

WEBSTER UNIVERSITY

COURSE SYLLABUS

EDUC 3170

Instructor: Dr. Carol Hoyt

LANGUAGE ARTS

TERM: Fall 2003

Mondays and Wednesdays: 8:30-9:50 AM

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.

- **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, puppetry, readers' theatre, poetry, etc..) to promote literacy. MOSTEP 1a, 1b, 1e, 4a, 5a, 5b, 7c, 7d, 8a
- Students will understand the authoring cycle and learn the procedures for setting up a writer's workshop. MOSTEP 4a, 5b, 6b, 7c
- Students will use their understanding of learner diversity to create responsive classroom environments. MOSTEP 1c, 3a, 3b, 3d, 4b, 7b
- 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. MOSTEP 3d, 7a, 7b
- Students will practice the habits of reflective practice as they complete an inquiry project linked to a particular aspect of language arts instruction. MOSTEP 8c, 9a

- **SCOPE OF REQUIRED READINGS, CLASS PREPARATIONS, ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, AND EXAMS**

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

Note:

SMS G= Show-Me Standards Goal (1-4)

SMS CA= Show-Me Standards Communication Arts

- WW refers to readings in Wondrous Words: Writers and Writing in the Elementary Classroom
- TWW refers to readings in The Writers Workshop: Working Through the hard Parts (and They're all Hard Parts...)
- BTB refers to readings in Beyond the Beanstalk

Monday, August 25: Community Building

- Introduction to the Course
- What are the language arts?
- What do teachers do "on the first day of school?"

Assignment for August 27: Please read Chapters 10 and 11 in BTB. Bring and share a family artifact.

Wednesday, August 27: Community Building

- Integrating the language arts across the curriculum
- Bring and share a family artifact
 - (SMS CA 7)

Assignment for September 1: Please read Chapters 1, 3, and 8 in BTB. Respond to reading in Language Arts Notebook

Monday, September 1: Expressive Arts: Storytelling

- Harvesting Personal Memories Through Story-sharing
- Quick and Easy Ways to Learn a Story
 - (SMS CA 5)

Assignment for September 3: Please read Chapter 12 in BTB

Wednesday, September 3: Expressive Arts: Puppetry

- Quick and Easy Puppets
- Focusing on dialogue through Puppet Plays
 - (SMS CA 5)

Assignment for September 8: Please read handouts provided by the instructor.

Monday, September 8: Expressive Arts: Readers' Theatre

- The Conventions of Readers' Theatre
- Scripting Readers' Theatre
 - (SMS G2: 5; CA 5)

Assignment for September 10: Complete tasks linked to Expressive Performances

Wednesday, September 10: Expressive Performances

- Work in Small Groups on Expressive Performances
 - (SMS G2: 5; CA 5)

Assignment for September 15: Complete Tasks Linked to Expressive Performances

Monday, September 15: Expressive Performances

- Work in Small Groups on Expressive Performances
 - (SMS G2: 5; CA 5)

Assignment for September 18: Complete Tasks linked to Expressive Performances

Wednesday, September 18: Expressive Performances

- Work in Small Groups on Expressive Performances
 - (SMS G2: 5; CA 5)

Assignment for September 22: Prepare to perform Expressive Performances

Monday, September 22: Expressive Performances due

- Perform Expressive Performances
 - (SMS G1: 5; G2: 5; CA 5)

Assignment for September 24: Please read handouts provided by the instructor.

Wednesday, September 24: Wondrous Words: The History of the English Language

- Exploration of the Development of English
- How does “Standard English” become standard?
 - (SMS G2: 3, CA 7)

Assignment for September 29: Please read handouts provided by the instructor.

Monday, September 29: Wondrous Words: The Social Consequences of Standard English and Dialect

- Examining our perceptions of various dialects
- Honoring dialect differences in classrooms
- Cross-cultural communication
 - (SMS G2: 3; CA 7)

No Assignment for October 1: Enjoy your day of community service!

Wednesday, October 1: Webster Works Worldwide

Assignment for October 6: Please read Chapters 1-3 in WW

Monday, October 6: Envisioning Text: How to Read Like Writers

- Introduction to the Authoring Cycle
- The Reading-Writing Connection
- Beginning Craft Study
- (SMS G1: 5; CA 1, 2, 3, 4)

Assignment for October 8: Please read chapters 4-6 in WW

Wednesday, October 8: Envisioning Text: An Author's Life

- Examination of the disciplines associated with an author's life
- How does the "authoring cycle work for "real writers"?"
- (SMS G1: 5; CA 1, 2, 3, 4)

Assignment for October 13: Please read Chapters 7-9 in WW

Monday, October 13 : Envisioning Text: Introduction to Craft Study

- Reading for Text Structure
- (SMS G1: 5; CA 1, 2, 3, 4)

Assignment for October 15: Please read chapters 10-12 in WW

Wednesday, October 15: Envisioning Text: Focus Lessons in Craft Study

- Reading for Word Craft
- Addressing spelling and grammar through word study.
- (SMS G1: 5; CA 1, 2, 3, 4)

