Course Title: Language Arts in the Elementary School
Course Number: LAE 4314/LAE 5319
Course Credit: 3 hours
Semester: Summer 2010
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Course Description: Principles, procedures, organization, and current practices in reading, writing, listening and talking.

Course Goals: In this methods course which focuses on language arts, you will see how language arts impacts intensely on our lives and upon all other content areas, acting as a complementary subject when integrated into almost any learning situation. Today’s elementary educator must have a solid understanding of what a good elementary arts program should encompass, so that our students will be able to use language in the most competent and satisfying ways. Using technology as a tool; reading great literature; and writing both personally and professionally all help us find meaning in our lives through the language arts.

Language Arts Objectives and Accreditation:

Tech-NCATE Technology and Teacher Education
ESOL-English Speakers of Other Languages from Florida DOE
FEAP-Florida Educator Accomplished Practices
PEC-Professional Education Competencies
FSAC-Competencies and Skills Required for Teacher Certification in Florida
NCTE/IRA-Standards for the English Language Arts (SELA)

To successfully complete this course, students must be able:

A. To intelligently discuss the components of language (analyze language processes according to phonics, graphophonics, orthography, morphemic analysis, structural analysis, syntax, and semantics) as well as the corresponding modes of language arts. [FEAP/PEC 4,7, 8; ESOL 5, 6,7, 9, 10, 12, 24 as well as PEC 14; Tech I.C.1, III.A; FSAC-section 60 1.1, 1.2, 1.3, 2.3; NCTE/IRA 6, 9, 12]
B. To understand Standards as handed down from our professional organizations, such as IRA & NCTE/IRA, and from the State of Florida through the Sunshine State Standards and the Florida Accomplished Practices. [FEAP/PEC, 6, 3, 11; NCTE/IRA 11]

C. To realize the importance of listening, speaking, poetry, art, music and drama in the elementary language arts program, including the key role these play in second language development. [FEAP/PEC 2, 7, 8, 10, 11; ESOL 8, 5, 67, 9, 10, 12, as well as PEC 14; FSAC-section 35 12.3; NCTE/IRA 3, 4, 5, 8, 11, 12, FSAC Section 28-2, 3]

D. To demonstrate an understanding of the many avenues of learning that children’s literature as well as other art forms and technological aids can bring to the elementary language arts curriculum, particularly in light of the culturally and linguistically diverse students in our classrooms. [FEAP/PEC 5, 9, 12; ESOL 2, 3, 4, 9, 18, 23, 15, 17 as well as PEC 14; Tech I.D.2, IV.C; FSAC-section 60 4.4; FSAC-section 35 11.1, 11.2; NCTE/IRA 1, 2, 7, 8, 9, 11, 12; FSAC Section 28-2, 3]

E. To plan and execute a project related to stimulating written expression in elementary students. [FEAP/PEC 2, 4, 7, 10, 12; ESOL 8, 24, 5, 14, 16, 22, 15, 17, as well as PEC 14; Tech I.D.2, IV.B; NCTE/IRA 3, 4, 5, 7, 8, 12; FSAC-section 60 5.1, 5.2, 5.3, 5.4, 5.5; NCTE/IRA 5; FASC Section 28-2, 3]

F. To demonstrate an understanding of effective spelling, grammar, and handwriting instruction for the elementary student, taking into consideration the culturally and linguistically diverse child. [FEAP/PEC7, 8.; ESOL 5, 6, 7, 9, 10, 12 as well as PEC 14; FSAC-section 60 5.3; NCTE/IRA 4]

G. To recognize the importance of the writing process as well as other instructional strategies related to the arts and language arts such as writers' workshop and literature study groups. [FEAP/PEC 4, 5, 6, 10, 11; ESOL 5, 9, 11, 13, 16, 24 as well as PEC 14; FSAC section 35 12.2; NCTE/IRA 1-12; FSAC Section 28-2, 3]

