

AELE 670
Teaching Advanced Language Arts in the Elementary School
Fall 2008

Instructor: Dr. Vernelle Tyler
e-mail: vernellt@usca.edu
Telephone: 641-3202

Meeting Time: 4:00 p.m.-7:00 P.M.
Office: B & E: Room 212
Office Hours: By Appointment

I. Descriptive Information:

- A. AELE 670 - Teaching Language Arts in the Elementary School
- B. Catalog Description: (3 hours, Prerequisite: None). This course is designed to examine the content and methods of teaching language arts in the elementary school. The integration of the language arts across the curriculum, and language activities that encourage thinking, listening and written expression will be emphasized.
- C. Intended Audience: Graduate students, Professional educator as leaders

II. Course Goals and Objectives

Students aspiring to be professional educator leaders will:

1. Build a repertoire of instructional alternatives to teach speaking, listening and writing skills in purposeful communicative contexts.
2. Identify methods to observe and evaluate student progress toward language arts objectives appropriate for use with multicultural populations.
3. Select instructional strategies to meet individual cognitive, social, and personal differences among students of varied cultural backgrounds.
4. Evaluate language arts programs and instructional strategies in light of knowledge about language learning.
5. Plan for the integration of speaking, writing, listening and reading objectives and activities in a total language arts program.
6. Acquire a beginning vocabulary to describe the dimensions and varieties of oral and written language.
7. Appreciate the contributions of home-based language to school learning.
8. Review issues related to selection of language arts objectives and instructional strategies.
9. Design or adapt instructional materials, which demonstrate sound principles of language arts teaching and learning.
10. Utilize technology as a tool for integrating curriculum and enhancing the learning process.

III. Course Readings:

Required Text:
Tompkins, G (2005). *Language arts: Patterns of practice* (6th ed.). Upper Saddle River, NJ: Pearson

IV. Instructional Procedures:

The following methods will be used but not limited to: lecture, discussion, demonstrations, student presentations, individualized instruction, small group activities and projects.

V. Course Requirements

A. Administrative Requirements:

1. Attendance and punctuality are expected at all classes. Please notify instructor if you cannot attend class for a legitimate reason.
2. 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.
3. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B & E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
4. Your instructor values good writing in this course. Please remember that the services of the Writing Center are available to you.

B. Required Activities:

1. Active Participation Language Arts/ Blackboard Assignments (20 Points): Course activities are designed to support collaboration. Active participation in all online class activities is required. In addition, you will complete language arts instruction assignments.

You will use Blackboard on a regular basis to communicate with your professor and with your classmates regarding specific assignments.

2. Language Arts Curriculum Innovation (40 Points): Through discussions with classmates and readings, identify some aspect of your classroom or school language arts curriculum that requires change. Describe your language arts curriculum problem in detail. Why is it a problem? What are possible solutions? Design an extensive curriculum innovation to address your problem (a unit of study, a learning center, plans to implement whole language, cooperative learning, story or prop boxes, etc.) Be creative!!

- A. Discuss the philosophical/theoretical basis and the goals, objectives, and so on of your language arts curriculum innovation.
- B. Describe how you plan to incorporate information from your readings or class notes. Cite specific references (using APA reference style) from your readings.
- C. Cite the South Carolina English Language Arts Standards that will be met through the implementation of your innovation.
- D. Develop materials for the implementation of your language arts curriculum innovation.
- E. Develop a plan for the evaluation of your language arts curriculum innovation.
- F. Present your language arts project in class utilizing outstanding teaching techniques.

You will use Blackboard on a regular basis to communicate with your professor regarding your Language Arts Innovation.

3. Case Study -- Teacher as Researcher (40 Points): You will implement writing strategies and collect writing samples from one child throughout the semester. It will be important to date each sample to analyze progress. You must observe the process as the product may not reflect everything the child knows about language. The process is as important as the product in understanding literacy growth. With very young children, use dictation to capture the story retellings. Write exactly what the child says as he/she reads the piece to you. Carefully review the grade level standards in the SC Language Arts Curriculum Standards manual. The areas of language arts are listed separately for clarity but should be taught and assessed in an integrated manner. You are encouraged to devise writing strategies based on your child's needs and interests. Thorough descriptions of strategies will be provided in your text and readings.

To conclude the project, you will compile the entire file (10-12 writing samples) and write a paper that highlights significant aspects of the learning experience for you and the child. We will devote class time to develop questions to guide your writing. You will share your insights with your colleagues.

