



Course Syllabus

<b>COURSE NUMBER:</b> COMM 5440.02	<b>COURSE TITLE:</b> Integrated Language Arts	<b>TERM:</b> SP 06
<b>SITE:</b> Webster Groves	<b>INSTRUCTOR CONTACT INFORMATION:</b> Dr. Shirley R. Crenshaw 618-345-6471 c33shaw@earthlink.net crenshaw@webster.edu	<b>CREDIT HOURS:</b> 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.

**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 process.	SOE SOE Disp. 1.3, 1.4 MoSTEP 9.1
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	SOE Goal 1.4, 2.2, SOE Disp. 3.4 MoSTEP 1.1

	develop sound instructional and assessment strategies for teaching these skills.	
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: THE LITERATE SELF**

- Who am I as a reader, writer, listener, speaker, artist, thinker?
- Aesthetic and efferent aspects of the language arts.
- Literacy autobiography

#### **SESSION TWO: INTEGRATED LANGUAGE ARTS**

- What do we mean by integrated?
- What do we mean by language?
- What do we mean by arts?
- Assumptions about language development and learning.

#### **SESSION THREE: LISTENING AND SPEAKING**

- Aesthetic and efferent listening and speaking
- The influence of dialect
- Principles of discussions
- Oral interpretation
- The sound of poetry

#### **SESSION FOUR: VIEWING AND VISUAL REPRESENTATION**

- Aesthetic and efferent viewing
- Towards a visual culture: The principles of media literacy
- Framing visual images: Introduction to photo essay.

#### **SESSION FIVE: WRITING:**

- Aesthetic and efferent writing
- A writer's "office work"
- Creating authoring communities.
- Sharing our writing

#### **SESSION SIX: READING**

- Aesthetic and efferent reading
- Reading-writing connections
- Literacy instruction position paper

#### **SESSION SEVEN: LITERACY CONFLICTS**

- Various approaches to literacy instruction.
- Negotiation of the political and cultural environments surrounding literacy instruction.
- Photo essays

#### **SESSION EIGHT: PRESENTATIONS**

- Integrated unit

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

## 5. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Discussion Participation	<p>Students will increase their knowledge of recent books, articles, and other resources related to the language arts.</p> <p>Students will actively examine and identify attitudes about and issues in integrating the language arts.</p>	10%
Reading Responses	<p>Students will increase their knowledge of recent books, articles, and other resources related to the language arts.</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>	10%
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>	10%
Position Paper: Literacy Instruction	<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,</p>	10%

	and other resources related to the language arts.	
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 :**

Reading Responses	(5 x 20)	100 points	10%
Discussion Participation	(4 x 25)	100 points	10%
Oral Interpretation	(1 x 50)	50 points	10%
Literacy Instruction Paper	(1 x 50)	50 points	10%
Photo Essay Project	(1 x 300)	300 points	30%
Integrated Unit	(1 x 300)	300 points	30%

COMM 5440 RUBRIC				
1	1.5	2	2.5	3

Unsatisfactory		Nearing Proficiency		Proficient
Student demonstrated limited understanding of content in written responses to professional texts.		Student demonstrated acceptable knowledge and understanding of content in written responses to professional texts.		Student demonstrated significant knowledge and understanding of content in written responses to professional texts.
Student exhibited limited participation and facilitation of discussion.		Student was an acceptable participant and facilitator of discussion.		Student was an active participant and provided leadership in sustaining discussion.
Student exhibited minimal effort in oral interpretation preparation and presentation.		Student exhibited acceptable effort in oral interpretation preparation and presentation.		Student exhibited superior effort in oral interpretation preparation and presentation.
Student provided minimal rationale or content in position paper on literacy instruction.		Student provided acceptable rationale and content in position paper on literacy instruction.		Student provided a thoughtful rationale and cohesive content in position paper on literacy instruction.
Student exhibited minimal effort in preparing photo essay.		Student exhibited satisfactory effort in organizing photo essay theme.		Student exhibited thoughtful conceptual theme organization for photo essay.
Student demonstrated minimal attention to elements of lesson planning in integrated unit.		Student demonstrated satisfactory knowledge of most lesson planning elements in integrated unit.		Student demonstrated superior knowledge and application of effective lesson planning elements in integrated unit.

