**Syllabus**

**LAE 4314**

Department: TLP
Program: Elementary
Course Title: TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOL
Course Number: LAE 4314
Course Credit: 3 CREDIT HRS
Semester: Spring 2010
Instructor: Mary Starzynski, Ed. D.
Email address: mstarzyn@mail.ucf.edu
Phone Number: 386-506-4048 (office)
Office Hours: Cocoa: Half hour before & after class

**Elementary Program Goal Statement:** Candidate recognizes the need for effective communication; writes in a logical and understandable style, uses appropriate grammar and sentence structure, demonstrates a command of Standard English, understands and values the importance of effective and appropriate communication as demonstrated by effective written communication to parents.

**Catalog Course Description:** Principles, procedures, organization, and current practices in reading, writing, listening, and talking; organizing for instruction. Florida ESOL Performance Standards have been infused within the objectives for this course. Course objectives and assignments are designed to prepare students for the Florida ESOL endorsement.

**Course Objectives:**
Key:
- ESOL - English to Speakers of Other Languages
- FEAP - Florida Education Accomplished Practices
- PEC - Professional Educator Competencies
- FSAC - Florida Subject Area Competencies: (EE =Elementary K-6) (add applicable areas)
- IRA - International Reading Association

To successfully complete LAE 4314, 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 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, 6, 7, 9, 10, 12 as well
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. B, IV.C; FSAC-section 60  4.4; FSAC-section 35.1, 35.2;  11.1, 11.2; NCTE/IRA 1, 2, 7, 8, 9, 11, 12; FSAC Section 28.2, 28.3]

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  60 28.2, 28.3]

F. To demonstrate an understanding of effective spelling, grammar, and handwriting instruction for the elementary student, taking into consideration differentiation across developmental levels and for the culturally and linguistically diverse child. [FEAP/PEC 7, 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 PEC14; FSAC section 60 35; 12.2; NCTE/IRA 1-12; FSAC Section 60 28.2, 28.3]

H. To demonstrate an understanding of appropriate techniques for evaluating and assessing 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 PEC14; FSAC-section 60 5.1,5.2, 5.3, 5.4, 5.5, 5.6; section 60 6.2, 6.3; NCTE/IRA 1-12]

I. While accommodating for the various learning styles, and integrating art, music, and movement, as well as the 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 PEC14; FSAC-section 60 5.1, 5.2, 5.3, 5.4, 5.5, 5.6; NCTE/IRA 1-12; ACEI 2.1]

**Required Texts:**


**Key Assignment:** Letter Home to Parents/Guardians regarding a strategy or pedagogical issue in Language Arts

**LAE 4314 – Teaching Language Arts in the Elementary School**

<table>
<thead>
<tr>
<th>DEMONSTRATED</th>
<th>NOT DEMONSTRATED</th>
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<tbody>
<tr>
<td><strong>Role of Teacher</strong></td>
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<tr>
<td>The letter home to parents/guardians includes a positive tone as well as</td>
<td>The letter home contains confusing terms or educational jargon. Further the</td>
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<tr>
<td>comprehensible information regarding a strategy or a pedagogical issue in</td>
<td>letter includes either a lack of information about the strategy or pedagogical</td>
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<tr>
<td>language arts, reassures parents of the strategies being used in the</td>
<td>issue, a lack of suggestions for the parent/guardian to be supportive, or</td>
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<td>classroom, and gives parents/guardians ideas about how they might help at</td>
<td>contains factual information that is incorrect or inappropriate for the layperson.</td>
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<td>home; thus, showing the role of teacher as a communicator and educator of</td>
<td>Reflection in regard to the roles of teacher is not apparent. The letter</td>
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<td>the community and parents. Appropriate reflections as it relates to role of</td>
<td>contains significant conventional errors.</td>
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<td>the teacher are included. The letter will avoid or explain educational</td>
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<tr>
<td>jargon and shows that the teacher will appropriately meet the needs/interests</td>
<td></td>
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<td>of elementary school students and does not contain conventional errors.</td>
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**DESCRIPTION OF LETTER HOME TO PARENTS/GUARDIANS:**
Each professor will assign at least one letter home to parents to provide evidence for the role of teacher as an educator of the community and of parents. The letter home will show preservice teachers’ knowledge of current language arts practices, including spelling development, Florida Writes! preparation, writing workshop, journal writing, literature circles, grammar instruction, creating the best writing environment, ESOL concerns, OR guiding principles for the instruction of spelling, grammar, or handwriting. Candidates recognize the teacher’s need for effective positive communication; write in a logical and understandable style, use appropriate grammar and sentence structure, demonstrate a command of standard English, and understands, and values the importance of effective and appropriate communication as demonstrated by his or her role as an effective communicator to parents.
Course Requirements:

