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School of Education

**UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE NUMBER & NAME:**

EDLI 4347 Teaching Language Arts in the Elementary School

**TERM:**

Fall, 2018

**INSTRUCTOR:**

Dr. Christy Reed

**CONTACT INFORMATION:**

WBU Email: reedc@wbu.edu

**OFFICE HOURS, BUILDING & LOCATION:**

Online

**COURSE MEETING TIME & LOCATION:**

Online

**CATALOG DESCRIPTION:**

Interactive, integrative approach to teaching the language arts and writing process approach with applications made to elementary and middle schools. Integration of the ELPS (English Language Proficiency Standards) into the content areas and development of proficiencies in teaching the ELPS.

**PREREQUISITE: None**

**REQUIRED TEXTBOOK AND RESOURCE MATERIAL:**

Tompkins, G.E. (2016). *Language arts: Patterns of practice* (9th ed.). Hoboken, NJ: Pearson.

**REQUIRED FIELD EXERIENCE HOURS: 6 hours** (minimum requirement)

**\*Successful completion of field experience hours is required for course credit.**

**COURSE OUTCOMES AND COMPETENCIES:**

**Domain 1: English Language Arts and Reading**

**Competency 001: Oral Language The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.**

The beginning teacher:

A. Knows basic linguistic concepts (e.g., phonemes, segmentation) and the developmental stages in acquisition of oral language-including phonology, semantics, syntax, and pragmatics-and recognizes that individual variations occur within and across languages.

B. Plans and implements systematic oral language instruction based on informal and formal assessments of all students, including English-language learners, oral language development and addresses students’ individual needs, strengths, and interests.

D. Designs a variety of one-on-one and group activities (e.g., meaningful and purposeful conversations, dramatic play, language play, telling stories, singing songs, creating rhymes, playing games, having discussions, questioning, sharing information) to build on students’ current oral language skills.

E. Selects and uses instructional materials and strategies that promote students’ oral language development; that respond to students’ individual needs, strengths and interests; that reflect cultural diversity; and that build on students’ cultural, linguistic and home backgrounds to enhance their oral language development.

F. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students’ reading and writing proficiency.

H. Selects and uses instructional strategies, materials, activities and models to teach students skills for speaking to various audiences for various purposes and for adapting spoken language for various audiences, purposes, and occasions.

I. Selects and uses instructional strategies, materials, activities and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker’s message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.

J. Selects and uses instructional strategies, materials, activities, and models to teach students to evaluate the content and effectiveness of their own spoken messages and those of others.

K. Selects and uses appropriate technologies to develop students’ oral communication skills.

**Competency 004: Literacy Development**

**The teacher understands that literacy develops over time from emergent to proficient stages and uses a variety of approaches to support develop of children’s literacy.**

A. Understands and promotes students’ development of literary response and analysis, including teaching students the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.

D. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.

F. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to and independently read literature in various genres and to interact with others about literature.

G. Selects and uses appropriate instructional strategies to inform students about authors and authors’ purposes for writing.

I. Understands how to foster collaboration with families and with other professionals to promote all children’s literacy development.

**competency 005: Word analysis and decoding**

**the teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.**

A. Understands that many students develop word-analysis and decoding skills in a predictable sequence but that individual variations may occur.

B. Understands the importance of word recognitions skills for reading comprehension and knows a variety of strategies for helping students develop and apply word analysis skills.

C. Teaches the analysis of phonetically regular words in a simple-to-complex progression (i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, syllables).

D. Selects and uses instructional strategies, materials, activities, and models to teach students to recognize high-frequency words, to promote students’ ability to decode increasingly complex words, and to enhance word identification skills of students reading at varying levels.

E. Knows strategies for decoding increasingly complex words, including the alphabetic principle, vowel-sounds combinations, structural cues (e.g., prefixes, suffixes, roots), and syllables and for using syntax and semantics to support word identification and confirm word meaning.

F. Understands the value of using dictionaries, glossaries, and other sources to determine the meanings, pronunciations, and derivations of unfamiliar words and teaches students to use those sources.

G. Understands how to foster collaboration with families and with other professionals to promote all students’ word analysis and decoding skills.