**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.

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 Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

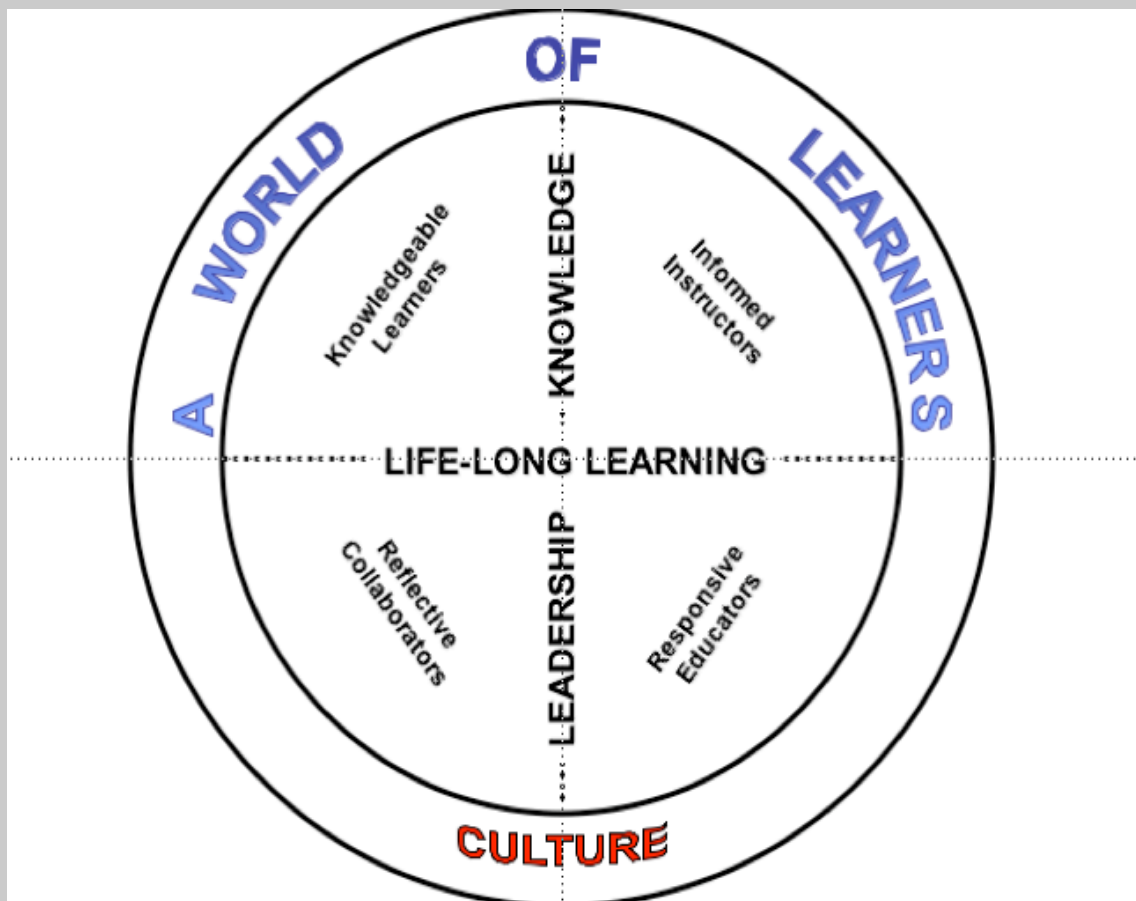


**WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION**

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

**Mission:** The 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