



Course Syllabus

COMM 5440.01

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| COURSE NUMBER AND SECTION | INSTRUCTOR | E-MAIL ADDRESS |
|---------------------------------|----------------------|----------------|
| Integrated language Arts | Fall II, 2004 | 3 |
| COURSE TITLE | TERM | CREDIT HOURS |
| 50 | | |
| SITE | | |

“The limits of my language mean the limits of my world.”—Ludwig Wittgenstein--

1. **Course Description:** Integrated language Arts is designed for kindergarten through twelfth grade teachers. It is appropriate for individuals with a Language Arts emphasis in the Communication Arts MAT and for candidates seeking teacher certification. The study explores ways to understand and teach language arts with a focus on the integration of thinking, reading, writing, listening, speaking, and viewing as tools for learning. Curriculum and instructional strategies are aligned with state and national professional standards.

2. **Learning Outcomes:** (State and national standards coded with SOE goals)
 - Class members will build a knowledge base that supports language-rich literacy programs for diverse learners (SOE Goal 1 and 4, DESE 1.2,, NCATE Standard 1).
 - Class members will generate teaching and learning strategies that support learners in becoming proficient users of language (SOE goal 2, DESE 2.3,, 3.1, NCATE Standards 1, 4).
 - Class members will recognize and plan learning experiences aligned with state and national standards that are appropriate and relevant to learners (SOE goal 2, DESE 4.1, NCATE Standard 1).
 - Class members will integrate communication strategies of reading, writing, listening, speaking, and viewing (SOE goals 2 and 3, DESE 4.4, 7.2, 7.3, NCATE Standard 1).
 - Class members will understand assessment strategies to evaluate student's progress (SOE goal 2, DESE 8.2, 8.3, NCATE Standard 2)
 - Class members will seek and develop professional resources (SOE goal 3, DESE 6.2,, 9.2, NCATE Standard 1).

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1 (10-26): Language and thinking. Overview of course. Identification of "language arts." Relationship of language and thinking. Review of goals and professional standards. Questions and answers. Take home article for review.

Week 2 (11-2): Reading as a language art. Sharing reading strategies and ideas. Notebook entry 1, Q card 1, and article review are due.

Week 3 (11-9): Writing as a language art. Sharing writing strategies and ideas. Notebook entry 2 and Q card 2 are due.

Week 4 (11-16): Listening as a language art. Sharing listening strategies and ideas. Notebook entry 3, Q card 3, and article review are due.

Week 5 (11-23): Speaking as a language art. Sharing speaking strategies and ideas. Notebook entry 4 and Q card 4 are due.

Week 6 (11-30): Viewing as a language art. Sharing viewing strategies and ideas. Notebook entry 5, Q card 5, and book review are due.

Week 7 (12-7): Integrating language arts. Sharing ideas for integrating the language arts. Turn in curriculum plan and notebook.

Week 8 (12-14): Presenting integrated language arts. Presentation, evaluation, and celebration.

Note: A professional attitude is essential for collaborative learning. Members are encouraged to schedule individual conferences to clarify expectations.

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.

4. Resources:

Text: Intrator, S. & Scribner, M. (Eds.) (2003). Teaching with fire. San Francisco, CA: Jossey-Bass.

Supplemental Readings: Students will choose professional articles and books for reviews. Various texts are available at Emerson Library for student use.

Audio-visual/other: Videos, pictures, cartoons and educational web sites.

5. EVALUATION:

| | | |
|----------------------------------|-----------|--------------------|
| a) Language arts notebook points | 75 points | A = 180-200 |
| b) Q cards | 15 points | B = 160-179 points |

| | | |
|--------------------------------------|-----------|--------------------|
| c) Class presentation(s) | 25 points | C = 140-159 points |
| d) Integrated plan summary points | 30 points | D = 120-139 |
| e) Class Participation below | 25 points | F = 119 and |
| f) Article and book reviews | 30 points | |

6. **Supplementary Information:**

- a) Notebook: Each member is responsible for compiling a notebook of language arts sources, ideas, and insights. Notebook entries may include classroom ideas from professional web sites, articles, books, workshop materials, and resource lists. Please reference your sources and organize contents for use. Include a table of contents.
- b) Q cards: Each member will develop questions based on reading, listening, and thinking. Q cards represent question, quotes, or quibbles related to assigned and self-selected materials. Class members have the opportunity to reflect on understanding the issues and ideas from the reading. Each Q card should include a thoughtful question, but quotes or quibbles are acceptable if they are supported by a rationale. If a quote is the focus, please give a reason for choosing it. If there is a quibble with the authors, concepts, or persons, please state the basis for the opposing view. Q cards are for identifying what is most important to individuals in the learning process
- c) Class presentations: Learning is a social activity and class members will share ideas in both small and large groups. The final class session is devoted to individual presentations of integrated language arts curriculum plans.
- d) Integrated plan summary: This culminating project is based on the ideas and insights developed from readings, discussions, and research. Write a two-page summary that describes a plan for integrating the language arts in the classroom. Include the who, why, what, how, and an evaluation component.
- e) Class participation: Class members are expected to attend all classes and actively engage in discussions and activities. Any absence requires a conference with the instructor because it is impossible to "make-up" class interactions.
- f) Articles and book reviews: Each member is responsible for three reviews. One is to include a professional book. The other two may be articles from professional journals (Language Arts, English Journal, The Kappan, Reading Teacher, etc.). Each review is a one-page summary that includes:
 - bibliographic reference (APA style) complete with page numbers
 - brief description of the content and a detailed critique.
 - specific connections to class discussions, readings, and materials.

7. **3 Hour Courses**: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Lab
- b) Curriculum Project
- c) **Paper(Book review.)**
- d) AV Project
- e) Other

8. **FINAL PROJECTS**: Final projects/papers will be returned to students in the following manner:

- **Projects/Papers will be returned during the last meeting period.**
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.