and listening skills. The function of language in the life of the child, the relationship of language in other areas of learning as well as in multicultural settings. Attention given to linguistically and culturally diverse learners and students with special needs in the regular and middle school classroom. Emphasis on intermediate and middle school grades.

This course has been approved as a Writing Intensive course as part of the Writing Intensive Program (WIP). Successful completion of this course fulfills the Writing Intensive graduation requirement for Elementary Education majors who entered the university in Fall 2008 or later. Speak to your advisor or visit <http://www.neiu.edu/~wip> for more information.

LEARNING OUTCOMES

The competent teacher candidate:

1. plans lessons and units effectively for language arts instruction.
2. demonstrates knowledge of the basic elements of language acquisition and development.
3. supports and modifies communication, instruction, and materials for a diverse student population.
4. demonstrates writing competency in a variety of genres.
5. demonstrates knowledge of research-based approaches to teaching basic print and text concepts, phonological awareness, decoding, and vocabulary.
6. uses a variety of techniques for activating student background knowledge and making personal connections with texts.
7. identifies and plans instruction through a writing process approach for generating ideas and writing effectively in multiple forms and genres: Poetry, narrative, memoir, expository, persuasive, and research reports.

8. evaluates, selects, and uses literature and other texts that reflect the diversity of learners' backgrounds, cultures, languages, interests, abilities, reading levels, and instructional needs.
9. identifies and analyzes strategies for establishing partnerships with parents/guardians to promote literacy.
10. uses and incorporates modern technology into language arts instruction.
11. selects appropriate informal and formal classroom assessments that are aligned with objectives and instruction and uses data to determine effective planning, grouping, and multi-tiered differentiation of instruction.

CORE WRITING ASSIGNMENTS

- Journal article review (min. 2 pages)
- Multicultural children's literature review (min. 10 pages)
- Spelling/Phonics Case Study (min. 4 pages)
- Writing process (min. 3 pages that have gone through several drafts, reflection, and a graphic representation)
- Language arts unit (min. 10 pages)
- Final (min. 3 pages)

Supporting writing-to-learn activities:

- Reading reflections
- In-class journal prompts
- Admit/exit slips
- Nonstop writes
- Write-arounds

CLASS POLICIES

- **Attendance**-It is mandatory. Every class is full of important content that will contribute to your success as a teacher. Classes are successful with the participation of all students. Three or more absences may result in a lowered grade, and/or require make-up work to be submitted. Classes will begin **promptly** at ___; please be prepared to stay until ___ each week.
- **Assignments**-All assignments are due as scheduled on the syllabus. A 10% penalty will be deducted from a late assignment up to one week later, unless you discuss it with me in advance if you have extenuating circumstances.
- **Professional dispositions**-You will be entering a profession in which you will be expected to behave in a manner commensurate with the role and responsibilities of being a teacher. That behavior should be reflected in your ELED courses. I reserve the right to lower the course grade, despite the point system, due to (but not limited to) excessive absences, late arrivals or early departures, complaining about course load, or lack of engagement in the course.
- **Computer/phone use**- I applaud those of you who want to bring laptops to class for such uses as note-taking, accessing handouts I will send to you electronically, or for quickly accessing a topic that might come up in class. However, using the Internet for any other purpose during class, or

texting/emailing from your phone, is NOT appropriate. You are kindly asked to refrain from using technology inappropriately when class is in session, and I reserve the right, despite the point system, to lower a course grade for inattentiveness in class as a result of this activity.

- **Writing**-All final written work should utilize correct mechanics and spelling. A lower a course grade is possible due to egregious errors in spelling, grammar, or mechanics. All written work should be submitted in 12-pt. font and double-spaced.
- **Academic honesty**-Any work taken from the Internet or other source is plagiarized and will be subject to the university policy on plagiarism. Please see the Student Handbook (www.neiu.edu/~deanst/policies.htm) for official comments on academic conduct. Pertinent to this course, Internet lesson plans used as a source for assignments should be revised to fit your specific objectives, target grade level, teaching style, and the criteria of the assignment. Such sources must be cited. You may not copy/paste Internet lesson plans into an assignment.

