

**WEBSTER UNIVERSITY**

**COURSE SYLLABUS**

**EDUC 3170.01**

**Instructor: Dr. Carol Hoyt**

**LANGUAGE ARTS**

**TERM: Fall 2004**

**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.

**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, 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

**3. 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

### **Session One: Introductions**

- Introduction to the Course
- What are the language arts?
- An integrated unit: Quilting in the Classroom

#### Assignment:

- ✓ Bring and share your quilt square.

### **Session Two: Integrating the language arts across the curriculum**

- Share your quilt square
- Introduction to Craft Study  
(SMS CA 7)

#### Assignment:

- ✓ Please read Chapters 1-3 In WW.

### **Session Three: 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:

- ✓ Please read chapters 4-6 in WW

### **Session Four: 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:

- ✓ Please read Chapters 7-9 in WW

### **Session Five: Envisioning Text: Introduction to Craft Study**

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

#### Assignment:

- ✓ Please read chapters 10-12 in WW

**Session Six: 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)

Assignment:

- ✓ Please read Chapters 1-4 in TWW

**Session Seven: The Writing Workshop: The Basics**

- Common components of the Writing Workshop
- The tone of Writing Workshops
  - (SMS G4: 5)

Assignment:

- ✓ Prepare for Field Experience

**Session Eight: Field Experience: Writing Workshop**

Assignment:

- ✓ Please read Chapters 5-8 in TWW:

**Session Nine: 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?
- Probable Difficulties
- What do when you feel overwhelmed.

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

Assignment:

- ✓ Prepare for Field Experience

**Session Ten: Field Experience: Writing Workshop**

Assignment:

- ✓ Please read Chapters 9-13 in TWW.

**Session Eleven: The Writing Workshop : Whole Class and Individual Instruction**

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

Assignment for February 23:

- ✓ Prepare for Field Experience

### **Session Twelve: Field Experience: Writing Workshop**

#### Assignment:

- ✓ Please read Chapters 14--15 in TWW

### **Session Thirteen: The Writing Workshop: Conferring and Sharing**

- Having a conference with the teacher
  - Having a conference with a peer.
  - Having a conference with yourself.
  - Setting parameters for share-time.
  - Encouraging student talk
  - Forms of publication: Handwriting in the Writing Workshop
- (SMS G4: 5; CA 1, 2, 3, 4)

#### Assignment:

- ✓ Prepare for Field Experience

### **Session Fourteen: Field Experience: Writing Workshop**

Assignment: Please read Chapters 17-19 in TWW

### **Session Fifteen: The Writing Workshop: Big Plans, Assessment and Evaluation**

- Planning for the “Big Picture”
  - Documentation of Teaching and Learning
  - 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:

- ✓ Field Experience Portfolio Entry #1 due

### **Session Sixteen: Expressive Arts: Puppetry**

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

### **Sessions Seventeen-Twenty-two: Field Experience at Bruce Elementary School: Puppetry and Language Arts Skills**

- (SMS G2: 5; CA 5)

#### Assignment:

- ✓ Please read handouts provided by the instructor.
- ✓ Field Experience Portfolio Entry #2 due

### **Session Twenty-three: Listening and Speaking: The History of the English Language**

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

#### Assignment:

- ✓ Please read handouts provided by the instructor.

### **Session Twenty-four:: Wondrous Words: The Social Consequences of Standard English and Dialect**

- Examining our perceptions of various dialects
- Honoring dialect differences in classrooms
- Cross-cultural communication

#### Assignment:

- ✓ Please read Chapters 8-10, and Appendix A in BTB.

### **Session Twenty-five: Expressive Arts: Storytelling**

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

#### Assignment:

- ✓ Please read Chapters 1-5 in BTB

### **Session Twenty-six: Expressive Arts: Storytelling and Creative Drama:**

- Process-based Theatre vs. Product-based Theatre
- Creative Drama as a means of extending literature
  - (SMS G2: 3; CA 7)

#### Assignment:

- ✓ Please read Chapters 11 and 12 in BTB.

### **Session Twenty-seven:: Expressive Arts: Storytelling in the Social Studies Curriculum**

- The construction of “personae” and historical understanding
- Storytelling and biography

#### Assignment:

- ✓ Please read handouts provided by the instructor.

