

15800 Calvary Rd
Kansas City, MO 64147

Course: ED 342 D & DN Teaching Elementary Language Arts
Credit: 3 hours
Semester: Spring 2021 (Cycle 5) (March 8 to April 30)
Day and Time: Mondays 8:00 – 11:00 a.m.
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I. DESCRIPTION

In this course the student will study language arts (listening, speaking, writing, spelling) relative to objectives, teaching strategies, classroom activities, and teaching materials as they would be used in elementary classrooms. Strategies for developing critical thinking and problem solving in English language arts will be developed. (Prerequisites: ED190 or permission from the Education Department program director; must be officially admitted to Teacher Education program.)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recognize that **Christ is the central** theme of the Bible with every event and narrative account supporting that premise, and that reading literacy supports Bible literacy.
 - a. MTS 1.4, 2.6, 4.1; PLO-1
 - b. Assignments: B, C, 1, 4, 5
2. Develop an understanding of state and national **language arts standards** and their impact on how the language arts are taught in elementary classrooms.
 - a. MTS 1.1, 2.2, 3.1, 4.1, 5.3, 7.6; PLO-2 & 6
 - b. Assignments: A, B, C, 1, 7

3. Identify specific **strategies** appropriate for teaching elementary language arts.
 - a. MTS 1.3, 2.3, 3.3, 4.1, 5.2, 6.4; PLO 2, 4 & 5
 - b. Assignments: A, 1, 3, 4, 7
4. Recognize the importance of **writing** clearly and effectively using correct grammar, spelling, and handwriting.
 - a. MTS 1.1, 2.2, 3.3, 4.1, 3.3, 6.1, 6.3, 7. 3; PLO 2 & 5
 - b. Assignments: A, B, C, 1, 2, 3, 7
5. Recognize the importance of **speaking** clearly and effectively using professional English.
 - a. MTS 1.1, 2.2, 3.3, 4.1, 3.3, 6.1, 6.3, 7. 3; PLO 2 & 5
 - b. Assignments: A, 1, 3, 5, 7
6. Recognize the value of **visual literacy** and dramatic interpretation to enhance communication.
 - a. MTS 1.1, 2.2, 3.3, 4.1, 3.3, 6.1, 6.3, 7. 3; PLO 2 & 5
 - b. Assignments: A, 1, 3, 7
7. Identify strategies to meet the needs of linguistically **diverse students** and other special populations that result in students becoming competent, effective users of language.
 - a. MTS 1.5, 2.6, 3.2, 4.3, 5.3, 6.2, 7.6, 9.3; PLO 2 & 4
 - b. Assignments: A, 1, 4, 5

B. Specific competencies to be achieved. The student will:

1. Design language arts **unit plans and daily lessons** that will engage students in all six aspects of the language arts curriculum.
 - a. MTS 1.2, 2.4, 3.2, 4.2, 6.3, 7.4; PLO 2, 3 & 6
 - b. Assignments: 1
2. Distinguish between the four **types of listening** and develop activities that will engage students in a variety of communication techniques.
 - a. MTS 1.1, 2.6, 3.3, 4.3, 6.1; PLO 2 & 4
 - b. Assignments: B, C, 5
3. Understand **how elementary children learn** to read, write, speak, listen, view, and visually represent effectively.
 - a. MTS 1.1, 2.6, 3.3, 4.3, 6.1; PLO 2 & 4
 - b. Assignments: B, C, 1, 3, 4, 5, 7
4. Recognize the value of teaching students the **essentials of communicating** verbal and non-verbal responses to written material.
 - a. MTS 6.1, 6.2, 6.3, 6.4; PLO 1, 2 & 4
 - b. Assignments: B, C, 2, 5, 7
5. Understand the importance of **creating environments** that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation in the elementary language arts classroom.
 - a. MTS 5.1, 5.2, 5.3; PLO 1, 2, & 3
 - b. Assignments: A, B, C, 1, 2, 3, 4, 7
6. Utilize **technology-based resources** to facilitate developmentally appropriate student learning in the elementary language arts classroom.
 - a. MTS 1.4, 2.4, 3.3, 6.4; PLO 2, 4 & 6
 - b. Assignments: B, C, 1, 7

IV. MATERIALS required for this course:

A. Bible (see note in course policies)

B. Other Textbooks

Tompkins, Gail E. *Language Arts: Patterns of Practice, 9th ed.* Pearson, 2016. (ISBN-13: 9780135224618--\$59.99) There are many options for either purchasing a hard copy, a loose-leaf, or an e-text. Any of these options are fine. However, be sure that it is the 9th edition. Earlier versions have extra chapters and the material may have changed.)