COURSE REQUIREMENTS AND GRADING PROCEDURES (Writing assignments should be typed and double-spaced with 12-pt. font)

1. Reading reflections (ungraded; points given for completion)	_____	20 pts.
2. Journal article review	_____	10 pts.
3. Multicultural children’s literature review	_____	25 pts.
4. Case Study	_____	30 pts.
5. Writing Process	_____	30 pts.
6. Language arts unit	_____	50 pts.
7. Strategy minilesson	_____	10 pts.
8. Final	_____	25 pts.

180-200=A 160-179=B 140-159=C 120-139=D 119 and below=F

DESCRIPTION OF ASSIGNMENTS

1. **Reading reflections** (all outcomes)
 Purpose: To gain background knowledge and a solid foundation of current literacy research and practical classroom applications.
 Follow the schedule on the calendar and respond in writing. You will find guided prompts for each week’s reading posted on Blackboard. Each should be about 1 page, double-spaced, 12 pt. font. Post to Blackboard by midnight of the night before class. You will not be graded on these responses, but you will receive points toward your grade for completing them. Instructor will comment through Blackboard and class discussion as needed.
2. **Journal article review** (all outcomes)
 Purpose: To gain exposure to current theories in the field of literacy by reading and reviewing an article from a peer-reviewed, professional journal.
 Choose a journal that will be distributed in class. Read an article of interest to you. Write a 2-page summary and critique. Rubric will be posted to Blackboard and explained in detail in class.
3. **Multicultural Children’s Literature Review** (outcomes #1, 9, 11)

Purpose: To read, review, and share a wide range of literature for children and young adults that reflect the diversity of today's students.

Read 3 novels and 2 picture books that feature individuals from different cultural, religious, ethnic, and exceptional learner groups. An assignment sheet and detailed rubric will be distributed and posted to Blackboard.

4. Case Study (outcomes #5, 12)

Purpose: To perform an authentic language arts assessment with a real child (no names), analyze information garnered from an authentic assessment, and write a report to a hypothetical school principal advocating a course of instruction.

Using the PSI (Primary Spelling Inventory) for ages 6-8, or the ESI (Elementary Spelling Inventory) for ages 9-12, administer the spelling test, conduct an interview, and take a writing sample. Analysis of the features of each word will be conducted in class. Your write-up will consist of a 1-page description of each of the four major sections:

- Interview with student
- Analysis of spelling developmental level
- Analysis of writing sample
- Suggested instruction for this child

Details of this assignment and rubric will be posted to Blackboard.

5. Writing Process (outcomes #4, 8)

Purpose:

-To experience the writing process: How do writers grapple with creating and improving a piece of writing?

-To experience an adult writing workshop as a model for future implementation in your own classroom.

-To create a written as well as a visual representation of a narrative piece in order to learn about different learning styles and presentation formats.

-To reflect in writing on the process.

You will take a piece of original writing through the entire process of brainstorming, prewriting and planning, drafting, revising, editing, and publishing. This can be an expository, narrative, or persuasive essay. In addition, you will create a visual representation of your writing in a graphic form. Your portfolio will consist of all drafts, your graphic excerpt, and a written reflection on the entire process.

Detailed instructions and rubric will be posted on Blackboard.

6. Lesson Plan and Language Arts Unit (outcome #1)

Purpose: To create curriculum by planning an integrated language arts weeklong unit for a specific grade level (3-8) using high-quality picture books. They can be fiction, nonfiction or a combination. This unit will incorporate reading, writing, oral language, visual representation, artistic response, and technology. It will also include a letter to a hypothetical parent community. Prepare to teach a mini-lesson from your unit in the last class. A detailed description of the format and evaluation criteria will be posted to Blackboard.

*The first lesson plan of the unit will be completed early in the semester, and will go through several drafts receiving intensive feedback. The final version will be graded.

7. Strategy Minilesson (all outcomes)

You will present a minilesson with one or two classmates, which will be derived from the book *50 Literacy Strategies*. During the first class, a sign-up sheet will be distributed with dates and minilesson topic; all details will be provided. The lesson will be approximately 15 minutes in length at the beginning of class on your assigned date.

8. Final (all outcomes)

Purpose: To synthesize course material and demonstrate that you have acquired the basic foundations of teaching language arts.

You are interviewing for a job as a ____ grade teacher in an urban school with a diverse population. The principal wants you to make a presentation to a school committee explaining your philosophy about using the language arts block of time, which is 2 hours every day. How will you allocate the time, what materials will you use and have in your classroom, how will you integrate the language arts, what will you do to promote literacy, how will you assess it, how will you address the Illinois Learning Standards and ISAT tests, how will you address the linguistic diversity and various learning levels in the classroom (“multilevel instruction” as discussed in the text), and what student outcomes will you expect. Make your case; your future depends on this presentation because you *really* want this job!

