COURSE: EE 315, Teaching Language Arts in the Elementary School, 3 Credit Hours
Undergraduate

INSTRUCTOR: Elizabeth Dobler, Associate Professor
Division of Early Childhood/Elementary Teacher Education
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Email: edobler@emporia.edu

COURSE MATERIALS:
Required Texts
*These texts have been chosen with attention to usefulness for your future reference as a teacher. You will need to purchase and read all texts to be successful in this course.

COURSE DESCRIPTION:
The Language Arts are currently defined by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA) as consisting of six language arts grouped into three pairs or two triples:
- reading and writing make up literacy
- listening and speaking make up oracy
- viewing and representing make up mediacy
- and
- writing, speaking, and representing involve expressive language
- reading, listening and viewing involve receptive language
This course is designed to introduce students to the process of how language usage is learned by children. This process of learning language is examined within the unique context of our English language. Finally, classroom teaching/learning activities in the language arts are experienced directly through participation, modeling, demonstration and other instructional modes.

The Teachers College Conceptual Framework
Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the
proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Knowledge:**
1. Essential concepts of their content studies.
2. Theories of human physical, cognitive, social and emotional development.
3. Characteristics and equitable treatment of diverse learners.
4. Essential concepts of planning, assessment, and instruction.
5. Appropriate technology and how it may be used to enhance teaching and learning.

**Skills:**
1. Integrate and use concepts from their general, content, and professional studies in their teaching environment.
2. Implement non-biased techniques for meeting needs of diverse learners.
3. Use and support effective communication techniques in order to develop a positive learning environment.
4. Demonstrate creative planning and curriculum integration to promote learning of all students.
5. Employ appropriate assessment techniques in order to measure the development and learning of their students.
6. Apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.

**Dispositions:**
1. Commitment to professionalism and ethical standards.
2. Desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices.
3. Dedication to life-long learning by participating in professional organizations and keeping current with research in their field.
4. Belief in having high expectations for all learners.
5. Respect for cultural and individual differences by providing equitable learning opportunities for all.
6. Desire to communicate with family and community members to make them partners in the educational process.
7. Commitment to collaboration with other professionals to improve the overall learning of students.
Relevant Indicators of the Conceptual Framework:

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge
Candidates exhibit knowledge of:
A1: General education within an intellectual framework.
A2: Subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
A3: Philosophical, historical, social, and theoretical foundations of education.
Candidates demonstrate practical ability to:
B2: Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
B3: Determine and assess what students need to know and be able to do in order to succeed.
Candidates exhibit dispositions that exemplify:
C2: The belief that education children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Effective Practice
Candidates exhibit the knowledge of:
A1: On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
A2: Teaching and learning as a dynamic, constructive, and metacognitive process.
A3: A repertoire of teaching and learning strategies, designed to help students increase their power as learners.
Candidates demonstrate practical ability to:
B1: Utilize creative planning and curriculum integration to promote learning of all students.
B2: Create learning experiences commensurate with a student’s level of readiness.
B3: Asses their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
Candidates exhibit dispositions that exemplify:
C1: A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

