

Course Syllabus

COURSE NUMBER: EDUC3170.01 COURSE TITLE: Language Arts TERM: Spring 2006
Webster University INSTRUCTOR CONTACT INFORMATION:

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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, SOE Dispositions,

MoStep Standards Addressed 2.1 Students will understand the integrated nature of the language strategies (storytelling, word play, process-based drama, puppetry, readers' theatre, poetry, etc.) 1 literacy. Goals 1.1; 1.2, 1.4, 2.1

MoSTEP 1.2, 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 of the procedures for setting up a writer's workshop that is responsive to diverse learners..Goals 1.1 2.1, 2.2, 2.3, 4.1, 4.3 MoSTEP 1.3, 3.1, 3.2, 4.1, 4.2, 5.2, 6.2, 7.2, 7.3

MoSTEP Elementary Subject Specific Competencies: 1.2.1.12.3 Students will learn techniques learn how to "read like writers" as they engage in craft study..Goals 1.1, 1.2, 1.3, 1.4, 2.1 MoSTEP 5.2

MoSTEP Elementary Subject Specific Competencies: 1.2.1.1

Language Arts 3.3, 3.4, 2.4 Students will develop the habit of reflective practice as they create, 1 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 6.3, 7.1, 7.2, 9.1

MoSTEP Elementary Subject Specific Competencies: 1.2.1.1

Language Arts 1.1, 1.3, 2.2, 2.3

2.5 Students will understand the development of the English language and the ways in which dialect and pragmatics impact students' sense of identity and place in society Goals 1.2, 1.2, 4.1, 4.2, 4.3 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

Schedule of required readings, class preparations and assignments, lectures, discussions, student out-of-class assignments and exams.

NOTE:

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 Parts*

BTB refers to readings in *Beyond the Beanstalk*

NOTE: Field Experiences are noted on the schedule in bold lettering. On these days, you at Maplewood Richmond Heights Elementary School. You will be dismissed from the school return to the university before your next class.

Session One: Tuesday January 17: Introductions

- Introductions among ourselves
- Introduction to integrated language arts instruction
- Introduction to course goals and expectations
- Introduction to Professional Literature Reflections

Assignment for Session Two:

- 1 Read Chapters 1-3 in WW
- 1 Complete Professional Literature Reflection #1

Session Two: Thursday, January 19: Envisioning Text: Learning to Read like Writers

- The concept of craft study
- Reading-Writing-Viewing Connections
- Introduction to Part Two: Language Arts Notebook

Assignment for Session Three:

- 1 Read Chapters 7 & 8 in WW
- 1 Complete Professional Literature Reflection #2

Session Three: Tuesday, January 24: Envisioning Text: Craft Study Samples

- Genres
- Text Structures
- Ways with Words
- Independent Writing Draft Assignment #1: Genre: Modern Fantasy

Assignment for Session Four:

- 1 Read Chapters 1-4 in TWW
- 1 Complete Professional Literature Reflection #3
- 1 Complete Independent Writing Draft Assignment #1: Modern Fantasy.

Session Four: Thursday, January 26: The Writing Workshop: What do we know about

- Michael Halliday's Theory: Functions of Language
- Developmental Stages in Children's Writing

Assignment for Session Five:

- 1 Read Chapters 5-8 in TWW
- 1 Complete Professional Literature Reflection #4

Session Five: Tuesday, January 31: The Writing Workshop: Basic Components

- Rationale for establishing a Writing Workshop
- Structures and Routines in the Writing Workshop
- The Tone of Writing Workshop
- Independent Writing Time

Assignment for Session Six:

- 1 Read Chapters 9-13 in TWW
- 1 Complete Professional Literature Reflection #5
- 1 Complete Craft Study Samples 1 and 2

Session Six: Thursday February 2: The Writing Workshop: Focus lessons and Whole Group Instruction

- Components of Focus Lessons
- Sample focus lessons

Assignment for Session Seven:

- 1 Read Chapters 14-16 in TWW
- 1 Complete Professional Literature Reflection #6
- 1 Bring to class Independent Writing Draft Sample: Genre: Modern Fantasy

Session Seven: Tuesday, February 7: The Writing Workshop: Writing Conferences

- Goals of Teacher-Student Conferences
- Goals of Peer Conferences
- Nancie Atwell: "Having a Conference with Yourself"

Assignment for Session Eight:

- 1 Read expectations for Field Experience Assignment
- 1 Complete Craft Study Samples 3 and 4
- 1 Complete Independent Writing Revised Sample: Modern Fantasy

Session Eight: Thursday February 9: Field Experience at Maplewood Richmond Heights Elementary School (MRH)

- Initial Observation: Classroom Tone and Procedures

Assignment for Session Nine:

- 1 Record initial observations

Session Nine: Tuesday February 14: Field Experience at Maplewood Richmond Heights Elementary School (MRH)

- Kid-watching

Session Ten: Thursday, February 16: Preparation for Focus Lesson

- Work with small group to prepare focus lesson

Assignment for session Eleven:

- 1 Prepare to teach focus lesson.

