

WEBSTER UNIVERSITY

COURSE SYLLABUS

EDUC 3170.01

Instructor: Dr. Carol Hoyt

LANGUAGE ARTS

TERM: Fall, 2002

Mondays and Wednesdays: 1:30-2:50

1. COURSE DESCRIPTION: (Student focus, rationale, scope, prerequisites).

This course is an overview of major theories and methods of teaching language arts. The course emphasizes integrating language arts (thinking, speaking, writing, reading, listening, viewing, and visually representing) with other areas of curriculum, using such expressive arts as storytelling, creative drama, puppetry, and readers' theatre.

2. LEARNING OUTCOMES: (Goals, objectives, course outcomes, etc.)

- Students will understand the integrated nature of the language arts and develop strategies (storytelling, word play, process-based drama, literature circles, writers' workshop etc..) to promote literacy, as it is broadly defined.
- Students will use their understanding of learner diversity to create responsive classroom environments.
- Students will understand the development of the English language and the ways in which dialect, word use, and pragmatics impact students' sense of identity and place in society.
- Students will develop and conduct an action research project.

3. SCOPE OF REQUIRED READINGS, CLASS PREPARATIONS, ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, AND EXAMS

Note: Because this course involves the scheduling of fieldwork in area schools, the final course schedule has not been completed. A more detailed syllabus identifying activities, reading assignments and deadlines will be distributed at the first class session. What follows are the major themes of the course.

Who am I as a learner? Who am I as a teacher?

- Introductions
- Overview of Course
- "Bio-bags" activities.

What are the language arts?

- Cognition and Communication
- National and state standards for the language arts
- Theoretical frameworks
- The integration of reading, writing, listening, speaking, viewing, and visually representing.

Storytelling and Integrated Curriculum

- Family folklore and Quilting in the classroom
- Characteristics of effective storytelling in classroom settings.
- Issues of cultural sensitivity and storytelling
- American Indian stories

Assessing the Language Arts

- Assessment Instruments.
- Selecting appropriate assessment instruments

Emergent Literacy and the Language Arts

- Writing and young children
- Creative Drama and literacy
- Visual Arts and literacy

Listening and Speaking to Learn

- Listening to Learn activities.
- Fostering oral communication in the classroom
- Discussion leadership
- Interviews

Learning through Speaking, Listening, and Enacting

- Readers' Theatre
- Puppetry
- Radio Plays
- Mask Dramas

Our Strange Language:

- Perceptions of speech and power.
- Standard English and dialect
- Strategies for working with second language learners.
- The development of the English language
- Strategies for working with words.

Our Lovely Language

- Savoring poetry
- Writing poetry
- Poetry slams

Our Functional Language: The Authoring Cycle

- Connections between reading and writing processes.
- Prewriting strategies
- Drafting strategies
- Conferencing strategies
- Revision strategies
- Editing strategies.
- Teaching spelling in context
- Teaching grammar in context
- Teaching handwriting in context

4. RESOURCES:

Texts Used:

Tompkins, G.E, (2002). Language arts: Content and teaching strategies. 5th ed. New Jersey: Prentice Hall.

Rubright, L. (1996) Beyond the beanstalk: Interdisciplinary learning through storytelling. Portsmouth NH: Heinemann

Supplemental Resources; Other resources as identified by students and instructor.

5. EVALUATION:

Attendance/Promptness: Because this course is highly participatory, attendance is essential. If you are forced to miss more than two classes because of an emergency or illness, you will need to work with the instructor to develop

additional projects that approximate the content/experiences missed. Repeated tardiness and absences **will** negatively impact your final course grade. It is also very important that you arrive on time for your field experiences. Remember that you are representing not only Webster University, but establishing yourself as a responsible, professional educator.

Learning Log Entries: Throughout the course you will complete a number of Learning Log Entries. The structure, theme, and format for each entry is included in a separate packet called Learning Log Assignments. The purpose of the Learning Log is to help advance and synthesize your thinking about assigned readings. The assignments will also model a variety of “writing to learn” strategies that can be used with elementary students, to promote their use of the language arts. Each entry is due at the beginning of class. I suggest that you organize your entries in a three-ring notebook so that you can collect them as I return them to you with my comments. The entries do not need to be typed, but they must be legible, with sufficient detail to meet the requirements of each assignment.

Literature Circle Role Sheets: For several weeks you will participate in literature circle sessions. Students will be asked to take on different literature circle roles (see literature circle handouts) each week and come prepared to discuss the reading from each role’s “perspective”. Forms are due at the end of each literature circle session Please fill out each form thoughtfully and thoroughly. .

Storytelling assignment: Early in the course, you will be asked to develop and perform a short storytelling performance based on an American Indian folktale

Expressive Learning Center Group Presentation : Midway through the course, you will have the opportunity to work with a small group of your peers to apply your emerging knowledge about integrated language arts instruction by participating in the creation of a puppet play, radio play, mask drama, or readers’ theatre performance. Additional criteria will be provided by the instructor.

Additional Assignments: Criteria for additional assignments (Bio-bags; Quilt squares; Dialect Survey; Assessment instrument) will be provided at the time of assignment

Language Arts Action Research Project: You will be given the opportunity to apply your emerging knowledge of language arts instruction by working with a student or small group of students in an elementary school setting. You will work with a mentor teacher to target a specific question or problem, develop an intervention, and assess the results.

Your action research project will consist of six major components:

- Identification of your question or problem, with the help of a mentor teacher and the course instructor.
- Researching possible interventions
- Developing an intervention
- Implementing the intervention
- Gathering data on the results of the intervention
- Writing a 4-6 page report summarizing your project, including suggestions for additional interventions. Your final paper should be word-processed, double-spaced, and free from mechanical errors.
- Creating a 20-minute oral presentation summarizing your action research project, which you will share with class members on the date of the final examination. The presentation and final paper will serve as your final examination.

Summary of Assignment Point Values

Bio-bag/Quilt Square/Dialect Survey, Assessment Instrument/Reflection: 50 pts.

Learning Log Entries: 200 pts.

Literature Circle Role Sheets: 100 pts.

Storytelling assignment: 50 pts.

Expressive Learning Center Group Presentation 200 pts.

Language Arts Orbital Study: 400 pts.

Total points = 1000 pts.

Remember that excessive absences and tardiness will also reduce your final grade.

A = 930-1000 pts.

A- = 900-929

B = 830-899 pts.

B- = 800-829 pts.

C = 700-799 pts.

D = 600-699 pts.

F = 599 or below

This syllabus is subject to change at the discretion of the instructor.

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