Proficiency 5: Relies on Self-Reflection
Candidates exhibit the knowledge of:
A1: Theories of human physical, cognitive, social, and emotional development.
A3: A variety of assessment strategies to diagnose and respond to individual learning needs.
Candidates demonstrate practical ability to:
B1: Apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
B2: Employ appropriate assessment techniques in order to measure student performance and growth.
B3: Develop a storehouse of learning strategies that help students understand and integrate knowledge.
Candidates exhibit dispositions that exemplify:
C2: A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
<table>
<thead>
<tr>
<th>Knowledge Indicator</th>
<th>Description</th>
<th>Proficiency</th>
<th>Rubric(s)</th>
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<tbody>
<tr>
<td>Knowledge Indicator 1</td>
<td>The teacher knows that literacy skills are essential to help students understand texts, themselves, and others, acquire new information, respond to the need and demands of society and the workplace, and experience personal fulfillment.</td>
<td>Proficiency 2: A2, B1&lt;br&gt;Proficiency 5: C2</td>
<td>Assessments</td>
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<td>Knowledge Indicator 2</td>
<td>The teacher understands language arts acquisition and development.</td>
<td>Proficiency 2: A2, A3&lt;br&gt;Proficiency 5: A1</td>
<td>Language Arts Product Rubric&lt;br&gt;Bulletin Board Rubric</td>
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<tr>
<td>Knowledge Indicator 3</td>
<td>The teacher knows how to assess and evaluate student progress in language arts.</td>
<td>Proficiency 5: A3&lt;br&gt;Proficiency 2: B3</td>
<td>6-Trait Writing Analysis</td>
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<tr>
<td>Knowledge Indicator 4</td>
<td>The teacher has knowledge of a variety of genres, of children’s literature, including works written for K-6 students by ethnically diverse writers.</td>
<td>Proficiency 2: B1 B2</td>
<td>Lesson Plan Rubric&lt;br&gt;Observation of discussions of quality literature</td>
</tr>
<tr>
<td>Knowledge Indicator 5</td>
<td>The teacher understands the composing processes for different forms of oral and written discourse.</td>
<td>Proficiency 2: A2, A3&lt;br&gt;Proficiency 5:A1</td>
<td>6-Trait Writing Analysis</td>
</tr>
<tr>
<td>Knowledge Indicator 7</td>
<td>The teacher recognizes multiple indicators of reading and writing disabilities.</td>
<td>Proficiency 3: B2, B3&lt;br&gt;Proficiency 5: A3</td>
<td>6-Trait Writing Analytic Scoring Model</td>
</tr>
<tr>
<td>Knowledge Indicator 8</td>
<td>The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society.</td>
<td>Proficiency 2: A3, B2, C2</td>
<td>Language Arts Product Rubric</td>
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<td>Knowledge Indicator 9</td>
<td>The teacher understands the interrelationships among culture, language, and thought and the function of the home language in the development of young children.</td>
<td>Proficiency 2: A2, B2, C2</td>
<td>Language Arts Product Rubric</td>
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<tr>
<td>Knowledge Indicator 10</td>
<td>The teacher understands the various purposes of reading and writing (narrative, expository, technical, and persuasive)</td>
<td>Proficiency 2: A1, A2</td>
<td>Language Arts Product Rubric&lt;br&gt;Bulletin Board Rubric</td>
</tr>
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</table>
| Performance Indicator 1 | The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate.  
|------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Performance Indicator 2 | The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities.  
*Proficiency 3: A3, B1, B2  
Proficiency 5: B1* | Lesson Plan Rubric Mentor Observation |
| Performance Indicator 4 | The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, and socioeconomic status.  
*Proficiency 3: A1, B3, C1 P2: C1  
Proficiency 5: B3* | Language Arts Product Rubric Lesson Plan Rubric Mentor Observation Bulletin Board Rubric |
| Performance Indicator 5 | The teacher demonstrates an understanding of the various purposes for reading and writing (narrative, expository, technical, and persuasive).  
*Proficiency 3: A3* | Language Arts Product Rubric Lesson Plan Rubric Mentor Observation Bulletin Board Rubric |
| Performance Indicator 8 | The teacher evaluates and selects assessments to fit diverse learner strengths and needs.  
*Proficiency 2: B3  
Proficiency 3: A1  
Proficiency 5: A3, B2* | 6-Trait Writing Analysis |

**Relevant Indicators of the Conceptual Framework:**

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B3: Develop a storehouse of learning strategies that help students understand and integrate knowledge.

Candidates exhibit dispositions that exemplify:
C2: A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Course Content: Various topics will be addressed each class session. The course will include lecture, class activities, group discussions, on-line discussions, and videotapes. The textbook will be used to supplement the lectures and other classroom activities, so reading the textbook is important and expected. The content of the course includes the following:
1. Writing
   The Writing Process
   Writing Workshop
   Meeting the Needs of Learners through a Writing Workshop Model
   Using Technology to Communicate with Parents
   Writing Across the Curriculum
   Six-Trait Analytic Writing Model
2. Creating a Writing Lesson
   Mini-Lessons in the Writing Classroom
   Writing Poetry for Primary and Intermediate Grades
   Accommodations/Adaptations for Students with Special Needs or Students with Limited English Proficiency
3. Teaching Skills Within a Writing Classroom
   Spelling
   Grammar
   Handwriting
   Creating a Literate Environment
4. English as Second Language and Students with Special Needs
   ESL Standards
   Strategies for English Language Learners and Students with learning needs
   Adaptations/modifications of lessons
   Response to Intervention

COURSE INFORMATION:
**Attendance:** We have many important topics to cover in a short amount of time. Your attendance is crucial to developing as an effective language arts teacher. Please be on time and attend all class sessions. Much of our work is done in class, so if you are not able to attend class, you miss out on valuable learning. Please contact the instructor prior to an absence if at all possible; nothing less will be expected when you are a teacher. Additional assignments and loss of points will be determined on a case by case basis for both tardiness and absences. More than 2 absences will result in possible drop from the course based on the instructor’s discretion.

**Cell Phone Policy:** Cell phones can be distracting during class, but may be necessary if a student is expecting an urgent call (doctor’s office, children at home/school, family illness). For the most part, cell phones need to be kept put away during class. If an urgent call is expected, the cell phone may be placed on the table and put on vibrate. If a call comes in, leave the classroom to take the call and return as soon as possible. Texting during class gives the impression to the instructor and classmates that class activities are not a priority. Texting is not appropriate in class. If a cell phone is used during class for something other than an urgent call, such as texting, the student will be asked to turn off the cell phone and put it on the lecture podium until the end of class.

