



Course Syllabus

COURSE NUMBER: COMM 5440.01	COURSE TITLE: Integrated Language Arts	TERM: FA II 06
SITE: Webster Groves	INSTRUCTOR CONTACT INFORMATION: Dr. Carol R. Hoyt Webster Hall 344 314-961-2660 #8058 crhoyt@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION: This course is for kindergarten through twelfth grade teachers, an appropriate selection for the Language Arts emphasis in Communications, MAT. Listening, speaking, writing, reading, viewing and visually representing will be considered as separate, cumulative, and integrated communication skills. This course also meets the Language Arts certification requirements for Elementary Education and Middle School Language Arts Methods.

2. LEARNING OUTCOMES:

Course Outcomes	Program Outcomes	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Students will examine each language art and consider new, imaginative combinations.	SOE Communication Arts Goal 1: Communication Arts students will understand the importance of the various media and arts in the communication process.	SOE Goal 2.3 MoSTEP 1.5
Students will actively examine and identify attitudes about and issues in integrating the language arts.	SOE Communication Arts Goal 1: Communication Arts students will understand the importance of the various media and arts in the communication	SOE SOE Disp. 1.3, 1.4 MoSTEP 9.1

	process.	
Students will increase their knowledge of recent books, articles, and other resources related to the language arts.	SOE Communication Arts Goal 2: Communication Arts students will refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.	SOE Goal 1.4, 2.2, SOE Disp. 3.4 MoSTEP 1.1
Students will demonstrate knowledge of and sensitivity to the fact that human behavior is language based...through designing, trying, and improving pupil-centered activities in speaking, listening, writing, reading, , viewing, and evaluating.	SOE Communication Arts Goal 2: Communication Arts students will refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.	SOE Goal 1.4, 2.1, 2.2, 2.3, 2.4 MoSTEP 1.1, 1.2, 1.3, 1.4, 2.2, , 2.4, 4.1, 4.2, 7.2, 7.3, 8.1,
Students will involve pupils in self-discovery through their reading, talking, and writing freely to one another.	SOE Communication Arts Goal 2: Communication Arts students will refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.	SOE Goal 2.3 MoSTEP 7.3, 8.2

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

SESSION ONE: OCTOBER 26: THE LITERATE SELF

- Who am I as a reader, writer, listener, speaker, artist, thinker?
- The aesthetic and efferent aspects of the language arts.
- Oral Speech and Dialect
- What do we mean by integrated?
- What do we mean by language?
- What do we mean by arts?
- Fundamental assumptions about language development and usage.

- ✓ ASSIGNMENT: Session Two
 - Read Assigned Articles
 - Who am I....”Finding the big idea....”

SESSION TWO: NOVEMBER 2: LISTENING AND SPEAKING

- Aesthetic and Efferent Listening and Speaking
- Principles of Effective Discussions
- Storytelling, Readers Theatre, Oral Interpretation, Poetry Slams

- ✓ ASSIGNMENT: Session Three
 - Read Assigned Articles
 - Prepare for Discussion Group 1
 - Prepare for Oral Interpretation presentations.

SESSION THREE: NOVEMBER 9: READING AND WRITING

- Discussion Group 1
- Oral Interpretation presentations
- Aesthetic and Efferent Reading and Writing
- Lesson Planning and Unit Planning

- ✓ ASSIGNMENT: Session Four
 - Read Assigned Articles
 - Prepare for Discussion Group 2
 - Reflection on Instructional Application of Oral Interpretation Project

SESSION FOUR: NOVEMBER 16: READING AND WRITING:

- Discussion Group 2
- Aesthetic and Efferent Writing
- A writer’s “office work”
- Reading like writers: The principles of craft study.
- Creating Authoring Communities.

