EED 373- W
Teaching the Language Arts Grades 3-6
Office Hours: TBA
Credit: 3 semester hours
See Office Hours in Angel
Course Prerequisite: Admission to the Teacher Education Program

Textbook:

Required Materials:
Text
Handwriting Skill Practice Book for Cursive Writing (UNA Book Store)
Manila folder for portfolio
Manila folder for tests
Charlotte’s Web
Additional Trade Book TBA

Course Description:
This course is designed to support understanding, application, and appreciation of language arts concepts and uses in the elementary school curriculum and in life-related experiences. The course is based on the relationships of oral and written language that are explored through authentic experiences. It supports the development of pre-service teachers to effectively teach in the language arts elementary classroom.

Objectives

Upon the completion of EED 373w candidates will be able to demonstrate:

1. Knowledge of academic content and methods to plan and provide developmentally appropriate curriculum for elementary students in accordance with the Alabama course of study: English Language Arts including writing and spelling, reading, oral language development, 290-3-3-.06(2)(b)1.(ii)(I), CF 1-6 Listening, viewing, and visually representing.
2. Knowledge of the importance of classroom culture in motivating students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into human experience 290-3-3-.06(2) (b) 1.(ii)(VIII). CF 1,3,5
3. Knowledge of norms and structures that contribute to a safe and stimulating learning environment 290-3-3-.03(2) (c) 3. (i). CF1,3,4
4. Knowledge of the role of language in learning 290 3-3-.03(2)(c)1.(ii) CF 1
5. Knowledge of the characteristics of one’s own culture and use of language and of how they differ from other cultures 290-3-3-.03(4)(c)1.(iii) CF1,5, Global Initiative
6. Knowledge of developmental issues related to how students learn.
7. Knowledge of and an ability to teach the writing process
8. Knowledge of and ability to teach grammar concepts
9. Knowledge of and the ability to teach handwriting instruction
10. An ability to read and apply information from professional journals and other sources of information to improve professional practice.
11. An ability to evaluate resources for teaching and learning, including current emerging technologies and software
12. Knowledge of safe, responsible, legal, and ethical uses of technology including fair use and copyright laws along with how technology supports assessment, planning and instruction
13. Knowledge of and an ability to use basic competence in oral and written grammar

Content and Skills:

1. Introduction

   A. Language Arts Curriculum Overview Alabama Course of Study: English Language Arts, Core Standards. Writing, reading, spelling, Oral language development, listening, viewing, visually representing. 290-3-3-.06(2)(b)1.(ii)(1).CF1,6

   B. Teach Language Arts or Teach Children Language Arts

11. How Children Learn Language Arts

   A. The Process of Learning
      1. Piaget: Equilibrium, Disequilibrium
      2. Bandura: Social Learning Theory
      3. Erickson:
      4. Gardner: Multiple Intelligences

   B. Social Context of Learning
      1. Vygotsky
      2. Bruner

   C. Language Learning and Culture
      1. Four Language Systems
      2. Meeting the Needs of English Learners
      3. Culturally and Linguistically Diverse Students
D. Role of Language in diverse Cultures Including One’s Own 290-3-3.03(4)(c)1(iii) CF1,5 Global Initiative
E. Classroom Culture that Promotes Learning Language Arts (290-3-3-06(2) (b) (1). (ii) (V111). CF 1,3,5
   1. Creating a Caring Community of Learners
   2. Characteristics of Effective Classrooms that Provide a Safe and Stimulating learning environment 290-3-3.03(2) (c) 3(i). CF 1, 3,4.

111. Language Arts Content

A. Reading and Writing Process
   1. Key Features of the Reading Process
   2. Key Features of the Writing Process
   3. Qualities of Effective Writing

B. Vocabulary Instruction
   1. History of English Language
   2. Words and Meanings
   3. Teaching students about Words

C. Personal Writing
   1. Types of Journals
   2. Letter Writing

D. Listening
   1. Efferent
   2. Aesthetic
   3. Critical
   4. Reading Aloud

E. Talk in the Classroom
   1. Conservation
   2. Talk as a learning Tool 290 3-3--.03(2)(c)1.(ii) CF 1
   3. Drama
   4. Storytelling

F. Reading and Writing Stories
   1. Concept of Story
   2. Elements of Story Structure
   3. How Writers Craft Stories

G. Reading and Writing Information
   1. Information Books
   2. Text Structure
   3. Researching and Writing Reports
   4. Biographies

H. Spelling
   1. Invented Spelling
   2. Students Spelling Development
   3. Components of a Spelling Program

I. Grammar
1. Components of Grammar Instruction
2. Guidelines for Teaching Grammar
3. Meeting the Needs of English Language Learners

J. Handwriting
1. Handwriting Forms
2. Handwriting Development
3. Guidelines for Teaching Handwriting
4. Keyboarding Instruction

Requirements

1. You will examine an assigned grade level manual from the Scott Foresman’s Reading Series to find embedded language arts standards for Writing, reading, spelling, Oral language development, listening, viewing, and visually representing. Compare the standards to the standards in the Alabama Course of Study and Core standards, Write a reflection based on your findings. 290-3-3-.06(2) (b) 1. (ii)(I). CF 1.6. Will Be assessed in Livetext (see Rubric)

2. You will interview a principal, teacher, and parent to get their views on what constitutes a positive classroom culture. Write a reflection that describes how you will establish a caring community of learners in your own classroom. Consider the physical, emotional, and instructional aspects of the climate that you will create. Information for your reflection can come from your interviews, textbook, internet sources, etc. 290-3-3- 06(2) (b) (1). (ii) (VIII). CF 1,3,5. Will be assessed in Livetext (see rubric).