1. **Letter to Parents: (30 points)**
   Write a letter to parents (one page single spaced, but can be more) to inform them about a language arts strategy that you will be using in the classroom. The letter should:

   (a) Explain the topic (5 points)
   (b) Describe the rationale for what you will be doing in the classroom (5 points)
   (c) Weave in **two** pieces of research to support your philosophy (5 points)*
   (d) Offer parents **three** strong, specific suggestions on how they can help the child at home
       (10 points).
   (e) *You will also need to attach a separate page (not part of the letter) citing each
       of the pieces of research. Following each citation, include a paragraph describing
       the research source. (5 points)
   (f) Include a reflection of what you learned from doing this project and how this
       information can be used in the classroom. (**Required for the project to be
       accepted.**)

   As you create the letter, think about how you will deal with concerned parents and
   anticipate questions/information they might ask. The letter should begin with a friendly,
   positive tone and be written so that the lay public can understand what you have to say.
   Label the letter as either focusing on **primary** or **intermediate** level.

   Make sure that the letter is free of writing errors. Remember, this is going to parents!
   (You will lose credit for errors in punctuation, spelling, sentence structure, etc.
   Proofread, proofread, proofread!)

   Topics for the letter might include:
   
   - Creating outstanding writers
   - Invented spelling
   - Developing emergent literacy
   - Handwriting
   - Strategies for children who struggle with language arts
   - Vocabulary development
   - Writing process
   - Journal writing
   - Listening skills
   - (Please get approval if you have another suggestion)
2. **Handwriting (15 points)**

Each student will demonstrate the ability to write Zaner-Bloser and D’Nealian manuscript and cursive handwriting by presenting samples of each on primary lined paper. Each sample needs to contain a minimum of 25 words (do not count words that have less than three letters) and must be written in phrase or sentence form. Selections might include children’s poetry, riddles, jokes, or even a message for me. Samples of each of these handwriting forms can be found in your textbook.

3. **Tests (100 points)**

There will be two tests given in the course (50 points each) which will cover material from the textbook as well as classroom discussions.

4. **Learning Center Presentation (40 points)**

Each student will be assigned to a group that relates to a topic of discussion in the course. Group members will each (or as a group depending on time constraints) prepare a learning center that relates to the topic and share the idea with your classmates. (We will divide the class into small groups so that you will be teaching the same activity a number of times.) Please select activities that are creative and instructionally sound. Your goal will be to get each of your classmates actively involved in the learning center activity you have designed.

Prepare a one-two page summary of your learning center for each class member. This needs to be prepared in such a way that the learning center can be easily duplicated by your classmates. Please check the evaluation rubric provided in this packet for specific expectations of this assignment.

5. **Digital Storybook (25 points)**

After a presentation and samples showing how, you will create a digital storybook on a topic of your choice approved by the instructor.

6. **Class Writing (10 points)**

In-class writing of poetry, use of strategies, quickwrites, etc.

