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

II. **COURSE 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.

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 Teacher Standards for Preparation and Certification (KTS) 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. (KTS 2,4/ 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. (KTS 2/ IRA 1-4)
C. create and maintain a learning climate that supports the development of student abilities to use language arts skills. (KTS 2/ IRA 1,4)
D. reflect on and evaluate specific teaching and learning situations and/or programs in the language arts areas. (KTS 7/ IRA 3)
E. collaborate with peers, instructors, supervising teachers and others to design and implement activities that develop student abilities in language arts. (KTS 8/ IRA 5)
F. demonstrate a current knowledge of theory and practice in the language arts. (KTS 1/ IRA 1, 2)
The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon field experiences, team activities, working portfolio entries, and professional growth activities. The COE emphasis on constructivism is emphasized when students explore ways to actively involve children in authentic 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 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 the creation of instructional activities focusing upon diversity and the successful completion of CHAMPs Launch.

V. CONTENT OUTLINE:
   A. Learning and the Language Arts
   B. Teaching and Assessing Language Arts
   C. The Writing Process
   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. Examinations

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
     Students will participate in six field experience sessions in a field-based setting. The field experience will be arranged for students and will occur throughout the semester. Students are expected to dress professionally and to exhibit the College of Education student dispositions. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade in the course.

VIII. RESOURCES:
     A. Professional journals such as The Reading Teacher and Language Arts
     B. Internet access
     C. Public Library

IX. GRADING PROCEDURE:
     A. Course Assignments: Students will demonstrate their understanding of assigned readings and course information through a variety of assignments, which might include introductory activities, reading responses, application
activities, examinations, resource kits, creative dramatics, and field experiences. All course instructors will require students to complete the CHAMPs Launch activity and to create an interdisciplinary unit which emphasizes using the language arts to teach a content area topic.

B. Evaluation: Grades will be awarded for performance on course activities in accordance with the scale below. Students’ attendance, successful completion of response activities and writing assignments, dispositions, 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>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>86-92 %</td>
<td>B</td>
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<tr>
<td>79-85 %</td>
<td>C</td>
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<tr>
<td>72-78 %</td>
<td>D</td>
</tr>
<tr>
<td>0-71 %</td>
<td>E</td>
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X. ATTENDANCE POLICY:
This course adheres to the policy stated in the current MSU Undergraduate Bulletin. Any field experience absences must be completed before the end of the semester.

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: Either the Randall Sprick book OR electronic version on Live Text

XIII. PREREQUISITE: EDU 303.

XIV. 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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
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.