Methods: Teaching Language Arts P-8 W

EDU 397.01 & .02

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Course Purpose:

The language arts are not subjects within themselves but are connected to the development of clear, imaginative, effective communication. The purpose of this course is to integrate the theory, research, and application of the teaching of the facets of communication: reading, writing, listening, speaking, creating, and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children. We recognize the importance of the Framework for Education in the 21st Century: Communication, collaboration, creativity and critical thinking.

Course Learning Outcomes:

Students will demonstrate, through their performance on written exams, assignments, and quizzes a thorough understanding of the following key concepts:

1. **Language Development.** Who are the leading theorists in this field? How does knowledge about how children acquire language pertain to instruction in school? What are the stages, facets, and functions of language development? What is the teacher’s role in this process? (Chomsky, Piaget, Vygotsky, Bruner, Skinner)

2. **Second Language Acquisition.** How do we best teach children whose primary language is not English? What are the advantages of early bilingualism? How do children acquire two or more separate language systems? (Nieto, Rigg, Allen)

3. **Writing Process.** What are the stages of the writing process? What is the teacher’s role during each stage? How do we set up a comprehensive writing program in the elementary grades? How do we use literature to stimulate writing? (Hansen, Graves, Essley, Rief)

4. **Mechanics of Writing.** How do we teach punctuation, grammar, spelling, and handwriting within the writing program? (Routman, Holdoway, Read, Gentry)

5. **Media Literacy.** How does the media affect our belief system? How do we help children become media literate? (Creighton, Lundsteen, Shannon, Winn)

6. **Emergent Literacy.** How do nurture early literacy skills? What helps children learn to read and write? (Pinnell and Fountas, Mandel)
7. **Lesson Planning.** How do we write appropriate lesson plans for the language arts? Which classroom management strategies apply in the language arts? (Hennings)

8. **Integrated Curriculum.** How do we integrate the elementary curriculum so that the facets of language are used effectively? (Goodman)

9. **Assessment.** How is assessment different in an integrated language arts program? How do we select and use a variety of tools to monitor literacy development? How does assessment shape instruction? (Valencia, Pearson)

10. **Diversity Issues.** How do we incorporate issues of diversity and exceptionality into the language arts? How do we teach so that all children will succeed? What are the implications of the Montana Indian Education for All Act? (Patterson, Stoddard)

11. **Standards.** How do we use state and national standards to guide instruction? (PEPPS, CCSS, IRA, NCTE, NCATE, NAEYC)

12. **Conceptual Framework.** What is our conceptual framework? How do we attend to cooperative endeavors, the integration of ideas, and a respect for diversity? (UM College of Education and Human Sciences, NCATE)

**Rationale for Course:**

1. Reading/language arts instruction is the heart of the elementary curriculum.

2. Literacy is both the purpose of education and the right of the student

3. The MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES MANUAL, Board of Public Education, states:

   “... The education program in Communication Arts encompasses the study of languages and literature, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative, logical, and critical thinking.”

**Required reading:**


**Additional required materials:**

- A dictionary
- Blue book for Word of the Day and Daily Oral Language
On reserve in the Mansfield Library:


STANDARDS FOR THE ENGLISH LANGUAGE ARTS. (NCTE and IRA)

Evaluation criteria:

Attendance is required. More than two absences or repeated tardiness will result in a reduction in your final grade. All assignments must be typed and stapled and must have a separate title page (and a title) or cover sheet; late papers are not accepted. Clear communication is a requirement of our profession; therefore, approximately 1/3 of each grade will be based on the mechanics of writing. Assignments will not be reread: complete them with care.

Papers, quizzes, tests, reading assignments, and class activities are designed to meet the dictates of our accrediting agencies (the State of Montana Professional Educator Preparation Program Standards [PEPPS] and NCATE), the guidelines of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) and The National Association for the Education of Young Children (NAEYC), and the University requirements for an upper division writing class.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instruction and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.

“Plagiarism is the representing of another’s work as one’s own. . . . Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one’s own original work is the proper and honest use of sources” (UM Catalog, p. 24).

Grading: The three papers comprise 50% of your final grade; the two quizzes, homework, and the final make up the remaining 50%.