H. To demonstrate an understanding of appropriate techniques for evaluating the writer/learner, particularly in light of culturally and linguistically diverse population. [FEAP/PEC 1; ESOL 5, 13, 15, 17, 19, 20, 21, 25 as well as PEC 14; FSAC-section 60 6.2, 6.3; NCTE/IRA 1-12]

I. While accommodating for the various learning styles and cultural/linguistic backgrounds of students and families, to explore instructional decisions about the elementary teacher’s role as the manager of the language arts learning environment and as the parent and community literacy educator. [FEAP/PEC 9, 10, 11; ESOL 9, 18, 23, 14, 16, 22 as well as PEC 14; FSAC-section 60 1-6 in total; NCTE/IRA 1-12]

Required Course Texts:


Recommended Texts:


Students will also need two 2-pocket folders. One should be labeled ‘Notes/Learning Log’; the other ‘Writing Samples.’ Both pencils and blue ink pens are required. (bring to class each week)

Grading Scale: LAE 4314 Percentage of possible points:

Tests (2) 100 points (No pluses or minuses will be awarded.)
Letter 50 points
Learning Center 50 points 91-100 A (excellent)
Handwriting 20 points 81-90 B (good)
Writing Strategies 75 points 71-80 C (average)
Notes/Learning Log 85 points 61-70 D (passing)
Autobiography 20 points
Total 400 points

Course Requirements:

1. **Letter to Parents:** (50 points)

Choose a grade level and compose a letter to parents informing them of how you will structure your language arts instructional program based on current practices. You will include at least three of the following topics: writing workshop, spelling development and instruction, grammar instruction, creating the best writing environment, and handwriting instruction. You may include other pertinent information based on your learning this semester about effective language arts instruction. Topics other than Language Arts instruction are NOT to be included. Letter should be 1-2 pages, single –spaced.

Your communication with parents requires:

* positive introduction and friendly tone throughout
*rationale for the strategies you share, including at least two pieces of research to support your philosophy

*three strong, specific suggestions for parents/guardians as to how they can help their child at home

*addressing the audience appropriately, excluding misleading jargon or confused terms

*address common concerns and misconceptions

*appropriate form without conventional errors

* Attach a separate page citing each research study you refer to in your letter. Remember, this needs to be a primary source, not a second person’s account of the study. Describe how the study was done, and the final results/conclusions. Expected length of summaries: one page for each research study.

Use your texts and/or any approved resources below to aid you in completing the task:

THE READING TEACHER PRIMARY VOICES
JOURNAL OF CHILD LANGUAGE CHILD DEVELOPMENT
LANGUAGE LEARNING LANGUAGE ARTS
LANGUAGE QUARTERLY COGNITION
THE HORNBOOK BOOKLINK
JOURNAL OF READING YOUNG CHILDREN
THE NEW ADVOCATE READING AND WRITING
READING RESEARCH QUARTERLY READING TODAY

Books to help with projects:

Tully: Helping Students Revise their Writing

Solley: Writer’s Workshop

Clemmons & Lasse: Language Arts Mini-Lessons

Tucker: Writing Poetry
McClure: Sunrises & songs: Reading & writing poetry in elementary classrooms

Hoskisson & Tompkins: Strategies for Language Arts

Norton, Donna: Language Arts Activities for Children

Tiedt & Tiedt: Language Arts Activities for the Classroom

Huck, Charlotte: Children’s Literature in the Elementary School

Petty, Petty & Becking: Experiences in Language Arts

Watson, Dorothy: Ideas and Insights in Language Arts

Peregoy & Boyle: Reading, Writing and Learning in ESL

This assignment (letter and research summaries) must be uploaded to your LiveText Portfolio by June 16 for Accomplished Practice: Communication (FEAP 2).

Failure to upload this assignment will result in a grade of “incomplete.”