**Grading Scale:**
- A = 95-100%
- B- = 83-85%
- B = 86-88% Students earning less than 77% must retake the course. Grade assigned will be D, F or I at the instructor’s discretion.
- B+ = 89-91%
- C+ = 80-82%
- C = 77-79%
- A- = 92-94%
- A = 95-100%

**Assignments:** All out-of-class assignments are due at the beginning of class on the due date. Out-of-class assignments completed during class time will have points deducted. Late assignments will be dropped 10% each day up to 50%. All assignments must be typewritten unless otherwise indicated. Please proofread your work and save a copy for your records.

**Grading of Written Work:** All out-of-class assignments are expected to be of the highest quality in spelling and grammar. Excessive spelling and grammar errors (more than an average of 3 errors on a full page of text) will result in a deduction of points on the assignment. This deduction will range from 10% to 50%, depending on the instructor’s discretion.

**Statement of Accommodation:** Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Academic Dishonesty Policy:** Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). If academic dishonesty should occur in this course, the policy as stated in the ESU Policy Handbook will be applied. For this course, any assignments that reflect the published or unpublished work of others will receive a zero. An alternative assignment can be completed for half credit.

**Faculty Initiated Student Withdrawal:** If a student’s absences from class or disruptive behavior becomes detrimental to the student’s progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence.
**Written and Oral Language Skills:** Because this is a language arts class, the use of high quality written and oral language skills is essential. If you are going to be able to teach these skills to children, you must demonstrate knowledge of these skills throughout Block 2, but especially in this class. You must convince me, as the instructor, that you have the knowledge in written and oral communication you need and can pass this knowledge on to students. Written language skills will be assessed through your written assignments. Oral language skills will be assessed through your oral communication in class through one-to-one, small group, and whole class communication. You will be expected to participate in class discussions and share ideas and projects with the whole class.

A written/oral language checklist will be used by the instructor (see last page of syllabus). A completed form of this checklist will be shared with each student sometime during the semester. If there are concerns, the checklist will be shared early on in the course. If there are no concerns, it may not be shared until the end of the course. Each student must receive a satisfactory in 10/12 categories in order to pass the class. If this does not occur, a student may be asked to repeat the course. Suggestions for remediation will be provided, but it is the responsibility of the student to make the specific arrangements and fully participate in the remediation.

Without strong skills in both written and oral communication, it will be very difficult for you to get and keep a teaching position, not to mention being able to teach these important skills to students. If you are weak in these areas (spelling, writing, speaking, pronouncing), this is the time for you to seek extra help. These skills will only improve with your effort, attention, and practice.

**Overview of Evaluation:**

**Respond to Required Readings, Presentations, & Discussions**  
(Knowledge Indicators 1, 2, 10  Performance Indicator 4, 5)

**Purpose:** to demonstrate an understanding of terms, concepts, issues, and theories related to the teaching of Language Arts.  
**Assessment:** Language Arts Product Rubric, Writing Process Assessment

Students may respond through journals, written summaries, structured and informal discussions, and electronic discussion board.

**Develop a Language Arts Philosophy Based on Theory**  
(Knowledge Indicators 1, 2, 8  Performance Indicator 1)

**Purpose:** to demonstrate knowledge of the connection between theory of language and literacy development and instructional decisions.  
**Assessment:** Language Arts Product Rubric

Students will create a philosophy demonstrating the theories used to guide decisions regarding the Language Arts program in their classroom.

**Plan Language Arts Lessons**  
(Knowledge Indicator 4  Performance Indicators 1, 2, 4, 5)

**Purpose:** to demonstrate knowledge of lesson plan format, selection of developmentally appropriate instructional activities, and incorporation of authentic assessment.  
**Assessment:** Lesson Plan Rubric, Mentor Observation, TWSM Rubric

Students will design language arts lessons to be taught during their placement as an intern.

**Evaluate Student Writing Samples**  
(Knowledge Indicators 3, 5, 7  Performance Indicator 8)
**Purpose:** to demonstrate an ability to evaluate a student’s writing sample and determine developmental level and instructional needs.

**Assessment:** Observation of Analysis of Evaluation

Students will evaluate student writing samples to determine developmental writing (literacy portfolio) and spelling levels (spelling assessment) and levels of quality with the Six-Trait Analytic scoring model.

**Creating a Literate Environment**
(Knowledge Indicators 8, 10 Performance Indicators 1, 7)

**Purpose:** to demonstrate an ability to design classroom display to promote literacy.

**Assessment:** Rubric

Students will create a visual display for a classroom in the form of a poster or bulletin board. The display should promote an aspect of literacy, be developmentally appropriate, and be appealing to students.
Grading Sheet

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<tbody>
<tr>
<td>Group 1 project</td>
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<td>Quiz 1</td>
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<td>Group 2 project</td>
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<td>Group 2 project</td>
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<td>Quiz 2</td>
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Poetry Lesson Plan

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<td>Bulletin Board</td>
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<td>Portfolio</td>
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<tr>
<td>Handwriting Assessment</td>
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<td>Successful Completion of Written/Oral Language Checklist</td>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
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