



Course Syllabus

COURSE NUMBER: EDUC 3170.01	COURSE TITLE: Language Arts	TERM: FA 2008
SITE: Webster Groves	INSTRUCTOR CONTACT INFORMATION: Dr. Carol R. Hoyt 314-246-8058 crhoyt@webster.edu Walk In Office hours: Room 344 Mondays: 1:30-3:30 Thursdays: 3-4 (All others by appointment)	CREDIT HOURS: 3 cr hrs.

NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR

1. COURSE DESCRIPTION:

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:

Course Outcomes	SOE Goals and Dispositions Addressed	MoSTEP Standards Addressed
2.1 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.	Goals 1:1, 1.2, 1.4, 2.1	MoSTEP 1.1, 1.2, 1.5, 4.1, 4.2, 5.1, 5.2, 7.1, 7.3, 7.4, MoSTEP Elementary Subject Specific Competencies: 1.2.1.1: Language Arts 1.2, 2.1, 4.2, 4.3, 4.4,

		4.5 Fine Arts: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 3.7
2.2 Students will understand the authoring cycle and learn the procedures for setting up a writer’s workshop that is responsive to diverse learners.	Goals 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3	MoSTEP 4.1, 5.2, 6.2, 7.3};1.3, 3.1, 3.2, 3.4, 4.2, 7.2 MoSTEP Elementary Subject Specific Competencies: 1.2.1.1: Language Arts 1.2, 3.3, 3.4, 4.1, 4.2, 4.3,
2.3 Students will learn techniques to help students learn how to “read like writers” as they engage in craft study.	Goals 1.1, 1.2, 1.3, 1.4, 2.1	MoSTEP: 1.4, 2.3, 4.1, 5.2, MoSTEP Elementary Subject Specific Competencies: 1.2.1.1: Language Arts 3.3, 3.4, 3.4
2.4 Students will develop the habit of reflective practice as they create, teach, and evaluate a focus lesson with elementary students.	Goals 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.3 Dispositions 1.2, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3,	MoSTEP: 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.4, 4.1, 5.1, 5.2, 6.2, 6.3, , 7.1, 7.2, 9.1 MoSTEP Elementary Subject Specific Competencies: 1.2.1.1: Language Arts 1.1, 1.2, 1.3, 2.1
2.5 Students will understand the ways in which dialect, word use, and pragmatics impact students’ sense of identity and place in society	Goals 1.2, 1.2, 4.1, 4.2, 4.3, 4.4 Dispositions 1.1, 2.1	MoSTEP 3.4, 7.1 7.2 MoSTEP Elementary Subject Specific Competencies: 1.2.1.1: Language Arts 1.1, 1.3, 2.2, 2.3

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

Date:	Session #	Assignment/Preparation due at session	Topic
A 26	1	N/A	Who we are as language users Oral language: Dialect and the origins of “standard English”
A 28	2	Read handout provided by instructor. Complete Professional Literature Reflection #1	Culturally Responsive Teaching Strategies.
S 2	3	Read handouts provided by instructor. Complete Professional Literature Reflection #2	Assumptions about language, language arts instruction and relationships among the language arts
S 4	4	Read Chapters 1-4 in <i>The Writing Workshop</i> Complete Professional Literature Reflection #3	The Writing Workshop: Key Principles
S 9	5	Read Chapters 5-8 in <i>The Writing Workshop</i> Complete Professional Literature Reflection #4	Independent writing and reading-writing connections. Begin Modern Fantasy Activity
S 11	6	Read Chapters 9-12 in <i>The Writing Workshop</i> (Early Childhood majors may read alternative chapters provided by the instructor) Complete Professional Literature Reflection #5	Whole Group instruction and Units of Study Organizing instruction to meet individual needs. Big picture planning
S 16	7	Read Chapter 13 and 14 in <i>The Writing Workshop</i> Independent Writing Draft # 1 Modern Fantasy assignment due	Focus Lessons and Conferences Confer Modern Fantasy Assignment.
S 18	8	No Assignment	Field Experience
S 23	9	Turn in Focus Lesson	Field Experience