3. You will participate in a small group discussion on correlates from effective school research. Focus should be on creating a safe and orderly environment that promotes learning including bully prevention and safe internet use 290-3-3-.03(2) (c) 3. (i). CF1,3,4 Will be assessed in Livetext (see rubric).

4. You will participate in a classroom discussion based on major developmental theories

5. You will participate in a grand conservation that focuses on the views of Vigotsky and Bruner concerning how children learn language.

6. You will develop a multicultural mini unit (five lesson plans) to teach diverse cultures including one’ own. Each plan should include a standard from the course of study and a trade book that can be used to teach the standard. Unit should include an outline, objectives, concepts, assessments, strategies, and resources) and five lesson plans. 290-3-3-.03(4)(c)1.(iii) CF1,5, Global Initiative Livetext Assignment (see rubric).

7. You will choose a standard for oral language development from Alex Language Arts Standards. Write a lesson plan to teach oral language development using the standard you chose. 290 3-3-.03(2)(c)1.(ii) CF1. Livetext assignment (see rubric)

8. You will work with a fifth grade teacher to develop a series of lesson plans to teach writing using the writing process. Teacher will present information on the writing process and the writing assessment. You will then teach a writing lesson to a group of fifth graders. Will require a Friday clinical. (8:00-11:00). We will also observe a Scott Foresman’s embedded writing lesson in third grade
9. You will work with a mentor teacher in a cluster school (grades 3-6) for a minimum of six hours to plan and teach a series of lessons based on grammar concepts.
10. You will develop a lesson plan based on an author/Illustrator. Plan will be taught in an area library. Author should be approved. I can suggest an author if needed.
11. You will prepare and present an alternative book report that focuses on a chapter book for grades 3-6. Book should be approved at the beginning of the semester. Ideas for alternate book reports can be found online.
12. You will research handwriting instruction and participate in a mock school committee meeting to choose handwriting instruction for a school system.
13. You will practice handwriting in the Handwriting Skill Practice Book for Cursive Writing. The purpose of this assignment is for you to be able to model correct letter formation.
14. You will summarize a Donald Graves Podcast on Vocabulary instruction from the International Reading Association Web site. Write a reflection based on your own understanding of the information presented in the Podcast. How can you use the information to teach students? Portfolio Assignment.
15. You will develop an electronic resources file of materials for teaching language arts. File should include Trade books, (at least three each Caldecott and Newbery), professional journal articles, web sites, and software (Portfolio Assignment).
16. You will summarize an article from a professional journal on a related language arts topic. See assignment in Angel Folder.
17. You will consult with a classroom teacher and develop a mini poetry unit. (Five Plans) Plans should be based on standards from the Alabama course of Study (Portfolio Assignment).
18. You will visit the WC Handy Museum to view primary sources. You will then write an original biography of a character of your choice that will enhance the elementary curriculum. Other primary sources are the Helen Heller home, the Wheeler Plantation, the Jessie Owens Memorial site, etc. You may also choose a family member to interview.
19. You will demonstrate a proficiency in oral and written language.
20. You will check Angel often for assignment details and other communications.
Assessment:

There will be two major tests during the semester (midterm and final exams). Midterm will cover objectives 1, 3, 4, 6, 8, 9, 13. Final will cover objectives 2, 5, 7, 10, 11, 12. Standards 290-3-3-.06(2) (b) 1. (ii)(1). CF 1-6; (290-3-3-.06(2) (b) 1. (ii) (V111) CF 1, 3, 5; 290-3-3-.03(2) (c) 3. (i). CF1,3,4; 290 3-3-.03(2) (c) 1. (ii) CF 1,5; 290-3-3-.03(4) (c) 1. (iii) CF1,5, Global Initiative will be assessed in Livetext (see assignment and rubric in Livetext) Additional grades for course will come from article summary and portfolio.

Grading Procedures:

Final grade will be determined by averaging the grades on tests, portfolio, and article summary. The clinicals and all other group assignments are basic requirements for this course and must be completed at the designated time to successfully complete the course.

100 - 93 = A
92 - 84 = B
83 - 75 = C
74 - 65 = D
64 - 0 = F

1. All requirements of the course must be satisfactorily completed to receive credit for the course.
2. To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.
3. To earn a grade of C or better a student must demonstrate proficiency in written and oral grammar skills.

A professional, subjective judgment will be made of all work completed in this class.

Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the
beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

Attendance Statement

You are expected to attend all classes. After the third absence (excused or unexcused), the grade is subject to being lowered. Three tardies (for any reason) equal one absence. There will be no make up for missed clinicals. Excessive absences will result in no credit for the course. You will not be allowed to participate in clinicals if you have not demonstrated a commitment to professionalism.