2. Literacy Autobiography (20 points)

Research indicates that teachers often rely on their own experiences as learners when preparing and implementing lessons. Therefore, it is important to reflect on your personal experiences so that we can learn from them, inform our teaching philosophies, and strengthen our practices.

Develop a literacy autobiography of two pages, single-spaced, in length that documents and is reflective of these experiences.

Some questions to guide you:

*What are your earliest memories of reading and writing?

*What type of literacy experiences did you have in your home?

*How did you learn to read and write at school?

*How did you learn spelling, phonics and grammar?

*How did you feel about language arts in elementary, middle and high school?

*What type of reading and writing do you do now as an adult?
3. **Handwriting** (20 points)

Students will demonstrate the ability to write D’Nealian manuscript and cursive handwriting by presenting samples of each on primary lined paper. Each sample needs to contain a minimum of 50 words (do not count words that have less than three letters) and must be written in phrases or sentence form. Selections might include children’s poetry, riddles, jokes, or a letter. Evaluation of the handwriting samples will be based on letter formation, size and proportion, spacing, alignment, and slant.

4. **Tests** (100 points)

There will be a midterm and final exam. Multiple choice and essay formats may be used. No make-up tests will be given.

5. **Learning Center Presentation** (50 points)

Students will be assigned to a group that relates to a topic of discussion in the course. Each member of the group will develop a learning center to share with classmates. These will be presented to the class in small group formats, so that everyone experiences each literacy center.

You will research and prepare instructionally sound activities that are appropriate for a particular grade level, and are examples of Sunshine State Standards. Integration of the arts is expected, as well as accommodations for diverse learners.

A poster with directions that can be easily followed by students will be included. A handout will be provided to each student that has directions, materials needed and patterns for construction.

A reflection will be written following the creation of the learning center, explaining what you learned about yourself as a teacher, and how you have expanded your knowledge and skills in the area of teaching the language arts.

The evaluation rubric with point values is included in this packet.

6. **Writing Strategies** (75 points)

Various writing strategies/formats will be explained/demonstrated in class. Students will practice the strategy and complete a sample using the writing process. A digital story format will also be shared in class. Students will complete/share an example of either narrative or expository text of their own in the digital format.

A 2-pocket folder will be used for storage/submission of drafts and completed writing samples. Your name should be visible on the front cover.
7. **Attendance /Assignments**

You are expected to demonstrate interest, enthusiasm and professionalism as you pursue your chosen career. Attendance and active participation during class time is essential to your learning experience. Students are required to be on time, and to remain in class until dismissal.

Students are urged to have a buddy who will collect handouts, share notes and assignments in the event of an absence from class. The instructor will not provide this information. More than one absence and/or multiple late arrivals may result in a lowered grade.

Assignments must be submitted on the due date in order to receive full credit. A reduction of 10% per day will be recorded for late assignments. To receive credit, all assignments must be submitted no later than one week following the due date.

All assignments are to be word-processed and proof-read for grammatical and spelling accuracy. Points will be lost for errors. Your ability to communicate effectively using the conventions of the English language is crucial as an educator!

8. **Reading Notes/Learning Log (85 points)**

Students will use the “Take Notes–Make Notes” format to record important information while reading homework assignments. (see Language Arts text, page 226) Divide your paper into two columns. The left side is for your reading notes; the right is to record your reactions, questions, and connections made while reading. These notes are used during class discussions. They will be turned in weekly with your learning log entry.

One page per chapter reading assignment is expected. These notes must be word-processed. They will be submitted with your Learning Log entry each class period. Both notes and log will be stored/submitted in a 2-pocket folder. Your name should be visible on the outside front cover.

**Golden Rule:**

The criteria for behavior as outlined in *The Golden Rule* and the College of Education’s *Fitness to Teach* will apply. Please familiarize yourself with the UCF Handbook for issues dealing with plagiarism, academic freedom and academic dishonesty.