Date:	Session #	Assignment/Preparation due at session	Topic
		Prepare to confer with students	
S 25	10	Independent Writing Sample #1: Modern Fantasy Revision due Prepare to confer with students.	Field Experience
S 30	11	Read chapters 1-3 and 5 in <i>Wondrous Words</i> Complete Professional Literature Reflection #6	Envisioning Text: Learning to Read Like Writers The concept of craft study
O 2	12	Collect 5 different “texts” that you enjoy	No class
O 7	13	Complete Field Experience Reflection Read Chapters 6-9 in <i>Wondrous Words</i>	Genres Text Structures Ways with Words Introduction to Memoir Craft Study Assignment
O 9	14	Read Chapters 1 and 2 in <i>Beyond the Beanstalk</i> Complete Professional Literature Reflection #7	Literary Storytelling Quick and easy ways to tell a story
O 14	15	Prepare to tell your story to the class. Read Introduction and Chapter 8 in BTB Complete draft of Independent Writing Draft #2: Memoir	Storytelling Text to Performance to Visual Art
O 16	16	Independent Writing Assignment #2: Memoir Revision due	Quilting in the Classroom Creating storyquilts
FALL BREAK			
O 28	17	Read Chapters 5, 6, and 7 in <i>Beyond the Beanstalk</i> . Complete Professional Literature Reflection #8	Story-weaving and Creative Drama Mask Drama

Date:	Session #	Assignment/Preparation due at session	Topic
O 30	18	Read Chapters 11 and 12 in <i>Beyond the Beanstalk</i> Complete Professional Literature Reflection #9	History Telling
N 4	19	Read Chapter 9 in <i>Beyond the Beanstalk</i> Complete Professional Literature Reflection #10	Using storytelling as a “jumping off” point for unit planning. Storytelling Unit assignment
N 6	20	Read Handouts provided by the instructor. Complete Professional Literature Reflection #11	Teaching Standard Mechanics in Context Grammar Spelling Handwriting
N 11	21	Read Chapters 15-19 in <i>The Writing Workshop</i> Complete Professional Literature Reflection #13	Assessment, Evaluation, Publication, and Sharing
N 13	22	Craft Study Samples due	Puppetry
N 18	23	Read handouts provided by instructor. Complete Professional Literature Reflection #14	Readers’ Theatre
N 20	24	Group Work	
N 25	25	Read handouts provided by Instructor Complete Professional Literature Reflection #15	Poetry and Poetry Slams
N 27	26	Group Work	
D 2	27	NO CLASS: Thanksgiving	
D 4	28	Turn in Storytelling Unit	Group Work
D 9	29	Group Work	
D 11	30	Group Work	
	Final 8-10 AM!!!	Turn in Creative Drama Lesson Plan	Creative Drama Presentation due.

4. RESOURCES:

Required Text(s):

Ray, K. W. (1999). Wondrous words: Writers and writing in the elementary classroom. Urbana, IL: National Council of Teachers of English

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

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

5. EVALUATION:

Note: Assignments may be submitted electronically through email to crhoyt@webster.edu.

However, if you submit a document, the name of the file must include your last name and words identifying the assignment. For example your file might be named:

Smith_prof_lit_reflect_1.doc.

Currently my Macintosh computer cannot read files generated through the new version of Microsoft Office for Windows. If you have the new version on your PC or use a PC in the Webster Computer Lab you will need to save your document under the 2003 version of Windows before sending it to me.

The software that will allow Macs to read the new version of Office for Windows should be installed soon. I'll let you know when this occurs.

Professional Literature Reflections: (15% of final course grade).

