

# WEBSTER UNIVERSITY

## COURSE SYLLABUS

EDUC 3170

Instructor: Dr. Carol Hoyt

LANGUAGE ARTS

TERM: Spring 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: Monday, January 12: Introductions**

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

Assignment for January 14:

- ✓ Bring and share your quilt square.

**Session Two: Wednesday, January 14: Integrating the language arts across the curriculum**

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

**Session Three: Monday, January 19: NO CLASS: MLK BIRTHDAY**

Assignment for January 21:

- ✓ Please read Chapters 1-3 In WW.

**Session Four: Wednesday, January 21: 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 January 26:

- ✓ Please read chapters 4-6 in WW

**Session Five: Monday, January 26: 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 January 28:

- ✓ Please read Chapters 7-9 in WW

**Session Six: Wednesday, January 28: Envisioning Text: Introduction to Craft Study**

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

Assignment for February 2:

- ✓ Please read chapters 10-12 in WW

**Session Seven: Monday, February 2: 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 for February 4:

- ✓ Please read Chapters 1-4 in TWW

**Session Eight: Wednesday, February 4: The Writing Workshop: The Basics**

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

Assignment for February 9:

- ✓ Prepare for Field Experience

**Session Nine: Monday, February 9: Field Experience: Writing Workshop**

Assignment for February 11:

- ✓ Please read Chapters 5-8 in TWW:

**Session Ten: Wednesday, February 11: 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 for February 16:

- ✓ Prepare for Field Experience

**Session Eleven: Monday, February 16: Field Experience: Writing Workshop**

Assignment for February 18:

- ✓ Please read Chapters 9-13 in TWW.

**Session Twelve: Wednesday, February 18: 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 Thirteen: Monday, February 23: Field Experience: Writing Workshop**

Assignment for February 25

- ✓ Please read Chapters 14--15 in TWW

**Session Fourteen: Wednesday, February 25: 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 for March 1:

- ✓ Prepare for Field Experience

**Session Fifteen: Monday, March 1: Field Experience: Writing Workshop**

Assignment for March 3: Please read Chapters 17-19 in TWW

**Session Sixteen: Wednesday, March 3: 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)

\*\*\*\*\***March 8-12: Spring Break**\*\*\*\*\*

Assignment for March 15:

- ✓ Field Experience Portfolio Entry #1 due

**Session Seventeen: Monday, March 15: Expressive Arts: Puppetry**

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

**Sessions Eighteen-Twenty-two: Wednesday, March 17-Wednesday March 31:  
Field Experience at Bruce Elementary School: Puppetry and Language Arts Skills**

- (SMS G2: 5; CA 5)

Assignment for April 5:

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

**Session Twenty-three: Monday, April 5: 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 for April 7:

- ✓ Please read handouts provided by the instructor.

**Session Twenty-four: Wednesday, April 7: 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 for April 12:

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

**Session Twenty-five: Monday, April 12: Expressive Arts: Storytelling**

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

Assignment for April 14:

- ✓ Please read Chapters 1-5 in BTB

**Session Twenty-six: Wednesday, April 14: 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 for April 19:

- ✓ Please read Chapters 11 and 12 in BTB.

**Session Twenty-seven: Monday, April 19: Expressive Arts: Storytelling in the Social Studies Curriculum**

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

Assignment for April 21:

- ✓ Please read handouts provided by the instructor.

**Session Twenty-eight: Wednesday, April 21: Expressive Arts: Readers’ Theatre**

- Defining Readers’ Theatre
- Constructing Readers’ Theatre Scripts

Assignment for April 21:

- ✓ Prepare for Language Arts Festival

**Sessions Twenty-nine and Thirty: Monday, April 26<sup>th</sup>/Wednesday April 28:**

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

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**Final Examination Schedule: The time scheduled for your final examination is Monday, May 8:00-10:00 AM: 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 recording, analyzing and presenting the outcomes of your activities in the classroom. The final reflections will be appropriate for inclusion in your teaching portfolio

### **Inquiry Project: Language Arts Research Report 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: Language Arts Research Report:**

The research report option allows you to investigate an aspect of language arts instruction that we have not discussed (or have not discussed in depth). The Research Report will include the following components:

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

Topic: Your research report 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 reports from previous coursework.**

The field for topics is wide open. You might focus a research report 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.

Your final paper should be word-processed, double-spaced, free from mechanical errors, and between 4 and 6 pages. It is due on **May 3**.

Oral report: **On May 3, 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: 35%

Field Experiences/Portfolio Entries: 30%

Inquiry Project/Paper/presentation: 35%

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

A = 93-100%.

A- =90-92%

B = 83-89%

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.**

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**Spring Office Hours**

**Mondays: 10-11 AM**

**Tuesdays: 10- AM-1 PM**

**Thursdays: 2:00-5:00 PM**

