



FAYETTEVILLE STATE UNIVERSITY
 SCHOOL OF EDUCATION
 ELEM 623 - ADVANCED LANGUAGE ARTS IN THE
 ELEMENTARY SCHOOL

Instructor: *Sandra N. Shorter*
Office Location: 388 Butler Building
Phone: 910-672-1257
Email Address: sshorter@uncfsu.edu
Office Hours: M-F 11:00 AM - 5:00 PM

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 In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 - 1203.

COURSE DESCRIPTION

The purpose of this course is to provide students with a broad repertoire of teaching strategies specifically for language arts in addition to creating an integrated language arts classroom. Literature based language arts teaching provides a springboard for cross-curricular teaching. Classroom organization of language arts activities and authentic teaching lessons and strategies will be explored. Students will examine various approaches to teaching language arts and create lesson plans that accommodate various language arts facets, purposes, and grade levels. Students will also demonstrate specific language arts facets during book sharing experiences.

TEXTBOOK

Donoghue, M. R. (2009) Language arts: Integrating skills for classroom teaching. California. Sage Publications, Inc.

ISBN -978-1-4129-4049-8

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and

leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

COURSE LEARNING OUTCOMES

NCDPI, FSU CONCEPTUAL FRAMEWORK ALIGNED WITH LEARNING OUTCOMES

FSU Conceptual Framework	Master's Standards	NCDPI Standards	Assessments
Communication	Standard 3 Content and Curriculum Expertise	Standard 3 Teachers know the content they teach	Discussion Forum Activities
Working with families Communication	Standard 4 Student learning	Standard 2 Teachers establish a respectful environment for the diverse population Standard 3 Teachers know the content they teach	Homework Assignments
Research and Leadership Respect for Diversity	Standard 1 Teacher leadership	Standard 1 Teachers demonstrate leadership	Workshop on Reading
Knowledgeable and reflective educators	Standard 3 Content and Curriculum Expertise	Standard 3 Teachers know the content they teach	Comic Strip
Knowledgeable and reflective educators	Standard 3 Content and Curriculum Expertise	Standard 2 Teachers establish a respectful environment for the diverse population	Thematic Unit
Technological competence and educational applications	Standard 4 Student learning	Standard 4 Teachers facilitate learning for their students	Game

COURSE OUTLINE

I. Foundations of the Language Arts

A. Language and the English Language Arts

1. Language Arts: Components and Integration
2. Functions and Characteristics of Language
3. Language Structure
4. Integration Across the Curriculum

B. Children as Language Learners and Thinkers

1. Models of Natural Language Learning
2. First-Language Acquisition
3. Second-Language Acquisition
4. Linguistically Diverse Learners

C. Formal and Authentic Assessment

1. Formal Assessment: Standardized Tests
2. Authentic Assessments: What, Why and How
3. Authentic Assessment: Grading

D. Integrating Language Arts Across the Curriculum

1. Integration: Definition, Principles, and Beliefs
2. Constructing a Thematic Unit
3. Implementing a Thematic Unit
4. Assessment

II. Reading as a Language Art

A. Word Recognitions Skill and Vocabulary Development

1. Word Recognition Skills
2. Vocabulary Development
3. Assessment

B. Reading: Principles, Approaches, comprehension and Fluency

1. Principles of Teaching Reading
2. Emergent Reading
3. Major Instructional Approaches
4. Models of Reading
5. Guided Reading

6. Comprehension Strategies
7. Questioning: A Critical Comprehension Strategy
8. Reading in the Content Areas
9. Fluency
10. Assessment

C. Reading and Children's Literature

1. Literature in Elementary Education: Values and Functions
2. What Literature Does for Readers and Writers
3. Children's Needs and Reading Interests
4. Criteria and Resources for Selecting quality Books
5. Elements of Literature
6. Literature genres
7. Bibliotherapy: Books that Help Children Cope
8. Living in a Diverse World: Multicultural Literature and International Literature

III. Writing as a Language Art

A. Writing: Process, Genres, and Motivational Strategies

1. Guidelines for the Teaching of Writing
2. Factors Affecting Children's Writing Performance
3. Emergent Writing
4. Abilities Needed for effective Writing
5. The Writing Process
6. Writing Genres
7. Motivational Strategies that Promote Writing
8. Writing Development through the Grades

B. Writing Tools, Handwriting, Keyboarding, Spelling, and Grammar

1. Handwriting and Keyboarding
2. Spelling
3. Grammar
4. Assessment

C. The Writer's Workshop

1. Essentials of the Writer's Workshop

2. Implementing the Writer's Workshop'
3. Components of the Workshop
4. Assessment

IV. Oral Language Arts

A. Listening and Spelling

1. Listening
2. Speaking
3. Assessment

B. Creative Drama

1. Benefits of Creative Drama
2. Quality and Components of Creative Drama
3. Major Types of Creative Drama
4. Assessment

COURSE REQUIREMENTS AND EVALUATION CRITERIA

Students enrolled in this course are required to do the following:

1. read all assigned chapters from the textbook.
2. complete homework activities in each of the four modules (100 points each)
3. take and pass all four tests (50 points per test)
4. observe for ten hours in a classroom with young children (25 points)
5. participate in the Discussion Forums containing video clips (10 points each)
6. Prepare a two week thematic unit in an area of the language arts
7. Design an all day workshop for teaching in reading
8. Design a comic strip for teaching spelling or writing
9. Design a game to teach oral language

GRADING SCALE

Assignments and their weights are posted in the Blackboard Grade Center.
100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

BELOW 60 = F

BIBLIOGRAPHY

Journals, the Internet and the textbook will be used for projects in this class.