I. TITLE: Teaching Elementary Language Arts

II. COURSE DESCRIPTION AND PREREQUISITES: 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.

Prerequisite: EDU 303. Corequisite: REA 306

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Education Reform Act (KERA), Kentucky Core Academic Standards (KCAS), the Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), the International Reading Association (IRA) Standards for Literacy Professionals, and the CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to

A. design standards-based literacy activities that address the KCAS English Language Arts standards (KTS 2/IRA 1,2,3/CHETL 3);
B. explore strategies for addressing the needs of English Learners (KTS 1,2/IRA 1-4/CHETL 3,4);
C. create and maintain a learning climate that supports the development of students’ abilities to use language arts skills (KTS 3/IRA 4,5/CHETL 1);
D. explore ways to use technology to develop children’s literacy skills (KTS 1,2,4,5/IRA 1,2,4/CHETL 3-5);
E. integrate the language arts (reading, writing, speaking, listening, viewing, visually representing) across the content areas (KTS 2,3,4/IRA 1,2,3/CHETL 3,4);
F. differentiate literacy instruction in the elementary classroom (KTS 2,3,4/IRA 1,2,3/CHETL 3,4);
G. develop students’ writing proficiency across a variety of writing forms using the 6+1 writing traits (KTS 1,2,4,5/IRA 2,4/CHETL 3-5);
H. collaborate with peers, instructors, supervising teachers and others to design and implement activities that develop students’ literacy (KTS 2,4,8,9/IRA 6/CHETL 3,4); and
I. demonstrate a current knowledge of theory and practice in the language arts (KTS 1/IRA 1,2/CHETL 1).

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 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. Teaching the Language Arts
   a. Modes of language arts
   b. KCAS English Language Arts standards
   c. Highly effective language arts teachers
B. Developing Children’s Language Skills
   a. Learner profiles
   b. Oral communication skills
   c. Viewing and visual representation skills
   d. English language learners
C. Building a Write Foundation
   a. Handwriting
   b. Language mechanics
   c. Writing process
   d. Writing for different purposes (reflective, literary, transactive, personal pieces)
D. Integrating Language Arts across the Curriculum
   a. Literacy rich environment
   b. Differentiated literacy instruction
   c. Reading and writing in the content areas

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture and discussion
B. Large and small group activities
C. Field experiences
D. Cooperative learning activities
E. Lesson design
F. Creative dramatic presentations
G. Examinations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will complete 18 hours of field experiences developing elementary children’s literacy skills. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade in the course.

VII. TEXT(S) AND RESOURCES:
B. College *LiveText*-EDU Solutions Student Membership
C. *CHAMPs* by Randall Sprick

VIII. EVALUATION AND GRADING PROCEDURES:
Grades will be awarded for performance on course activities including but not limited to reading responses, cooperative group projects, field experiences, and examinations. The *Educating*
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*English Language Learners* research project/presentation and *CHAMPS Chapter 5* essay serve as this course’s designated artifacts.

**IX. ATTENDANCE POLICY:**
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

**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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION 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).

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.