SESSION Five: NOVEMBER 23: THANKSGIVING

CLASS WILL NOT MEET: WORK ON TAKE HOME ASSIGNMENT

- ✓ ASSIGNMENT: Session Six
 - Read Assigned Articles
 - Prepare for Discussion Group 3
 - Prepare Writing Workshop Lesson Plan Based on Craft Study

SESSION SIX: APRIL 17: VIEWING AND VISUALLY REPRESENTING

- Discussion Group 3
- Aesthetic and Efferent Viewing
- The Principles of Media Literacy
- Craft Study: Illustrations and text.

- ✓ ASSIGNMENT: Session Seven
 - Read Assigned Articles
 - Prepare for Discussion Group 4
 - Complete Photo Essays
 - Complete Take home assignment

SESSION SEVEN: MAY 1: INSIDE THE LITERACY WARS

- Student presentations.: Photo Essays
- Discussion Group 4
- Holistic, Discrete, and Balanced approaches to literacy instruction.
- How teachers negotiate the political and cultural issues surrounding literacy instruction.

- ✓ ASSIGNMENT: SESSION EIGHT
 - Finalize Unit Plans and presentations.

SESSION EIGHT: MAY 8: Unit Plan PRESENTATIONS

- 4. RESOURCES: the Instructor will provide Articles and handouts. There is no required text.**

Students will need access to a camera...a disposable or digital camera will do. If you have difficulty accessing a camera, please talk with the instructor.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Absence Policy: Because this course is highly participatory, attendance is essential. If you are forced to miss a class because of an emergency or illness, you will need to work with the instructor to develop an additional project that approximates the content/experiences missed.

Assessments	Links to Course Outcomes	Percentage of Grade
Oral Interpretation Presentation	<p>Students will examine each language art and consider new, imaginative combinations.</p> <p>Students will demonstrate knowledge of and sensitivity to the fact that human behavior is language based...through designing, trying, and improving pupil-centered activities in speaking, listening, writing, reading, , viewing, and evaluating.</p>	5%
Take-home Assignment Research on the Literacy Debates	<p>Students will actively examine and identify attitudes about and issues in integrating the language arts.</p> <p>Students will increase their knowledge of recent books, articles, and other resources related to the language arts.</p>	15%
Writing Workshop Lesson Plan Based on Craft Study	<p>Students will demonstrate knowledge of and sensitivity to the fact that human behavior is language based...through designing, trying, and improving pupil-centered activities in speaking, listening, writing, reading, , viewing, and evaluating.</p>	10%
Discussion Leadership	<p>Students will demonstrate knowledge of and sensitivity to the fact that human behavior is language based...through designing, trying, and improving pupil-centered activities in speaking, listening,</p>	10%

	writing, reading, , viewing, and evaluating.	
Photo Essay Project	<p>Students will examine each language art and consider new, imaginative combinations.</p> <p>Students will demonstrate knowledge of and sensitivity to the fact that human behavior is language based...through designing, trying, and improving pupil-centered activities in speaking, listening, writing, reading, , viewing, and evaluating.</p> <p>Students will involve pupils in self-discovery through their reading, talking, and writing freely to one another.</p>	30%
Integrated Unit	<p>Students will examine each language art and consider new, imaginative combinations.</p> <p>Students will demonstrate knowledge of and sensitivity to the fact that human behavior is language based...through designing, trying, and improving pupil-centered activities in speaking, listening, writing, reading, , viewing, and evaluating.</p> <p>Students will involve pupils in self-discovery through their reading, talking, and writing freely to one another.</p>	30%

6. GRADING SCALE :

C Level Work	B Level Work	A Level Work
Student demonstrated minimal evidence that s(he) completed all reading assignments.	Student exhibited evidence that s(he) completed all reading assignments.	Student demonstrated exemplary engagement with reading assignments.
Student participated minimally in discussions.	Student participated in discussions.	Student participated actively in discussions.
Student's class attendance was erratic.	Student attended class regularly and was on time.	Student attended class regularly and was on time.