**Competency 006: Reading fluency**

**The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their fluency.**

A. Understands that fluency involves rate, accuracy and intonation and knows the norms for reading fluency that have been established by the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels.

B. Understands the connection of word identification skills and reading fluency to reading comprehension.

C. Understands differences in students’ development of word identification skills and reading fluency and knows instructional practices for meeting students’ individual needs in these areas.

D. Selects and uses instructional strategies, materials and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction).

E. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.

F. Uses strategies to encourage reading for pleasure and lifelong learning.

G. Knows how to teach students strategies for selecting their own books for independent reading.

H. Understands how to foster collaboration with families and with other professionals to promote all students’ reading fluency.

**Competency 007: Reading Comprehension**

**The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving comprehension.**

A. Understands reading comprehension as an active process of constructing meaning.

B. Knows how to provide instruction to help students increase their reading vocabulary.

C. Understands factors affecting students’ reading comprehension (oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts.

D. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details), inferential comprehension (e.g., inferring cause-and-effect relationships, making predictions) and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning).

E. Provides instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types of texts, understanding how a text is organized, using textual features such as headings and glossaries, appreciating the different purposes for reading).

F. Uses various instructional strategies to enhance students’ reading comprehension (e.g., by linking text content to students’ lives and prior knowledge, connecting related ideas across different texts, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).

G. Knows and teaches strategies that facilitate comprehension of different types of text before, during, and after reading.

H. Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their own reading comprehension.

J. Selects and uses instructional strategies, materials and activities to guide students’ understanding of their own culture and the cultures of others through reading.

K. Teaches elements of literary analysis, such as story elements and features of various literary genres.

M. Knows the difference between guided and independent practice in reading and provides students with frequent opportunities for both.

N. Understands how to foster collaboration with families and with other professionals to promote all students’ reading comprehension.

**Competency 008: Reading inquiry and research**

**The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.**

A. Teaches students how to locate, retrieve, and retain information from a range of content-area, narrative, and expository texts.

1. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS)
2. Understands how to foster collaboration with families and with other professionals to promote all students’ ability to develop effective research and comprehension skills in the content areas.

**Competency 009: Writing conventions**

**the teacher understands the conventions of writing in english and provides instruction that helps students develop proficiency in applying writing conventions.**

A. Understands that many students go through predictable stages in acquiring writing conventions-including the physical and cognitive processes involved in scribbling, recognition of environmental print, mock letters, letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression-but that individual students vary in their rates of development of these conventions.

F. Selects and uses instructional strategies, materials, and activities to help students use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.

G. Recognizes the similarities and differences between spoken and written English (e.g., in syntax, vocabulary choice) and uses instructional strategies to help students apply English writing conventions and enhance their own writing.

H. Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in these areas.

**Competency 010: Development of Written Communication**

**The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children’s competence in written communication.**

A. Teaches purposeful, meaningful writing in connection with listening, reading and speaking.

B. Knows how to promote students’ development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.

C. Monitors students’ writing development and provides motivational instruction that addresses individual students’ needs, strengths, and interests.

F. Understands writing for a variety of audiences, purposes and settings and provides students with opportunities to write for various audiences, purposes and settings and in various voices and styles.

G. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).

H. Understands how to foster collaboration with families and with other professionals to promote students’ development of writing skills.

**Competency 011: viewing and representing**

**the teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.**

A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS)

C. Compares and contrasts print, visual, and electronic media.

**competency 012 (assessment of developing literacy) THE TEACHER UNDERSTANDS THE BASIC PRINCIPLES OF LITERACY ASSESSMENT AND USES A VARIETY OF ASSESSMENTS TO GUIDE LITERACY INSTRUCTION.**

B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).

D. Knows the state content and performance standards for reading, writing, listening and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring performance up to grade level.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

1. lesson/unit plans
2. field experiences and reflective journal

**ATTENDANCE REQUIREMENTS:**

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:**

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**COURSE EXPECTATIONS:**

I place great value on professionalism as it is key to becoming an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during your field experiences. This component will be assessed based upon my perspective and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, ***writing clear and error-free English is a priority*** at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both discussions on Blackboard and written assignments. Criteria for evaluation will be based on **both content and mechanics**.