Session Eleven: Tuesday, February 21: Field Experience at Maplewood Richmond Heights Elementary School (MRH)

- Teach focus lesson

Assignment for Session Twelve:

- 1 Prepare to confer with student

Session Twelve: Thursday, February 23: Field Experience at Mapl Richmond Heights Elementary) MRH_

- Confer with students

Assignment for Session Thirteen:

- 1 Complete Craft Study Samples 7 and 8

Session Thirteen: Tuesday February 28: Craft Study: Information Books

- Types of Information Books
- Construction of Information Books: Building the Cognitive Inventory

Assignment for Session Fourteen:

- 1 Complete Independent Writing Sample Draft #2: Genre: Information Books

Session Fourteen: Thursday March 2: The Writing workshop: Big Plans, Assessment, a

- Planning for the “Big Picture”
- Documentation of Teaching and Learning
- How do we assess and evaluate the process and outcomes of the Writing Workshop?

Assignment for Session Fifteen:

- 1 Complete Craft Study Samples # 9 and 10

Session Fifteen: Tuesday March 7: Listening and Speaking: A Brief History of the Engli

- Exploration of the Development of English
- Standard English and “non-Standard” English
- The social consequences of dialect

Assignment for Session Sixteen:

- 1 Complete Field Experience Reflection

Session Sixteen: Thursday March 9: Listening and Speaking: Strategies to teach Standa

- Standard mechanics in context
- Handwriting instruction
- Explanation of Mechanics in Context Assignment

Assignment for Session Seventeen: Enjoy Spring Break

Spring break

Session Seventeen: Tuesday March 21: Poetry Writing

- Ways of Seeing Words
- Compacting language
- Visual arts and poetry

Assignment for Session Eighteen

- 1 Complete Independent Writing Sample Revision #2: Genre: *Information Books*

Session Eighteen: Thursday March 23: Poetry and Oral Interpretation

- Principles of Oral Interpretation
- Vocal Properties

- Poetry and Movement
- Poetry Slams

Assignment for Session Nineteen

- 1 Complete Independent Writing Sample Draft #3: Genre: *Poem*

Session Nineteen: Tuesday March 28: Readers' Theatre and Oral Interpretation

- Scripting Readers' Theatre
- Stage Movements
- Performing Reader's Theatre
- Chamber Theatre

Assignment for Session Twenty:

- 1 Read
- 1 Complete "Mechanics in Context" lesson plan

Session Twenty: Thursday March 30: Introduction to Storytelling

- Family Folklore
- Personal Narratives
- Family folklore and integrated curricula

Assignment for Session Twenty-one

- 1 Read
- 1 Complete Professional Literature Reflection #7

Session Twenty-One: Tuesday April 4: Storytelling and Traditional Fantasy: Fables, Folk Tales, and Fairy Tales

- Traditional Fantasy: Fables, Folk Tales, and Fairy tales
- Quick and Easy Ways to Learn a Story
- Story-weaving

Assignment for Session Twenty-Two

- 1 Complete Independent Writing Sample Revision #3: Genre: *Poem*

Session Twenty-Two: Thursday April 6: Puppetry and Storytelling

- The Roles of Puppetry in Culture
- Styles of Puppets
- Puppet scripting, performance, and literacy

Assignment for Session Twenty-Three

- 1 Read
- 1 Complete Professional Literature Reflection #8
- 1 Complete Independent Writing Sample Draft #4: Genre: *Personal Narrative*

Session Twenty-Three: Tuesday April 11: History Telling

- Translating history into story
- Personae

Assignment for Session Twenty-Four

- 1 Read Excerpts from *Through Indian Eyes: The Native Experience in Books for Children*

1 Complete Professional Literature Reflection #9

Session Twenty-Four: Thursday April 13: Telling “Other People’s Stories”

