

**AEDL 434**  
**Teaching Language Arts in the Elementary School**  
**Fall 2008**

**Instructor:** Dr.VernelleTyler  
**Email:** vernellt@usca.edu  
**Telephone:** 641-3202

**Meeting Time:** Thurs. -- 8:30 am  
**Office:** B&E , Room 212  
**Office Hours:** Tues., 12:15-2:15

**I. Descriptive Information:**

- A. AEDL 434-Teaching Language Arts in the Elementary School
- B. Catalog Description: Materials and programs for teaching language arts in the elementary school with emphasis on communication skills. Prerequisite: AEDR 418 and admission to Education Professional Program or special permission of education advisor. This course will focus specifically on the development of the **Dynamic Educator as a communicator and professional educator.**
- C. Intended for Elementary Majors

**II. Course Goals and Objectives:**

Students aspiring to be professional educators will:

1. Demonstrate an awareness and assessment of classroom communication patterns that support as well as inhibit student language learning.
2. Develop theoretically sound plans and materials for language arts instruction (reading, writing, speaking, and listening) for a heterogeneous group of students.
3. Demonstrate the ability to plan large and small group instructional activities for multiculturally diverse and exceptional students (i. e. linguistic, sociocultural, intellectual and physical).
4. Appreciate the contribution of home-based language learning to language learning in the elementary school.
5. Demonstrate knowledge of current principles of language development, including spelling in use.
6. Demonstrate knowledge of content and goals for a process based language arts program 1-8th grades.
7. Build a solid repertoire of instructional strategies that support students as they learn oral and written language while using language as a tool for learning.
8. Analyze and assess alternative patterns of classroom organization which enhance the development of effective language arts programs.
9. Review and critique professional literature, materials, and other resources for language arts instruction.
10. Demonstrate reflective and critical thinking through written language, storytelling, drama, and choral/oral reading.
11. Develop an inquiry stance on teaching and learning.
12. Demonstrate strategies that promote reading and writing for personal growth and lifelong learning, enjoyment and insight into the human experience.
13. Review and demonstrate traditional and alternative forms of assessment and evaluation as they apply to the field of literacy.

**III. Course Readings:**

Wood, M. (1999) *Essentials of Elementary Language Arts*. Needham: MA: Allyn and Bacon.  
Fletcher, R. (1996). *A Writer's Notebook*. NewYork: Avon Books. (Optional)

**IV. Instructional Procedures:**

Demonstrations, whole class discussions, individualized instruction, and collaborative projects

## V. Course Requirements:

### A. Administrative Requirements:

1. Attendance will be taken at the beginning of each class. Students are allowed two absences (excused or unexcused) in this class. Beginning with the third absence, 1 point will be subtracted from your Total **10 Points Attendance and Participation Score**. Two lates equal 1 (one) absence. Students who are absent or tardy are responsible for finding out about schedule changes and assignment criteria.
2. Assignments and responsibilities are due on dates specified. In the event a student is prevented from meeting an obligation, the instructor is to be notified at least 24 hours in advance. Additionally, assignments will be dropped 5 points per day for each day late if an acceptable excuse is provided. Otherwise, the assignment is unacceptable past the due date.
3. Students will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.
4. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Counseling and Disability Services, 126 A, B & E Building, (803) 641-3609 as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
5. Your instructor values good writing in this course. The written work that you produce in this class can be included in your portfolio. For further information the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing and Assessment, or Karl Fornes, Director of the Writing Room.
6. As a professional educator, you will adhere to all the same procedures and polices (i.e. dress code, professionalism, etc.) as teachers at Oakwood Windsor Elementary.

### B. Required Activities:

1. **Attendance and Participation (10 points):**  
(See above "Administration Requirements".)
2. **Language /Literacy Activity (10 points):**  
Language and literacy activities help students connect words with ideas, understand word usage, identifies word families, develop skills in spelling and expand vocabulary. You will develop a language activity to enhance children's acquisition of literacy. You will develop creative ideas (games, posters, props, etc.) to enhance language arts instruction. You will use have the opportunity to share your language/literacy activity with identified students.
3. **One-on One (20 Points):** You will work with assigned students on identified deficiencies in English/writing. You will tutor and guide student(s) accordingly based on classroom teacher insights from classroom teachers and teaching practices/strategies outlined in class.
4. **Step by Step Mini Lessons (30 Points):** You will work directly with students in selected classrooms based on detailed "Step by Step" information on how to implement various language arts teaching strategies discussed in class.

5. **Final Project: Professional Essay (30 Points):** Based on your readings, discussions, and personal reflections, and interactions with teachers and students at Oakwood Windsor, you will select a current topic in language arts instruction about which you desire to know more. You will research your topic in depth. Include in your essay a structure as: introduction, discussion, analysis, and summary/conclusion. Paper must be written in APA style and should be five to six typed, double-spaced pages.

This paper should be your original work and written solely to satisfy this assignment. Please do not turn in papers that you are submitting to other professors this semester or papers you have submitted previously to other professors. Failure to comply with this will result in the loss of the full 20 points for the professional essay.

## VI. Evaluation and Grading

10 points	Attendance and Participation
10 points	Language/Literacy Activity
20 points	One-on-One
30 points	“Step by Step” Mini Lessons
30 points	Final Project: Professional Essay

### Final Grades:

A	95-100
B+	90- 94
B	85- 89
C+	80- 84
C	75-79
D	70-74
F	69 and below

## VII. Selected Bibliography:

- Atwell, N. (1987). *In the Middle: Writing, reading and learning with adolescents*. Portsmouth, NH: Heinemann.
- Calkins, L. (1994). *The art of teaching writing* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- Donoghue, M. R. (2001). *Using literature activities to teach content areas to emergent readers*. Boston, MA: Allyn and Bacon.
- Graves, D. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Harste, J. & Short, K. (1996) *Creating Classroom s for authors: The reading/writing connection*. Portsmouth, NH: Heinemann.

Heller, M. (1995). *Reading-writing connection* (2<sup>nd</sup> ed.). White Plains, NY: Longman.

O'Donnell, M. & Wood, M. (1992). *Becoming a reader: A developmental approach in reading instruction* (2<sup>nd</sup> ed.). Boston, MA: Allyn and Bacon.

Tompkins, G. & Hoskisson, K (2003). *Language arts content and teaching strategies* (5<sup>th</sup> ed). Englewood Cliffs, NJ: Prentice-Hall. Inc.