FALL BREAK

Assignment for October 27: Please read Chapters 1-3 in TWW

Monday, October 27 The Writing Workshop: The Basics

- Common components of the Writing Workshop
- Procedures for setting up a Writing Workshop
- (SMS G4: 5)

Assignment for October 29: Prepare for Primary Field Experience

Wednesday, October 29: The Writing Workshop: Primary Level

- The Writing Workshop at the Primary Level
- (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for November 3: Prepare for Field Experience

Monday, November 3: The Writing Workshop: Intermediate Level

- The Writing Workshop at the Intermediate Level
- (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for November 5: Please read Chapters 4-6 in TWW:

Wednesday, November 5: The Writing Workshop: Getting Started with Independent Writing

- What happens during Independent Writing?
- What does “on-task” behavior look like?
- What is the teacher’s role during Independent Writing Time?
 - (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for November 10: Please read Chapters 7-10 in TWW.

Monday, November 10: The Writing Workshop : Trouble Shooting

- Probable Difficulties
- What do when you feel overwhelmed.
 - (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for November 12: Please read Chapter 11-13 in TWW

Wednesday, November 12: The Writing Workshop: Focus Units

- Whole Group Instruction in the Writing Workshop
- Focus Units and Theme Units
- Curricular Integration
 - (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for November 17: Please read Chapter 14 in TWW

Monday, November 17: The Writing Workshop: Conferring

- Having a conference with the teacher
- Having a conference with a peer.
- Having a conference with yourself.
- Conferring for Content
- Editing
 - (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for November 19: Prepare for Field Experience

Wednesday, November 19: Field Experience

- (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for November 24: Field Experience

Monday, November 24: Field Experience

- (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for November 26: Please read Chapter 15 in TWW. Complete Field Experience Reflection

Wednesday, November 26: The Writer’s Workshop: Sharing

- Setting parameters for share-time.
- Encouraging student talk

- (SMS CA 6)

Assignment for December 1: Please read Chapter 16 in TWW

Monday, December 1: The Writing Workshop: Big Plans

- Planning for the “Big Picture”
- Documentation of Teaching and Learning
 - (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for December 3: Please read Chapter 17 in TWW and Chapters 14 and 15 in WW.

Wednesday, December 3: The Writing Workshop: Assessment and Evaluation

- How do we assess and evaluate the process of the authoring cycle?
- How do we assess and evaluate the outcomes of the authoring cycle?
 - (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for December 8: Please read Chapters 18-19 in TWW

Monday, December 8: The Writing Workshop: Documentation

- Documenting what teachers do.
- Documenting what students do.
- Portfolio development
 - (SMS G4: 5; CA 1, 2, 3, 4)

Assignment for December 10: Final Work on Inquiry Project

Wednesday, December 10: Publication

- Editing the final copy
- Handwriting
- Other Forms of Publication
 - (SMS G4: 5; CA 1, 2, 3, 4)

Final Examination Schedule: The time scheduled for your final examination is Monday, December 15:: 8:00-10:00 AM: At this time you will present the results of your Inquiry Project

4. RESOURCES:

Texts Used:

Ray, K.W. (1999). Wondrous words: Writers and writing in the elementary classroom. Urbana, IL: NCTE

Ray, K.W. (2001). The writing workshop: Working through the hard parts (and they're all hard parts). Urbana, IL: NCTE

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.

Language Arts Notebook: Throughout this course, you will be asked to “live the life of a writer.” The Language Arts Notebook will support you in this work. The Language Arts Notebook is a place to collect your ideas, your observations, your thoughts about craft study. It is also a place to respond to reading and experiment with various text structures. While students may construct their notebooks in the ways that they see fit, the notebook should contain the following components:

- A place for responding to professional literature.
- A place for recording ideas for your writing.
- A place to record favorite passages from authors you enjoy

Writers’ Workshop: During the class you will have the opportunity to experiment with various genres and text structures. You will be asked to draft several pieces either inside or outside of class and take at least one piece to the publication and sharing stage.

Expressive Presentation: Working with a small group of peers, you will prepare an expressive presentation related to storytelling, puppetry, or readers’ theatre, You will construct a script, prepare for the performance and give a final presentation.

Field Experience Reflections: After your field experiences you will be asked to summarize your learning in a formal field experience reflection. Criteria will be provided prior to the field experiences.

Inquiry Project: Orbital Study or Language Arts Action Research Project:

For your final project, you may choose between two types of inquiry projects. The criteria for each are described on the next few pages:

Option One: Orbital Study: An orbital study is an independent project completed by a learner who is inspired by a topic of interest. Just as planets orbit around the sun, orbital study projects orbit around the common curriculum. They are connected to the objectives of a curriculum, but they go beyond that curriculum.

Your orbital study will consist of four major components:

- Identification of your topic
- Research on your topic
- A 4-6 page written report
- A brief oral presentation.

Topic: Your orbital study can be based on a wide range of topics. There are three key requirements:

- Your topic must be linked to the objectives of this course.
- Your topic must be approved by the instructor.
- Your topic should be something you genuinely want to learn more about. This is not an opportunity to recycle other reports from previous coursework.