Grading Scale:

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Tentative Schedule:

**August 27-31**
Introduction to the course
Definitions of language

**September 3-7 (No class Monday)**
How children learn
Facets of language
Quiz #1 due Wednesday

**September 10-14**
Primary language acquisition
Secondary language acquisition
Language theorists
   *Moodle Power Point*
Quiz #2 due Wednesday

**September 17-21**
Lesson planning
Emergent literacy
   *Moodle Power Point*

**September 24-28**
The listening process
Readers Theatre
Genre Writing due Wednesday

**October 1-5**
Learning through drama
Listening and speaking
Personal memoir idea, hook, and title due Wednesday

**October 8-12**
Reading and writing poetry with children
Media Literacy
Media Literacy homework due Wednesday

**October 15-19**
Writing as communication
The writing process
Personal memoir storyboard due Wednesday

**October 22-26**
Purpose of writing
Facets of writing

**October 29-November 2**
Stages of spelling development
Teaching spelling
Personal memoir paragraph due Wednesday

**November 5-9**
Handwriting
Teaching grammar
Assessment in the language arts

**November 12-16 (No class Monday)**
Culture and diversity in the classroom
Personal memoir due Wednesday

**November 19-23 (No class Wednesday)**
Montana Indian Education for All

**November 26-30**
Writing in the content area
Spelling Analysis due Wednesday

**December 3-7**
Classroom management
Language Arts conferences

**December 10-14 Final Week**
Section .01- Monday, 8-10
Section .02- Wednesday, 8-10
**Required Tasks:**

Quizzes and homework (punctuation and grammar quizzes, Media Literacy homework) (PEPPS 10.58.501h)

Multigenre Writing for *Fair Weather*

Personal Memoir (multiple drafts required)

Developmental Spelling Analysis

Final exam (PEPPS 10.58.501 b, c, g, k, IRA 1.1, 5.2)

**Assignments:**

**Genre Writing** (PEPPS 10.58.521 c, f, IRA 4.1)

Just as we read in different genres, we write in different genres. Which form we choose for our writing depends on numerous factors: our purpose, the audience, the topic itself. After reading *Fair Weather*, select four different genre responses to the economic, geographic, social, or political circumstances and the events and exhibits of the Chicago World’s Fair. This is basically an historical research assignment; do not respond to or in the voice of the fictional characters in the book.

Each response should be about a page in length, no more than two. As a separate introduction, or preface, or ‘dear reader’ describe, why you chose the genres you chose. Select a repetend, something that will connect each piece. It can be a line from a poem, a picture, a cartoon, anything that physically links each piece. In your introductory piece, explain how you chose your repetend. Consequently, the repetend will appear five times in this assignment: on the title page, in the introductory piece, and between each entry. List in bulleted format the information that you uncovered from your own research that you will imbed in the genre responses. Include a minimum of six pieces of information. Cite your sources (at least two) on a separate reference page.

Some writing options: (Poetry is not an option.)

- Letters
- Newspaper articles
- Journal entries
- Narrative
- Scripts for plays
- Opinion pieces
- Obituaries
- Biography (or autobiography)

One of your pieces will be graded by someone other than me. Using the rubric distributed, he or she will grade the piece. Include this assessment with your finished product.

The final piece of this assignment will be a graphic organizer/concept map of the story that highlights the key events and the relationships among and between characters.
**Personal Memoir** (PEPPS 10.58.521, 1a, iii, IRA 6.2, UM Writing Course)

Much is known about how and why people write and how we help students develop this essential communication skill. We also know that drawing is an intermediary between oral and written discourse (Graves, 1989). Through this multi-draft format, we will reaffirm how to create, organize, rewrite, edit, and share a piece of writing.

Select a personal story to write. This will be a memoir so you will have substantial literary license with the details (just ask James Frey). We will use a storyboard approach as our process. The final essay will be between 5-6 pages.

1. Share your idea, hook, and title with your writing group (submitted 10/3- typed)
2. Share your storyboard with your writing group (submitted 10/17)
3. Share your first paragraph with literary strategies with your writing group (submitted 10/31)
4. Submit final written story (11/14)

I will also review all three stages of the process and of course, assign the grades. The rubric and point distribution will be distributed in class. The title page will include a hand drawn picture related to your story.

**Developmental Spelling Analysis** (PEPPS 10.58.501 b, j, IRA 3.3, 3.1, UM Writing Course)

Collect a writing sample of a child aged 6-11; analyze the child’s writing development and his or her handwriting. Comment on the handwriting and punctuation as they pertain to spelling development. Sort the words into the categories as we did in class. At what stage is this student functioning? As a classroom teacher, what recommendations would you have for this child? What would be the next learning step? Assemble a spelling list for the student and explain your selection.

Support your recommendations and conclusions with three scholarly references and reference your paper according to the dictates of the *APA Manual of Style*. On a separate page, describe how you evaluated and selected each of your references.

**Daily oral language** (IRA 2.2)

Each day of class I will share a word from the Merriam Webster “Word of the Day” website. We’ll also have a daily oral language lesson on some facet of grammar, punctuation, or referencing. This information will be required for the final.