Student met some criteria for assignments.	Student met criteria for assignments.	Student mastered criteria for assignments.
Student's participation in activities was minimal	Student participated in all activities.	Student was a willing and active participant in all activities.
Quality of work was acceptable.	Quality of work was competent.	Quality of work was outstanding.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is your own or implying that another person's work is your own (through inadequate or inaccurate citations of reference material).

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Students who engage in willful plagiarism will receive a grade of NC

At the risk of your own professional reputation...don't download lesson plans and unit plans from the internet...or copy them from other sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

8. ACCESSIBILITY/ACCOMODATIONS POLICY:

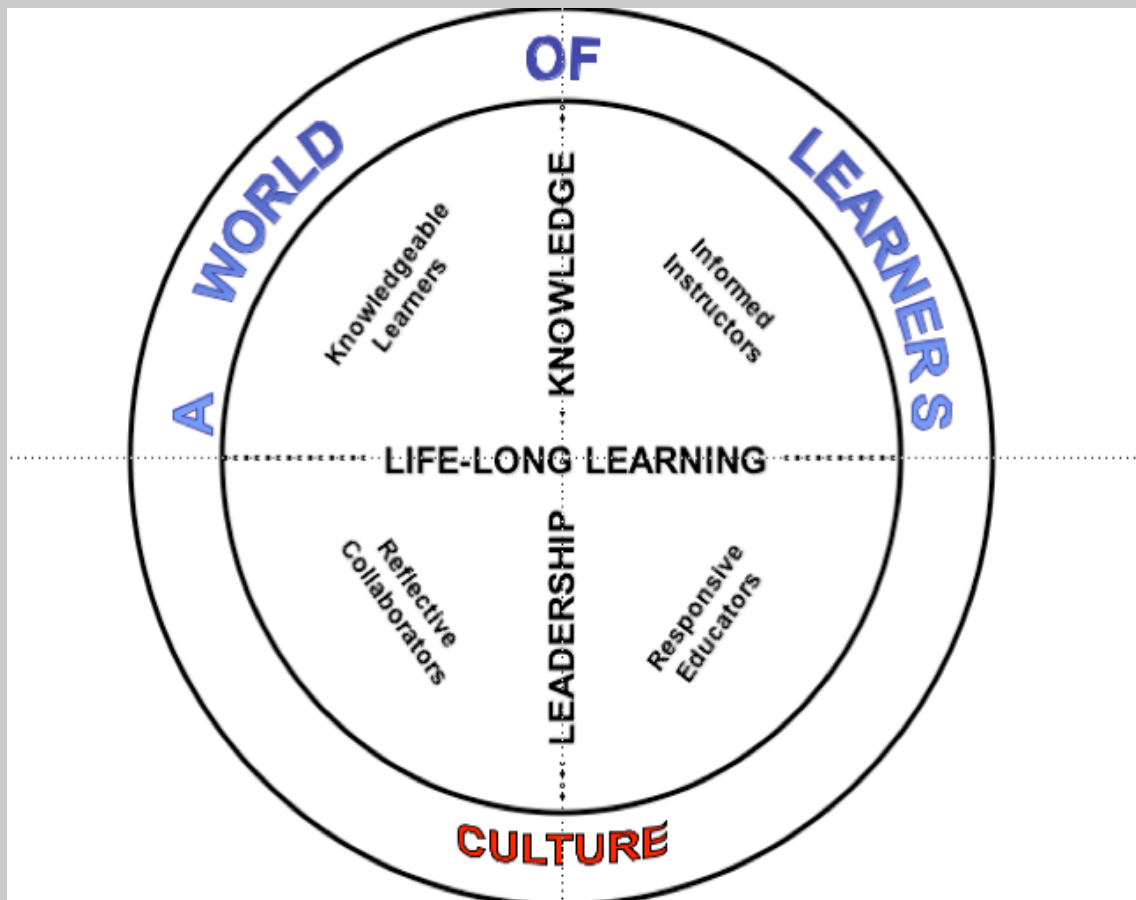
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Academic Resource Center at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The **Error! Contact not defined.** at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence
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