**COURSE REQUIREMENTS and GRADING CRITERIA:**

All assignments are due as noted on course outline unless otherwise announced in Blackboard. All assigned work must be word-processed. **Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 2 calendar days of the due date.**  **The course guide is subject to change at the instructor’s discretion. Any necessary changes will be communicated clearly to the student.**

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| --- | --- |
| Vocabulary Lesson | 50 pts. |
| Grammar/Mechanics Lesson | 50 pts. |
| Spelling Lesson | 50 pts. |
| Writing Lesson | 50 pts. |
| Field Experience Reflective Journal | 100 pts. |
| Literature Focus Unit | 20 pts. |
| Thematic Unit | 30 pts. |
| Discussion Board (10 @ 25 points) | 250 pts. |
| Midterm | 200 pts. |
| Final Exam | 200 pts. |
| **Total Possible:** | **1000 pts.** |

**Point System:**

A 900-1000

B 800-899

C 700-799

D 600-699

F Below 600

**Grade Appeal Statement**: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

**TENTATIVE SCHEDULE**

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| Week: | Activities: | Reading: | Assignment Due | Points: |
| Week 1 Aug. 20th | Introductions, Discuss Chapter 1 | Chapter 1 Learning & Language Arts | Blackboard X 2 | 25 |
| Week 2 Aug. 27th | Discuss Chapter 2 | Chapter 2 Teaching & Assessing Language Arts | Blackboard | 25 |
| Week 3 Sept. 3rd | Discuss Chapter 3 | Chapter 3 Emergent Literacy | Blackboard | 25 |
| Week 4 Sept. 10th | Discuss Chapter 4  Discuss Chapter 5 | Chapter 4 Oral Language: Listening & Talking  Chapter 5 Written Language: Reading & Writing | Blackboard | 25 |
| Week 5 Sept. 17th | Discuss Chapter 6 | Chapter 6 Visual Language | Writing Lesson Blackboard | 50 25 |
| Week 6 Sept. 24th | Midterm | Review Ch. 1-6 | Midterm | 200 |
| Week 7 Oct. 1st | Discuss Chapter 7 | Chapter 7 Building Vocabulary | Vocab. Lesson Blackboard | 50 25 |
| Week 8 Oct. 8th | Discuss Chapter 9 Chapter 10 | Chapter 9 Investigating Nonfiction  Chapter 10 Exploring Poetry | Field Experience Journal  Blackboard | 100 25 |
| Week 9 Oct. 15th | Discuss Chapter 8  Discuss Chapter 11 | Chapter 8 Comprehending & Composing Stories  Chapter 11 Language Tools: Grammar, Spelling, & Handwriting | Grammar Lesson  Blackboard | 50  25 |
| Week 10 Oct. 22nd | Discuss Chapter 12 | Chapter 12 Putting It All Together | Spelling Lesson Blackboard | 50 25 |
| Week 11 Oct. 29th | Final Exam | Review Chapters 7-12 | Lit. Focus Unit Thematic Unit  Final Exam | 20 30  200 |

**Additional Requirements:**

1. **Field Experiences:**

You will conduct field experiences in local schools for a **total of 6 hours**. **Please try** to observe teachers teaching **Language Arts** and then write-up your observations. Make connections to course of study and particular elements of study in the corresponding coursework. Example: Language Arts-address the specific language arts you observed being taught, strategies, observations about specific students, groups, or individuals. Your write-up must be typed in Word, double-spaced, and use 12-point font-Times. You **must include** the teacher’s name, grade level, and date of your observation. Your write-up should be at least **1 page per hour of observation**.

1. **Lesson Plans**

You will create **four** lesson plans during the semester-Vocabulary, Grammar, Spelling, and Writing. These will be created **by you** using the 5 E lesson plan template. You must submit your lesson plans in **Blackboard**. **Please do not e-mail your lesson plans**. Make sure you include the state standards (TEKS in Texas) and ELPS (English Language Proficiency Standards) for the lesson. You must write the standards out!

1. **Literature Focus Unit**

You will develop a literature focus unit that will focus on a children’s literature book. Throughout the course, more information and examples will be provided.

1. **Thematic Unit**

You will develop a thematic unit that will integrate literature throughout the different content areas. More information and examples will be provided.