7. **Autobiography (5 points)**

Draft & final copy

8. **Attendance & Participation (20 points)**

See an explanation of the attendance policy under the section *Course Rules*
Grading Scale:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests (2)</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Center</td>
<td>40</td>
<td>221 – 245</td>
<td>A (90%)</td>
</tr>
<tr>
<td>Handwriting</td>
<td>15</td>
<td>196 – 220</td>
<td>B (80%)</td>
</tr>
<tr>
<td>Class writing</td>
<td>10</td>
<td>172 – 195</td>
<td>C (70%)</td>
</tr>
<tr>
<td>Digital Storybook</td>
<td>25</td>
<td>147 – 171</td>
<td>D (60%)</td>
</tr>
<tr>
<td>Autobiography</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Attend &amp; Part</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>245</strong></td>
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Course Rules:

1. In order to establish a supportive learning community, it is essential that all students are sensitive to the feelings of others. Therefore, all comments are expected to be presented in a respectful and professional manner.

2. Assignments must be submitted at the designated meeting time, or they are late. For each 24 hour period after that, including weekend days, 15% of the total number of points will be deducted. Projects will also be penalized for an excessive number of writing errors.

3. Students must attend class meetings and participate in discussions and activities. Points will be given for classroom attendance. You are excused from one class for illness/emergency, but after that **5 points will be deducted for each additional class that you miss**. Students who miss **more than three classes** total may not receive a passing grade in the course. **If you attend all classes, a 2 point bonus will be added to your final grade.** Excessive tardiness or disturbing the class process by chatting with neighbors, doing work not related to the class (such as text messaging!), or returning late after group work/break is unprofessional and will also be considered in the final grade.

4. According to the UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, this violates the Code of Professional conduct and will result in a fitness-to-teach evaluation.

5. Students with disabilities, who need reasonable modifications to complete assignments successfully, are encouraged to meet with me 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.
ESOL Notebook

ESOL Performance Standards
#9, 14, 16, 18, 22, 23
#5, 6, 7, 8, 9, 10, 12
#5, 8, 14, 15, 16, 17, 22, 24

Evidence
Letter to parents
Learning Center
Writing Strategies

LiveText Portfolio

Evidence for LAE 4314
Letter to Parents
(Upload letter, research and reflection)

Sample Readings for LAE 4314
Sunshine State Standards for Language Arts (FDOE) at http://www.firn.doe/curric/prek12/frame2.html
Language Arts through ESOL: A companion to the Sunshine State Standards for Language Arts (FDOE) at http://www.firn.doe/emsle/egtoc.htm

Suggested/ approved Scholarly Journals for Reading
JOURNAL OF CHILD LANGUAGE CHILD DEVELOPMENT
LANGUAGE LEARNING COGNITION
LANGUAGE ARTS YOUNG CHILDREN
LANGUAGE QUARTERLY THE NEW ADVOCATE
THE HORNBOOK PRIMARY VOICES
BOOKLINK READING AND WRITING
THE READING TEACHER READING TODAY
JOURNAL OF READING RDG RESEARCH QUARTERLY

Books to help with projects
Tully: Helping Students Revise their Writing
Solley: Writers’ 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
Petty, Petty, and Becking: Experiences in Language Arts
Learning Center Evaluation/Assessment

Name ___________________________________________ Total Points

______(40)

Created a poster with the directions:

___(2) Directions were large enough to be easily seen by students when poster was displayed and included illustrations to help ESOL children/emergent learners follow the directions

___(2) Directions were neatly printed or typed

___(2) Poster was colorful and included illustrations to make it graphically appealing

___(2) Directions were free of spelling and grammatical errors

___(2) Directions were step-by-step and would be easy for a child to follow

Learning center activity:

___(4) Selected an appropriate activity that was creative and instructionally sound

___(2) Learning center activity could be completed independently after the initial explanation

___(4) The learning center activity allowed all students to practice and apply the skills

Prepared a usable handout that included:

___(2) Florida Sunshine Standards

___(2) ESOL Accommodations

___(2) List of materials needed to make the learning center

___(4) Directions for teachers to prepare the center

___(4) Student directions (from poster)

___(4) A picture or diagram of the center and all necessary patterns

___(2) Handout formatted in an organized and usable manner

Please write a paragraph about each question and complete in a reflective and professional manner. (Use the back of the paper, if necessary)

➢ What did you learn about yourself as a teacher after sharing this learning center with your classmates?

➢ What did you learn about preparing a learning center for children?