The field for topics is wide open. You might focus an orbital study on:

- An important theorist/ researcher in the field of language arts, such as Ken Goodman, Frank Smith, Louise Rosenblatt, etc..
- Comparing and contrasting two theories of language arts instruction, for example whole language and skills instruction.
- Learning more about a concept we have touched on in class, for example Nanci Atwell's approach to writing workshop.
- Developing an original integrated unit.
- Developing a "product" for use in teaching language arts; a website; a webquest; a game, etc...
- Investigating a particular instructional strategy, such as pen pals, reading buddies, or dialogue journaling.

Research: Your research should involve a variety of sources: professional journals, books, websites, interviews, observations, etc...

Be sure that all sources are accurately cited in your written report and in your oral presentation. Follow a reputable style guide such as APA or MLA. Give credit where credit is due. Identify direct quotations accurately and paraphrase responsibly. If you have questions, please talk with the instructor. Plagiarism will automatically result in a project grade of F.

Written report: Your written report should present your project clearly to the reader. Please use one of the five "expository text structures" described in Chapter 10 of Language Arts: Content and Teaching Strategies. Select a text structure that is appropriate to your project. For example if you choose to compare and contrast two theorists, it would be logical to present your findings using the comparison text structure. If you choose to create a product of some

kind, you might use the sequence text structure to describe how the product should be used, or the problem and solution text structure, to show how your product meets an important need. If you need help, please talk with the instructor.

Your final paper should be word processed, double spaced, free from mechanical errors, and between 4 and 6 pages. It is due on **December 15th**.

Oral report: **On December 15th, between 8:00 and 10:00 AM** you will have an opportunity to share your project with other students in the class. The size of the groups will depend on the number of students enrolled in the course. You can expect to have between 10 and 15 minutes for your report. We will finalize this once we have identified the number of presenters.

Option Two: Action Research Project: Action research is, simply what the name implies: research that is linked to an activity. Action research projects are often conducted by teachers who want to evaluate the impact of a new strategy or assess the effectiveness of a current practice. Action research provides an opportunity for a teacher to gather data resulting from a specific action in his/her specific classroom. This option might be helpful to those of you who are already in practicum placements or those who would enjoy the opportunity to have additional field experiences in elementary classrooms.

Procedures for Action Research Project:

- With the help of a mentor teacher and the instructor you will identify an **appropriate literacy strategy** that you would like to try in a classroom. By “literacy strategy” I mean any strategy supporting concepts and skills linked to the six language arts (reading, writing, listening, speaking, viewing and visually representing.) By “appropriate”, I mean, suited to the needs of the students in your particular classroom and linked to the current curricular goals of your mentor teacher. NOTE: I must approve your proposed field experience prior to the start of the project.
- Decide on a timeline for your field experience. **Please remember you must work with the schedule of the mentor teacher!**
- After you have met with your mentor teacher, you will need to decide on the strategy you will try as well as the target audience for the strategy. Will you work with an individual student? A small group of students? A whole classroom of students? Will you team with the mentor teacher?
- You will need to consult at least one outside source (a chapter, journal article, website, etc...) to help you prepare for implementing your strategy. I will be happy to assist you in locating resources.
- Develop a plan for implementing your strategy
 - Identify your objectives.
 - Identify the materials you will need

- Identify what you will do.
 - Identify what you will ask the student(s) to do.
 - Identify how you will assess what happened.
 - Identify the kind of student work you will gather to document “what happened.”
- Implement your strategy and gather data.
 - Analyze what happened. Look at the student work samples. What do they indicate? Did students achieve the objectives you established? Were there any unintended consequences?
 - Analyze what you learned from this process. What would you do differently if you were to do this again? How was the experience affected by how well you knew the students? Did the strategy work for some students, but not for others? What factors might explain what you learned? The philosophy of your mentor teacher? The atmosphere of the school? The time of day?
- Write a 4-6 page report summarizing your project, including suggestions for additional interventions. The paper will be due on **December 15th**. Your final paper should be word-processed, double-spaced, and free from mechanical errors. This report should include:
 - A description of the classroom and students.
 - A description of the strategy you selected and an explanation of why you chose that particular strategy.
 - The outside resource or resources that you consulted in preparing for your work.
 - The procedures that you used including:
 - Learning Objectives
 - Materials and Resources needed.
 - A description of procedures: What did you do? What did you ask the students to do?
 - Assessments used
 - A discussion of what actually happened and why you think it happened.
 - Copies of student work (with names removed).
 - An analysis of what this student work tells you about the outcomes of your project.
 - A “Lessons Learned” section in which you discuss what this project taught you about the strategy you used, the needs of students, the impact of environment, and any other relevant “ah-hahs”.
- Create a 20-minute oral presentation summarizing your action research project, which you will share with class members on **December 15 from 8:00-10:00**. The presentation and final paper will serve as your final examination.

Assessment Values

Language Arts Notebook: 250 pts.

Writers' Workshop: 200 pts.

Expressive Presentation: 200 pts.

Field Experience Reflection: 50 pts.

Inquiry Project/Paper/presentation: 300 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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