**According to the Americans with Disabilities Act, please inform me should you require a particular accommodation for this class.** Students with disabilities, who need reasonable modifications to complete assignments successfully, are encouraged to meet with the instructor as early in the semester as possible to identify and plan specific accommodations. Students may be asked to supply a letter from the Office of Student Disability Services.
Addendum for students enrolled in LAE 5319:

Professional Research Assignment (100 points)

In addition to the above described assignments, graduate students will choose a topic of interest explored during the semester, and locate three current journal articles related to either a research study and/or a classroom strategy utilizing best practices in the teaching of Language Arts.

On a designated class meeting, students will present the results of their search, sharing at least one teaching strategy with the class. This presentation will last 10-15 minutes. A summary of the journal articles, your reaction to the information – usefulness in the elementary classroom, appropriate techniques for ESOL, and integration of the arts should be considered.

On the day of your presentation, a copy of the articles will be submitted along with your summary/reaction to each article. One page per article is expected. A separate page will explain/provide a sample of the teaching strategy you will share with the class.

Professional articles should be current (2007-2010) and found in the journals cited within this syllabus. If other sources will be referenced, prior permission must be obtained.

Graduate students will earn a possible 500 points. Percentage of points earned for grading scale:

- 91-100% A (excellent)
- 81-90%  B (very good)
- 71-80%  C (passing)
Learning Center Self-Evaluation

Name______________________________________________ Total Points_________________

Learning Center Activity:

_____ (5) Selected an activity that was appropriate for the grade level that was creative and instructionally sound.

_____ (5) Could be completed by all students independently after initial explanation.

Created a poster with directions:

_____ (3) Directions were neatly printed or typed.

_____ (3) Poster was colorful, attractive and contained illustrations to make it graphically appealing.

_____ (5) Directions were step-by-step and easy for a child to follow; had illustrations that would assist ESOL students and non-readers.

_____ (4) Directions were free of spelling and grammatical errors.

Prepared a useable handout that included: (copy for each class member)

_____ (4) Sunshine State Standards.

_____ (4) ESOL accommodations.

_____ (4) List of required materials.

_____ (4) Directions for teachers to prepare the center.

_____ (4) Directions for students to follow.

Attached a one page reflection describing what you learned about preparing a learning center for students; their value as an instructional tool; how learning centers assist in differentiating instruction and accommodating diverse needs.(5)
TESOL Notebook:

**ESOL Performance Standards**

#9, 14, 16, 18, 22, 23  Letter to Parents

#5, 6, 7, 8, 9, 10, 12  Learning Center

#5, 8, 14, 15, 16, 17, 22, 24  Writing Strategies

**LiveText Portfolio:**

**Accomplished Practice**

Communication (FEAP 2)  Letter to Parents

incomplete/unsatisfactory.

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**LAE 4314/5319 Course Outline - Summer 2010**

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<th>Topic</th>
<th>Reading Assignment</th>
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<td>Course overview/Learning Language Arts/</td>
<td>Tompkins –Ch 1,2  Routman Ch 1,10</td>
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<td>Teaching/Assessing Language Arts</td>
<td>Tompkins –Ch 3  Routman Ch3,8</td>
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<td>5/24</td>
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<td>Emerging Literacy/Word Study</td>
<td>Tompkins-Ch 4,5  Routman Ch5</td>
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<td>*Handwriting Assignment due</td>
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<td>5/31</td>
<td>No Class – Holiday</td>
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<td>6/02</td>
<td>Personal Writing</td>
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<td>Listening/Thinking Skills/Talking</td>
<td>Tompkins- Ch 7, 8</td>
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<td>Reading/Writing Stories</td>
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<td>Date</td>
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<td>*LiveText upload due</td>
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<td>6/21</td>
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<td>6/23</td>
<td>*Literacy Centers due/Final Exam</td>
<td>Tompkins-Ch 14 Routman Ch 11,12</td>
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**NOTES:**