I. TITLE: ELE 307 Teaching Language Arts Elementary P-5

II. CATALOG DESCRIPTION: A course designed to introduce students to content and teaching methodology in the language arts. Emphasis is on the language arts in the total elementary school program. Laboratory experiences required. Prerequisite: EDU 303 for elementary education majors.

III. PURPOSE: The purpose of the course is to provide students with theory and knowledge about the teaching of language to elementary learners. Language arts are the processes of creating, organizing, and communicating meaning through reading, writing, listening, speaking, viewing, and visually representing. Emphasis is placed on strategies and methods for instruction in these six areas of the language arts.

IV. 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 advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the standards addressed by that objective. Standards referenced are the Kentucky New Teacher Standards for Preparation and Certification (NTS) and the International Reading Association (IRA) Standards for Reading Professionals addressed by that objective. Upon successful completion of this class, students will:

A. design, plan, and implement instruction that addresses KERA Initiatives. (NTS 1,3/ IRA 1,2,3)
B. design, plan, adapt, and implement strategies for instructing students with diverse learning needs, styles, cultures and abilities in language arts. (NTS 1/ IRA 1-4)
C. create and maintain a learning climate that supports the development of student abilities to use language arts skills. (NTS 2/ IRA 1,4)
D. reflect on and evaluate specific teaching and learning situations and/or programs in the language arts areas. (NTS 5/ IRA 3)
E. collaborate with peers, instructors, supervising teachers and others to design and implement activities that develop student abilities in language arts. (NTS 6/ IRA 5)
F. demonstrate a current knowledge of theory and practice in the language arts. (NTS # 8/ IRA 1, 2)
The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on in-class and practicum experiences by the use of a journal, working portfolio entries, and professional growth activities. The COE emphasis on constructivism is emphasized when discussing how children learn the language arts through active involvement in authentic experiences. The COE dispositions are formally assessed during field experiences and class 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 Assessment is explored in the course through identifying and creating multiple means of assessing and addressing students’ communication efforts. The themes of Diversity and Closing the Achievement Gap are addressed through successful completion of CHAMPs Module 4 The First Month and the creation of a diversity resource file as part of the students’ thematic response activities throughout the semester.

V. CONTENT OUTLINE:
A. Learning and the Language Arts
B. Teaching and Assessing Language Arts
C. The Reading and Writing Processes
D. Emerging into Literacy
E. Looking Closely at Words
F. Listening and Speaking
G. Spelling, Grammar, Handwriting

VI. 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. Formative e-portfolio activities
H. Examinations

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will participate in six hours of practicum in a field-based setting. The field experience will be arranged for students and will occur during the second half of the semester. Students will prepare, implement, and evaluate lessons and activities that address the KERA Initiatives and incorporate the language arts. Collaboration with classroom teachers and peers will be a critical component of the field experience. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade.
VIII. RESOURCES:
A. Professional journals such as *The Reading Teacher* and *Language Arts*
B. *Blackboard* site
C. Waterfield Library (reading instruction texts, Big Books, trade books)
D. MSU Computer Centers, AL 1003 (PowerPoint, Reader, Kidspiration)
E. Curriculum Materials Center, AL 341 (Big Books, trade books, teacher manuals, Ellison machine)
F. Environmental Education library (trade books, puppets)
G. Public Library

IX. GRADING PROCEDURE:
*Please note: course activities and grading procedures may vary by instructor. Asterisked (*) are required by all ELE 307 instructors. Students are required to complete CHAMPs Module 4. They are also required to create an artifact and reflective writing for NTS I or III for inclusion in their formative portfolio.*

A. Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Response Activities</td>
<td>30 pts. each</td>
</tr>
<tr>
<td>Examinations</td>
<td>50 pts. each</td>
</tr>
<tr>
<td>Field Exp. Activities *</td>
<td>50 pts.</td>
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<tr>
<td>CHAMPs Module 4 *</td>
<td>30 pts.</td>
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<tr>
<td>Prof. Growth Activities</td>
<td>30 pts.</td>
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</tbody>
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B. Evaluation:
Grades will be awarded for performance on these activities in accordance with the MSU scale. Students’ attendance and successful completion of chapter activities and writing assignments, and participation in cooperative team activities will also be considered when calculating the final grade.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>E</td>
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</tbody>
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X. ATTENDANCE POLICY:
This course adheres to the policy stated in the current MSU *Undergraduate Bulletin*.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the policy stated in the current MSU *Undergraduate Bulletin*. 
XII. TEXT AND REFERENCES:

College LiveText-EDU Solutions Student Membership/CHAMPs

XIII. PREREQUISITES: EDU 303

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. 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.

Note: Be aware that admission to the Teacher Education Program is a formal procedure that you must complete. Enrolling in this class does not mean that a student is formally admitted to the Teacher Education Program.