### **Session Twenty-eight: Expressive Arts: Readers’ Theatre**

- Defining Readers' Theatre
- Constructing Readers' Theatre Scripts

Assignment:

- ✓ Prepare for Language Arts Festival

**Sessions Twenty-nine and Thirty:**

**Language Arts Festival: Share finished published piece; perform poem, story, etc..**

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**Final Examination : At this time you will present the results of your Inquiry Project**

**6. 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:

- Responses to professional literature (Chapter Reading).
- Ideas for Writing
- Drafts
- Samples of responses to Craft Study

**Field Experiences: Portfolio Entries:** We will spend a great deal of course time working directly with elementary students. You will synthesize what you and the students learn by planning, recording, analyzing, assessing and presenting the outcomes of your activities in the classroom. The final reflections will be appropriate for inclusion in your teaching portfolio

**Final Project:**

For your final project, you may choose **one of the following three** options . The criteria for each option are described on the attached pages:

Regardless of which project option you complete, the following criteria will apply.

1. Original Work: It is critical that your project be a result of your own research, creativity, and work. If you borrow ideas from any other source you must cite that source using the format of APA style.

**Plagiarism will automatically result in a project grade of F**

2. Final Paper: Each project will be presented through a written report. Your final paper should include all components described under the option you select. It should be word-processed, double-spaced, free from mechanical errors. It is due on **May 3 at the time of your oral report.**

3. Oral report: **At the time of the final examination,** 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 15-20 minutes for your report. You should plan to use all your time and use it wisely. You must decide how you will engage your listeners and plan your presentation carefully. This oral report serves as your final examination.

## Final Project Options

### Option One: Packet of Focus/Conference Lessons

During the course you will be introduced to focus lessons and conference lessons. These are lessons designed to teach a specific objective to a whole class of learners or an individual learner in a short period of time. For the purposes of this class, the focus/conference lessons will focus on teaching concepts and skills that help students improve their writing.

If you choose to complete this project you will create **ten** lessons appropriate for whole groups of learners or individual learners.

Requirements for the packet:

- Each lesson must include:
  - A description of the targeted grade level/ age level of learners.
  - An objective linked to Show-Me Standards
  - A description of how you will begin the lesson.
  - A description of how you will illustrate the concept.
  - A description of what you will ask students to do.
  - A description of how you will close the lesson.
  - A description of what you will look for in student work (over time) that will indicate that students have utilized or mastered the concept/skill taught.
  
- Of the ten lessons turned in:
  - Two must utilize samples of your own writing.
  - Two must utilize craft study with a focus on “text structures” (See Ray: Wondrous Words)
  - Two must utilize craft study with a focus on “ways with words” (See Ray: Wondrous Words.)

We will discuss this option in more detail when we study focus lessons and conference lessons.

### Option Two: Construction of a Learning Center

You may also focus your project on the creation of a learning center linked to some aspect of language arts teaching and learning (reading, writing, listening, speaking, viewing and visually representing).

Learning Centers provide opportunities for individual or small groups of learners to practice concepts they have already learned and to introduce learners

to new concepts. They are designed to be used independently without adult help or supervision.

Learning Centers should be intricate and engaging...offering opportunities for learners to return again and again.

Learning Centers are often game-like: They may be posted on a single computer (offering webquests or software simulations), be constructed as board games, play centers, or other hands-on learning environments.

If you choose this option, your project should meet the following criteria:

- A 3-5 page written description of the project which includes:
  - A description of the targeted grade level/ age level
  - The learning objectives (linked to Show-Me Standards) which are targeted by the center.
  - A description of the various ways the learning center might be used.
  - A description of the materials/ resources included in the learning center.
  - A rationale for why you have created the learning center and how it supports language arts learning.
  - A description of any resources you used (properly cited using APA style) which supported the construction of the learning center.
- The learning center itself including:
  - Instructions for how to use the center (in age appropriate language) if required.
  - Learning Center materials
  - Learning Center “rules” or “guidelines”
  - Some form of transport for the learning center: (is it encased in a tub? A zip disk? A bucket? A case?)

### Option Three: 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. 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”.

## Assessment Values

Language Arts Notebook: 35%

Field Experiences/Portfolio Entries: 30%

Final Project: 35%

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

A = 93-100%.

A- =90-92%

B = 830-89%

B- = 80-82%

C = 70-79%

D = 60-69%

F = 59% or below

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

**Instructor:** Dr. Carol R. Hoyt, Dept. of Learning and Communication, SOE  
Webster Hall Room 218A  
Phone: 314-961-2660 ext. 8058  
Email: [crhoyt@webster.edu](mailto:crhoyt@webster.edu)