C. Other

International Literacy Association website: <http://www.literacyworldwide.org/>

National Council of Teachers of English website: www.ncte.org

Missouri Language Arts Learning Standards: <https://dese.mo.gov/sites/default/files/curr-mls-standards-ela-k-5-sboe-2016.pdf>

Reading Rockets <https://www.readingrockets.org>

V. REQUIREMENTS

Weekly Assignments

A. Reading

Read the assigned textbook chapters according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. There will be between two and three chapters of reading per week.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. *While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared you will be when you enter your future classroom!*

B Weekly Reflection Blog

Becoming a reflective practitioner is currently being emphasized in educator preparation programs. Blog writing is a way to journal in a meaningful way your growth in the field and provide writings that will spark interest and encouragement for others as you work toward becoming an experienced teacher. Each chapter of the textbook has questions that will be selected for students to journal about. Instructions will be given in CANVAS for creating a blog.

- C. **Quizzes** -- A quiz will be posted on CANVAS to review the material from each week's readings. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

Assignments & Projects

1. Language Arts Lesson Demonstration

Locate a Teacher Edition of a Language Arts/Reading program from a recognized curriculum company. (Calvary University Library has many options to choose from). Select a story and view the language arts connections that support that story. Choose 4-5 options and prepare a lesson demonstration centered around that story with all 6 of the language arts components present. This lesson demonstration should be 15-20 minutes long.

2. Printing Practice

Handwriting is a very important educator skill that is developed with practice. Using the guides presented in class, students will submit 10 pages front and back on writing paper supplied by the instructor for both print and cursive handwriting practice. Students will also practice whiteboard writing daily during class time.

3. File Folder Games—3 games

Construct **three** learning games that can be stored in a file folder to be used in your future classroom that will reinforce language arts concepts. Games will be played in class and evaluated by your peers.

4. Articulate an Argument

Within the area of language arts, there are many conflicting opinions about the value and importance of various components. Students will select a topic from a list provided on CANVAS and write a 1,000 word paper that articulates an argument in support or against that specific component to be delivered in class. Specific details for this assignment will be provided on CANVAS. Topics could include the following:

- Spelling Bee pressures
- Inventive spelling
- Low-Stakes writing
- Diagramming Sentences
- Testing Vocabulary
- Graphic Novels
- Cursive Writing Instruction

5. Poetry Performance

Students will select two poems to memorize and present to the class using visual supports and gestures. Poems must be approved by the instructor and should include one recent children's poet and one poet from the past. Poem should be 2-3 minutes in length.

6. Movie Critique: Akeelah & The Bee

Watch the movie Akeelah & The Bee and observe the teacher supports that were provided. Notice both positive and negative experiences and write a reflection paper of 600 words that includes ideas you may incorporate in your future class.

7. Pinterest Project—80 ideas

Students will collect ideas and organize them in folders on Pinterest.

Include **80 ideas** that you could be used in your future classroom from the following categories:

- Writing Prompts (creative, informational, persuasive, descriptive, etc.)
- Writing Process
- Listening activities (efferent, discriminative, aesthetic, and critical)
- Visual literacy ideas
- Language arts games & activities
- Word Wall ideas
- Language arts apps and websites
- Spelling homework and practice
- Grammar rules
- Oral presentations & Speaking ideas
- Language arts bulletin board ideas

Must have at least 6 ideas from each of the categories listed above with a total project count of 80 ideas.

VI. METHODS

A. Teaching

1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing

B. Grading

1. Weight given to assignments:

Language Arts Teaching Demonstration	150 points
Printing Practice	100 points
File Folder Games (3 games created)	150 points
Poetry Performance	50 points
Pinterest Project	70 points
Movie Critique	50 points
Articulate An Argument	150 points
Weekly Quizzes (7 weeks x 10 points)	70 points
Weekly Blog Posts (7 weeks x 30 points)	<u>210 points</u>
Total points for the class	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Learning takes place best when the student is personally involved in the process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or notes will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

VIII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	3/8	Learning & Language Arts Chapter 1	Assign: Weekly Readings Schedule & Overview of Syllabus & Projects
2	3/15	Teaching Language Arts & Emergent Literacy Chapters 2-3	Due: File Folder Games
3	3/22	Oral Language Chapter 4	Due: Movie Review
4	3/29	Written Language & Grammar Chapter 5 & 11	Due: Printing Practice
5	4/5	Visual Language Chapter 6	Due: Pinterest Project
6	4/13	Vocabulary, Comprehension & Creating Stories Chapters 7-8	Due: Articulate an Argument
7	4/19	Non-Fiction & Poetry Chapters 9 & 10	Due: Poetry Performance
8	4/26	Putting it All Together Chapters 12	Due: Teaching Demonstration