

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE COURSE NUMBER: 307

CREDIT HOURS: 3

- I. TITLE:** Teaching Elementary Language Arts
- II. COURSE DESCRIPTION AND PREREQUISITE(S):** An exploration of the content, methods, and materials for teaching the language arts at the elementary level. Emphasis is on integrating the language arts across the curriculum. Field experiences required.
Corequisite: REA 306. **Prerequisite:** EDU 303.
- III. COURSE OBJECTIVES:**
Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS), the International Literacy Association's (ILA) Standards for Reading Professionals, and the Interstate Teacher Assessment and Support Consortium standards (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to:
- A.** design standards-based literacy activities that address Kentucky Initiatives (KTS 2/ ILA 1,2,3/InTASC 5,7,8);
 - B.** explore strategies for addressing the needs of English Language Learners (KTS 1,2/ ILA 1-4/InTASC 2);
 - C.** create and maintain a learning climate that supports the development of students' abilities to use language arts skills (KTS 3/ ILA 4,5/InTASC 3);
 - D.** explore ways to use technology to develop children's literacy skills (KTS 1,2,4,5/ ILA 1, 2,4/InTASC 8);
 - E.** integrate the language arts (reading, writing, speaking, listening, viewing, visually representing) across the content areas (KTS 2,3,4/ ILA 1,2,3/InTASC 4,5);
 - F.** differentiate literacy instruction in the elementary classroom (KTS 2,3,4/ ILA 1,2,3/InTASC 1,2,6,7);
 - G.** develop students' writing proficiency across a variety of writing forms using the 6+1 writing traits and Common Core Writing Standards (KTS 1,2,4,5/ILA 2,4/InTASC 4,5);
 - H.** collaborate with peers, instructors, supervising teachers and others to design and implement activities that develop students' literacy (KTS 2,4,8,9/ ILA 6/InTASC 9,10); and
 - I.** demonstrate a current knowledge of theory and practice in the language arts (KTS 1/ ILA 1,2/InTASC 5,7,8).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon assigned readings, class activities, and field experiences. The COE's constructivist philosophical approach is emphasized when students explore ways to actively involve children in authentic literacy experiences. The COE dispositions are formally assessed during field experiences and team activities.

The theme of Literacy/Reading is stressed throughout every course activity as students learn how to teach and assess elementary children ways to communicate through the six modes of language arts (reading, writing, listening, speaking, viewing, visually representing). The theme of Diversity is addressed through several independent and team activities celebrating diversity. The common course artifact, *Educating English Language Learners* research project and presentation, is posted on *LiveText*. Through class activities and field experiences, students develop an increasing awareness of the importance of establishing a learning climate conducive to literacy development and an understanding of ways to integrate the KCAS English Language Arts standards across the curriculum.

IV. CONTENT OUTLINE:

- A. Getting to Know Our Students
 - 1. Learner profiles
 - 2. Diversity of all students
 - 3. Differentiation needed for all students including English Language Learners
 - 4. Differentiation needed for all students within the writing curriculum
- B. Introduction to Language Arts Standards
 - 1. 6 Modes of Language Arts
 - 2. Integrating Language Arts across the curriculum
 - a. Reading and Writing in the content areas
- C. Knowing the Writing Process
 - 1. Writing Process including publishing
 - 2. 6+1 Writing Traits
 - 3. Literacy Assessments
 - a. Kentucky On-Demand Writing Rubrics
 - 4. Writing for different purposes (reflective, literacy, transactive, personal pieces)
- D. Field Experiences

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Large and small group activities
- C. Cooperative learning activities
- D. Field experiences
- E. Lesson design
- F. Examinations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will complete 18 hours of field experiences developing elementary children's literacy skills. These will occur during class time. Students are expected to dress professionally and to exhibit the College of Education student dispositions. They will collaborate with peers, instructors, cooperating teachers and others to design and implement activities that develop students' literacy. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade in the course. **To earn a grade in this course, students must successfully complete the required field**

experiences and record the hours and related components on the *LiveText FEM* site. Students are also expected to record field experiences in KFETS.

VII. TEXT(S) AND RESOURCES:

Pearson Learning Solutions. (2010). *Teaching Elementary Language Arts*. Hancock, M. R. (2007). [MSU customized text] Boston, MA: Pearson Learning Solutions.

Sprick, R. (2009). *CHAMPS: A proactive & positive approach to classroom management* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

VIII. EVALUATION AND GRADING PROCEDURES:

The key signature assessment for this course are the *Educating English Language Learners* assignment and *CHAMPS* essay.

Grading Scale:

93%-100% =A

86%-92% =B

79%-85% =C

72%-78% =D

0%- 71% =E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**