You will write a narrative of at least 3 pages, or a PowerPoint presentation of at least 15 slides. A rubric will be posted to Blackboard.

Writing to learn

In addition to the core writing assignments, you will engage in several informal, ungraded writing to learn activities.

Besides the ungraded reading reflections for homework, during some classes you will write an exit slip demonstrating learning and questions, engage in nonstop writes on a specific topic, respond to journal prompts when you enter class, and participate in a write-around in connection with the literature circle activity.

COURSE CALENDAR

WEEK	DATE	TOPICS	READING (post responses to BB by midnight, the night before class)	ASSIGNMENT DUE (due any time the day of class)
1		Introduction to course What are the language arts? Illinois Learning Standards/ELA Literature genres/formats Lesson and unit planning Bloom’s Taxonomy		
2		Curriculum exploration MEET IN LIBRARY 3 rd FLOOR	Ch. 1, 2	Journal article review

3		Lesson plan writing Qualities of good writing/6 Traits		
4		Language systems Phonics/Spelling patterns Developmental levels of spelling Explain Case Study assignment	Ch. 5	
5		Emergent Literacy-the foundation Strategies for young learners Writing genres Developmental levels of writing Informal assessments	Ch. 3, 4, 10	Lesson plan: Draft 1
6		Vocabulary and word study Analyzing Case Study data	Ch. 6 Bring Case Study data	Lesson Plan 2 nd draft
7		Teaching grammar		Lesson Plan 3 rd draft (if necessary)
8		Reading and writing nonfiction Expository and persuasive writing	Ch. 7, 9	Case Study
9		Reading and writing stories Narrative writing-brainstorming topics Shared Independent Reading	Read one of the novels from your multicultural review by this date	
10		Writing: Writers Workshop PPT. Prewriting and planning narratives	Ch. 8	Lesson plan final draft
11		Writing: Peer revising groups Work on 2 nd and 3 rd drafts	Bring 1 st draft of your personal narrative	
12		Writing: Editing Evaluating students' work	Bring final revision	Multicultural literature review
13		Poetry and Readers' Theater		Writing Process Portfolio
14		Literature circles Sharing our writing	Ch. 11 and literature circle book (from your review)	
15		Organizing the language arts classroom	Ch. 12	Language arts unit
16		Final quiz (Part 1) Teaching unit minilessons		Final (Part 2)

*Strategy minilessons will occur during the first 15 minutes of most classes.

*Instructor reserves the right to amend the curriculum or schedule as needed.

SUGGESTED READING

Angelillo, Janet. (2005). *Making revision matter*. NY: Scholastic.

Bear, D.R. et al. (2008). *Words their Way: Word study for phonics, vocabulary, and spelling instruction*. (4th ed.). NJ: Pearson.

Blachowicz, Camille and Fisher, Peter. (2002). *Teaching vocabulary in all classrooms*. Saddle River, NJ: Merrill Prentice Hall.

Buell, Doug. (2001). *Classroom strategies for interactive learning*. (2nd ed.). Newark, Delaware: International Reading Association.

Fletcher, Ralph and Portalupi, JoAnn. (2001). *Writing Workshop: The essential guide*. Portsmouth, NH: Heinemann.

Goodman Debra. (1999). *The reading detective club*. Portsmouth, NH: Heinemann.

Harvey, Stephanie and Goudvis, Anne. (2007). *Strategies that work: Teaching comprehension to enhance understanding*. (2nd ed.) Portland, ME: Stenhouse.

Lane, Barry. (1993). *After the end: Teaching and learning creative revision*. Portsmouth, NH: Heinemann.

Rasinski, Timothy. (2003). *The fluent reader*. NY: Scholastic.

Tompkins, Gail E. (2006). *Language arts essentials*. NJ: Pearson.

RECOMMENDED PROFESSIONAL JOURNALS

1. The Reading Teacher and Journal of Adolescent and Adult Literacy
(published by IRA-International Reading Association)
2. Language Arts and Voices from the Middle
(published by NCTE-National Council of Teachers of English)
3. Illinois Reading Council Journal