You will use Blackboard on a regular basis to communicate with your professor regarding your Case Study

VI. Grading and Evaluation

20 points	Active Participation Language Arts/ Blackboard Assignments
40 points	Midterm Project: Language Arts Curriculum Innovation
40 points	Final Project: Case Study

GRADE	POINTS
A	100-95
B+	94-90
B	89-85
C+	84-80
C	79-75
D	74-70
F	Below 70

VII. Selected Bibliography

Atwell, N. (1998). *In the middle: Writing, reading, and learning with adolescents*. Portsmouth, NH: Heinemann.

Calkins, L. (1991). *Living between the lines*. Portsmouth, NH: Heinemann.

Cooper, J. D. (1997). *Literacy: Helping children construct meaning* (3rd ed.). Boston, MA: Houghton Mifflin Company.

Cooper, J. D. & Kiger N D. (1997). *Instructor's resource manual and assessment guide for literacy: Helping children construct meaning* (3rd ed.). Boston, MA: Houghton Mifflin Company.

Graves, D. (1992). *Explore poetry*. Portsmouth, NH: Heinemann.

Fletcher, D. (1996). *A writer's notebook*. New York, NY: Avon Books

Norton, D. & Norton, S. (2003). *Language Arts Activities for Children* (5th ed.). Upper Saddle River, NJ: Pearson.

Piazza, C. L. (2003). *Journeys, The Teaching of Writing in Elementary Classrooms*. Upper Saddle River, NJ: Pearson .

Routman, R. (1988). *Transitions*. Portsmouth, NH: Heinemann,

Routman, R. (1991). *Invitations*. Portsmouth, NH: Heinemann.

Rubin, D. (1995). *Teaching elementary language arts* (5th ed.). Boston, MA: Allyn and Bacon.

Rubin, D. (2000). *Teaching elementary language arts* (6th ed.). Boston, MA: Allyn and Bacon.

Short, K.G. & Burke, C. L. (1991). *Creating curriculum: Teacher and students as a community of learners*. Portsmouth, NH: Heineman

Internet Website: www.prenhall.com/tompkins.

AELE 670
Teaching Language Arts in the Elementary School
CLASS SCHEDULE

Aug. 25	Introduction to Course Syllabus/Course Requirements Historical Perspectives on Language Arts Instruction The Language Arts Curriculum The Six Language Arts Group Activity Discuss Language Arts Curriculum Innovation and Case Study Project
Class 2	Chapter 1, Textbook Internet Website-Chapter 1 - "Extension Activities" #1 and #4 Chapter 2, Textbook "Seeing Common Threads" - page 83
Class 3	Chapter 7, Textbook "Seeing Common Threads" - page 295 Internet Website-Chapter 7 - "Extension Activities" #2 and #3 Chapter 8, Textbook "Seeing Common Threads" - page 344
Class 4	Chapter 3, Textbook Internet Website-Chapter 3 - "Extension Activities" #1 and #3 Chapter 4-Textbook Internet Website-Chapter 4 - "Extension Activities" #1 and #6 (# 6 - Please observe in an elementary language arts classroom) Chapter 6-Textbook "Seeing Common Threads" - page 261
Class 5	Chapter 5, Textbook "Seeing Common Threads" - page 224 Chapter 12, Textbook "Seeing Common Threads" - page 553
Class 6	On-line Time with Professor Language Arts Curriculum Innovation Due Toda

Class 7 Chapter 9, Textbook
"Seeing Common Threads" - page 389

Internet Website-Chapter 9 - "Extension Activities" #2
(# 2 - Please interview two students)

Chapter 10, Textbook
Internet Website-Chapter 10 - "Extension Activities" #4
(# 4 - Please try this with your students this school term. No response
is due to professor)

Class 8 Chapter 13, Textbook
"Seeing Common Threads" - page 578

Chapter 14, Textbook
"Seeing Common Threads", page 608
Internet Website-Chapter 14 - "Extension Activities" #1
(# 1 - This is a good website for you to check out. No response is due to professor)

Chapter 15, Textbook
"Seeing Common Threads" - page 656

(Independent Research and Conference Time with Professor on Blackboard:

Class 9 Curriculum Innovation/Case Study
Class 10 Curriculum Innovation/Case Study
Class 11 Curriculum Innovation/Case Study
Class 12 Curriculum Innovation/Case Study
Class 13 Curriculum Innovation/Case study
Class 14 Curriculum Innovation/Case study
Class 15 Final Project Presentations
Language Arts Curriculum Innovations
Case Study - Teacher as Researcher