Each time you complete a section of assigned reading, you will be asked to submit a Professional Literature Reflection. Each reflection should:

- be short (1/2 page-1 page, handwritten or typed)
- focus on a "big idea" that you have taken from some part of the reading (It is not necessary to summarize the entire content of the reading)
- include your personal response to the reading (This personal response may take the form of a critique, a question, or the expression of a "text to self", "text to text", or "text to world" connection)

Professional Literature Reflections are due on the same day as the reading assignment. Professional Literature Reflections are assessed on a for credit/no credit basis.

Independent Writing Samples (10% of final course grade)

Drafts: During the course you will create two rough drafts inspired by specific genres (memoir and modern fantasy). Additional information about Independent Writing Sample Drafts and rubrics for their evaluation will be provided.

Revisions: During the course you will revise the rough drafts that you have created. These revisions should reflect new ways in which you have conceptualized your drafts and the revisions should include a narrative describing the rationale for the changes that you have made. Additional information about Independent Writing Sample Revisions and rubrics for their evaluation will be provided.

Craft Study Samples (10% of final course grade). During the course, you will identify and describe 10 texts that illustrate specific examples of writing craft (text structures and/or “ways with words”). Additional information about Craft Study Samples and rubrics for their evaluation will be provided.

Field Experience Reflection (15% of the final course grade)

After working in a classroom, teaching and conferring with young students, you will submit a reflection targeting key aspects of the experience. Details of the expectations for the assignment and a rubric for its evaluation will be provided.

Storytelling Performance: (5% of the final course grade)

You will tell a short (10 minutes or less) story based on some aspect of personal family folklore. Details of the expectations for the assignment and a rubric for its evaluation will be provided.

Storytelling Unit (20% of final course grade)

After learning about the potential of storytelling to inspire integrated learning through and among the language arts you will develop an instructional unit appropriate for the grade/age of students you plan to teach. Details of the expectations for the assignment and a rubric for its evaluation will be provided.

Creative Drama Lesson Plan (10% of the final course grade):

You will develop a lesson plan connecting to your small group’s creative drama project. The lesson plan should reflect an understanding of students’ developmental oral and written language usage. Details of the expectations for the assignment and a rubric for its evaluation will be provided.

Creative Drama Project (15% of the final course grade)

Working in a small group you will develop a creative drama presentation linked to Puppetry, Readers Theatre, Mask Drama, Radio Plays, or mixed media performance. Your group will rehearse the performance and present it during finals week. Your group will address the instructional applications of the performance. Details of the expectations for the assignment and a rubric for its evaluation will be provided.

Assessments	Links to Course Outcomes	Percentage of Grade
Professional Literature Reflections	2.1 Students will understand the integrated nature of the language arts and develop strategies (storytelling, word play, process-based drama, puppetry, readers’	15%

Assessments	Links to Course Outcomes	Percentage of Grade
	theatre, poetry, etc..) to promote literacy. 2.2 Students will understand the authoring cycle and learn the procedures for setting up a writer's workshop that is responsive to diverse learners.	
Independent Writing Samples: Drafts and Revisions	2.1 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. 2.2 Students will understand the authoring cycle and learn the procedures for setting up a writer's workshop that is responsive to diverse learners	10%
Storytelling Performance	2.1 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.	5%
Storytelling Unit	2.1 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.	20%
Field Experience Reflection	2.2 Students will understand the authoring cycle and learn the procedures for setting up a writer's workshop that is responsive to diverse learners 2.4 Students will develop the habit of reflective practice as they create, teach, and evaluate a focus lesson with elementary students.	15%
Craft Study Samples	2.1 Students will understand the integrated nature of the language arts and develop strategies (storytelling, word play, process-	10%

Assessments	Links to Course Outcomes	Percentage of Grade
	based drama, puppetry, readers’ theatre, poetry, etc..) to promote literacy. 2.3 Students will learn techniques to help students learn how to “read like writers” as they engage in craft study.	
Creative Drama Lesson plan	2.1 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. 2.5 Students will understand the ways in which dialect, word use, and pragmatics impact students’ sense of identity and place in society	10%
Creative Drama Project	2.1 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.	15%

6. GRADING SCALE :

- 93-100%=A**
- 90-92%=A-**
- 83-89%=B**
- 80-82%=B-**
- 73-79%=C**
- 70-72%=C-**
- 60-69%=D**
- Below 60%=F**

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 his/her own or implying that another person's work is his/her 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.