- Understanding cultural boundaries
- Respecting “sacred” stories

Assignment for Session Twenty-Five

1 Complete Independent Writing Sample Revision #4: Genre: *Personal Narrative*

Session Twenty-Five: Tuesday April 18: Story-Theater and Mask Performances

- Roles of masks in culture
- Non-verbal performance
- Mask theatre and movement

Assignment for Session Twenty-Six

1 Read
1 Complete Professional Literature Reflection #10
1 Work on Creative Drama/Storytelling Project

Session Twenty-Six: Thursday April 20: Anansi Stories

- Story, culture, and geography
- Case study: Anansi stories and the cultural heritage of Ghana

Assignment for Session Twenty-Seven:

1 Work on Creative Drama/Storytelling Project

Session Twenty-Seven: Tuesday April 25: Rehearsal Time

Assignment for Session Twenty-Eight:

1 Finalize Creative Drama/Storytelling Project

Session Twenty-Eight: Thursday April 27: Creative Drama/Storytelling Performances

Assignment for Session Twenty-Nine

1 Work on Creative Drama/Storytelling Project

Session Twenty-Nine: Tuesday May 2: Creative Drama/Storytelling Performances

Assignment for Session Thirty:

1 Work on Creative Drama/Storytelling Project

Session Thirty: Thursday May 4: Creative Drama/Storytelling Performances

Session Thirty-one: Final Examination

3. RESOURCES:

Required Texts:

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

Ray, K. W. (2001). *The Writing workshop: Working through the hard arts (and they’re al*

Urbana, IL: National Council Teachers of English.

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

4. EVALUATION;

Language Arts Notebooks (20% of final course grade)

Section One: Professional Literature Reflections (10% of final course grade). Each time you section of assigned reading, you will be asked to submit a *Professional Literature Reflection*. The *Literature Reflection* should focus on a “big idea” that you have taken from the reading and include response to the reading. This personal response may take the form of a critique, a question, or the “text to self,” “text to text,” or “text to world” connection. *Professional Literature Reflections* are due on the day as the reading assignment. *Professional Literature Reflections* are assessed on a “for credit/

Section Two: Independent Writing Samples

Drafts: (5% of the final course grade). During the course you will create four rough drafts in specific genres (modern fantasy, informational texts, poetry, and personal narratives). Additional information about *Independent Writing Sample Drafts* and rubrics for their evaluation will be provided.

Revisions (5% of the final course grade). During the course you will revise the four rough drafts created. These revisions should reflect new ways in which you have conceptualized your drafts; they 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.

Section Three: Craft Study Samples (10% of final course grade). During the course, you will describe 10 (ten) texts that illustrate specific examples of writing craft (text structures and/or “writing craft”). Deadlines are listed on the Assignments schedule. Additional information about *Craft Study Samples* for their evaluation will be provided.

Field Experience Reflection (20% of final course grade)

During the course, you will have opportunity to plan, deliver, and reflect upon a focus lesson in a classroom. You will be asked to provide a written reflection on your experience and its implications for your professional growth. Details of the expectations for the assignment and a rubric for its evaluation will be provided.

Mechanics in Context Lesson Plan (10% of final course grade)

You will be asked to create a lesson plan targeting the teaching of “standard” English mechanics in the context of a writing workshop. Details of the expectations for the assignment and a rubric for its evaluation will be provided.

Creative Drama/Storytelling Project (30% of final course grade)

After exploring the roles of storytelling, puppetry, readers theatre, mask theatre, and story-theater in the curriculum, you will create a final project that will include:

- An individual or group performance
- A written overview of an integrated unit inspired by the performance piece (2-3 pages)
- A lesson plan detailing one session of the integrated unit (1-2 pages)
- Personal and peer reflections on presentations.

Details of the expectations for this assignment and a rubric for its evaluation will be provided

Final Examination (10% of final grade)

Your final examination will assess your mastery of language arts pedagogical knowledge. It will include multiple choice and short-answer questions.

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

6. 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 quoting small portions of texts, articles, interviews, or websites.

Should appropriately identify the source of information when paraphrasing (restating) ideas from articles, or websites.

Should follow the guidelines of the American Psychological Association Style Guide when referencing research sources.

Consequences of Academic Dishonesty:

Webster's policy on plagiarism (academic dishonesty) outlines strict guidelines for punishment, ranging from merely failing the class to automatic dismissal from the university.

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

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and you may require accommodations contact the Director of the Academic Resource Center, 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 reflection 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 research.**

visionary, yet realistic, thinking. This thought and action process underscores the development of 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 "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 and 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**