Consequences of Academic Dishonesty:

If the instructor discovers that you are guilty of academic dishonesty, proportional consequences will apply.

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.

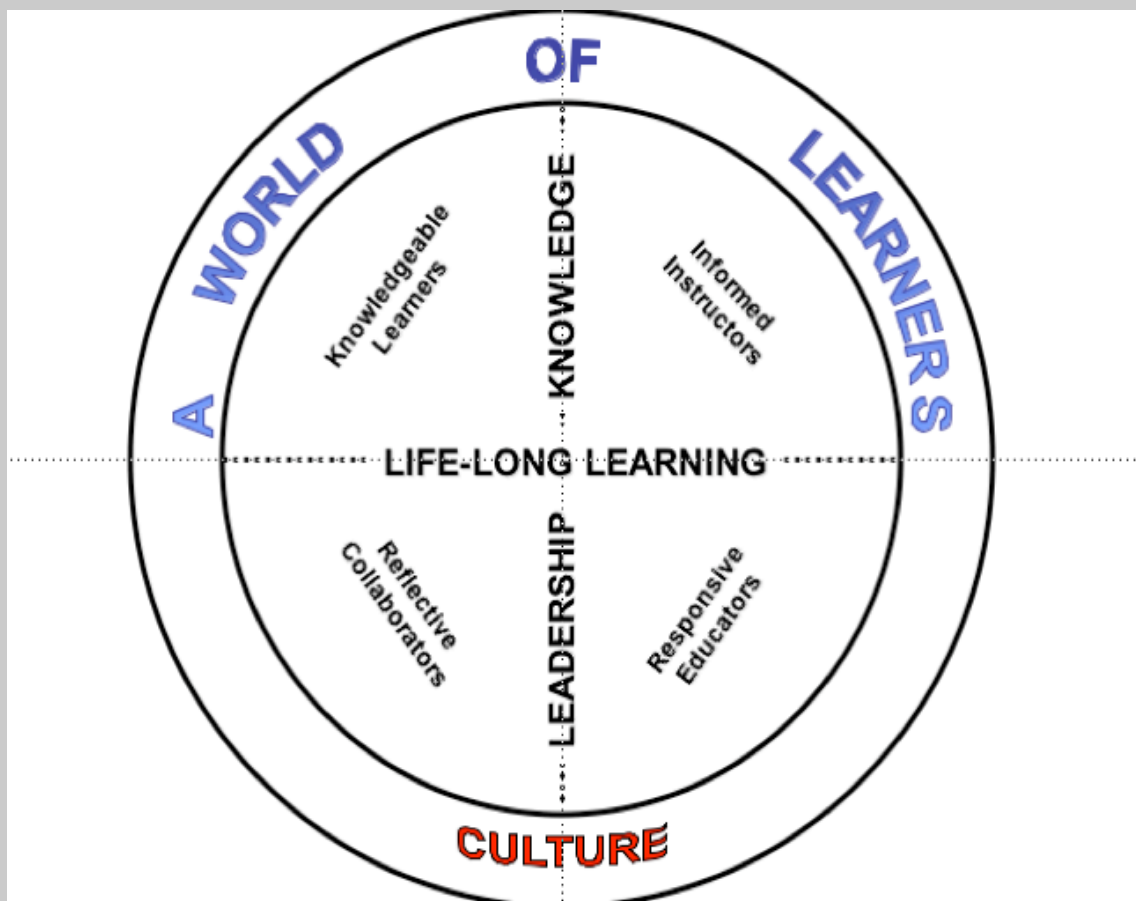
Please discuss needed accommodations with the instructor.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

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

Mission: The School of Education 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