



### Course Syllabus

COURSE NUMBER: EDUC3170.01	COURSE TITLE: Language Arts	TERM: Spring 2007
SITE: Webster University	INSTRUCTOR CONTACT INFORMATION: Dr. Ken Holmes <a href="mailto:kenecu@aol.com">kenecu@aol.com</a> preferred cell:[Verizon] 618-977-7788 land: 618-397-0873 <a href="mailto:kennethholmes09@webster.edu">kennethholmes09@webster.edu</a>	CREDIT HOURS: 3

- 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 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 1.2, 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 cycle and learn the procedures for setting up a writer’s workshop tht is responsive to diverse learners..	Goals 1.1, 1.2, 1.3, 1.4, 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: 1.2.1.1
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,
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, 1.3, 2.2, 2.3
2.5 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	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
2.6 Students will demonstrate the process of translating story to script; particularly for a Readers' Theater	Goals 3.2, 3.3 Dispositions: 2, 2.2, 2.3	MoSTEP 1.2, 1.5, 4.1

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, 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're all Hard Parts)*

BTB refers to readings in *Beyond the Beanstalk*

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

**Session One: Tuesday January 16: 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:

- ✓ Complete Professional Literature Reflection #1 (Chapters 1-3 in *WW*)

**Session Two: Thursday, January 18: 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:

- ✓ Complete Professional Literature Reflection #2 (Chapters 7 & 8 in *WW*)

**Session Three: Tuesday, January 23: Envisioning Text: Craft Study Samples**

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

Assignment for Session Four:

- ✓ Complete Professional Literature Reflection #3-Chapters 1-4 in *TWW*

- ✓ Complete Independent Writing Draft Assignment #1: Modern Fantasy.

**Session Four: Thursday, January 25: The Writing Workshop: What do we know about young writers?**

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

Assignment for Session Five:

- ✓ Complete Professional Literature Reflection #4 (Chapters 5-8 in *TWW*)

**Session Five: Tuesday, January 30: 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:

- ✓ Complete Professional Literature Reflection #5 (Chapters 9-13 in *TWW*)
- ✓ Complete Craft Study Samples 1 and 2

**Session Six: Thursday February 1: The Writing Workshop: Focus lessons and Whole Group Instruction**

- Components of Focus Lessons
- Sample focus lessons

Assignment for Session Seven:

- ✓ Complete Professional Literature Reflection #6 (Chapters 14-16 in *TWW*)
- ✓ Bring to class Independent Writing Draft Sample: Genre: Modern Fantasy

**Session Seven: Tuesday, February 6: 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:

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

**Session Eight: Thursday, February 8: Concerning Classroom Tone through Observation**

**Session Nine: Tuesday February 13: Field Experience at Edgar Road Elementary School (ERE))**

- Initial Observation: Classroom Tone and Procedures

Assignment for Session Nine:

- ✓ Record initial observations

**Session 10: Thursday, February 15 In Webster classroom, crafting mini-focus lesson**

**Session Eleven: Tuesday February 20 Field Experience at Edgar Road Elementary School (ERE)**

- Teach focus lesson

Assignment for Session Twelve:

- ✓ Prepare to confer with student

**Session Twelve: Thursday, February 22: Field Experience at Edgar Road Elementary (ERE)**

- Confer with students

Assignment for Session Thirteen:

- ✓ Complete Craft Study Samples 7 and 8

**Session Thirteen: Tuesday February 27: Craft Study: Information Books**

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

Assignment for Session Fourteen:

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

**Session Fourteen: Thursday March 1: The Writing workshop**

- Documentation of Teaching and Learning
- How do we assess and evaluate the process and outcomes of the Writing Workshop?

Assignment for Session Fifteen:

- ✓ Complete Craft Study Samples # 9 and 10

**Session Fifteen: Tuesday March 6: Listening and Speaking: A Brief History of the English Language**

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

Assignment for Session Sixteen:

- ✓ Complete Field Experience Reflection

**Session Sixteen: Thursday March 8: Listening and Speaking: Strategies to teach Standard Mechanics**

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

Assignment for Session Seventeen: Enjoy Fall Break

**Fall break**

**Session Seventeen: Tuesday March 20: Poetry Writing**

- Ways of Seeing Words

Assignment for Session Eighteen

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

**Session Eighteen: Thursday March 22: Poetry and Oral Interpretation**

- Principles of Oral Interpretation
- Vocal Properties
- Poetry and Movement
- Poetry Slams

Assignment for Session Nineteen

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

**Session Nineteen: Tuesday March 27: Readers’ Theatre and Oral Interpretation**

- Scripting Readers’ Theatre
- Stage Movements
- Chamber Theatre

Assignment for Session Twenty:

- ✓ Read *BYB xi-12*
- ✓ Complete “Mechanics in Context” lesson plan

**Session Twenty: Thursday March 29: Performing Reader’s Theatre**

Assignment for Session Twenty-one

- ✓ Read *BYB Chapter 2*
- ✓ Complete Professional Literature Reflection #7 (Chapter 10 in *BYB*)

**Session Twenty-One: Tuesday April 3: Family Folklore**

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

Assignment for Session Twenty-Two

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

**Session Twenty-Two: Thursday April 5: Introduction to Storytelling**

- How to select a story to tell
- How to tell a story

Assignment for Session Twenty-Three

- ✓ Complete Professional Literature Reflection #8 (Chapters 8 & 9 in *BYB*)
- ✓ Complete Independent Writing Sample Draft #4: Genre: *Personal Narrative*

**Session Twenty-Three: Tuesday April 10: Professional Storyteller Blake Travis**

Assignment for Session Twenty-Four

- ✓ Complete Professional Literature Reflection #9 (Chapter 10 in *BYB*)

**Session Twenty-Four: Thursday April 12 Blake Travis**

Assignment for Session Twenty-Five

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

**Session Twenty-Five: Tuesday April 17: Story-Theater and Mask Performances**

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

Assignment for Session Twenty-Six

- ✓ Complete Professional Literature Reflection #10 (Chapter 10 in *BYB*)
- ✓ Work on Creative Drama/Storytelling Project

**Session Twenty-Six: Thursday April 19:**

Assignment for Session Twenty-Seven:

- ✓ Work on Creative Drama/Storytelling Project

**Session Twenty-Seven: Tuesday April 24: Rehearsal Time**

Assignment for Session Twenty-Eight:

- ✓ Finalize Creative Drama/Storytelling Project

**Session Twenty-Eight: Thursday April 26: Creative Drama/Storytelling Performances**

Assignment for Session Twenty-Nine

- ✓ Work on Creative Drama/Storytelling Project

**Session Twenty-Nine: Tuesday May 1: Creative Drama/Storytelling Performances**

Assignment for Session Thirty:

- ✓ Creative Drama/Storytelling Project Performances

**Session Thirty: Thursday May 3: Creative Drama/Storytelling Project Performances**

**Session Thirty One: Tuesday May 8 Final Exam**

**RESOURCES:**

**Required Texts:**

Ray, K. W. (1999)/ *Wondrous words: Writers and writing in the elementary classroom*. Urbana, IL: NCTE.

Ray, K. W. (2001). *The Writing workshop: Working through the hard arts (and they're all hard parts)*. Urbana, IL: NCTE

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

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

**4. 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:

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 University Student Handbook.

**5. ACCESSIBILITY/ACCOMODATIONS POLICY:**

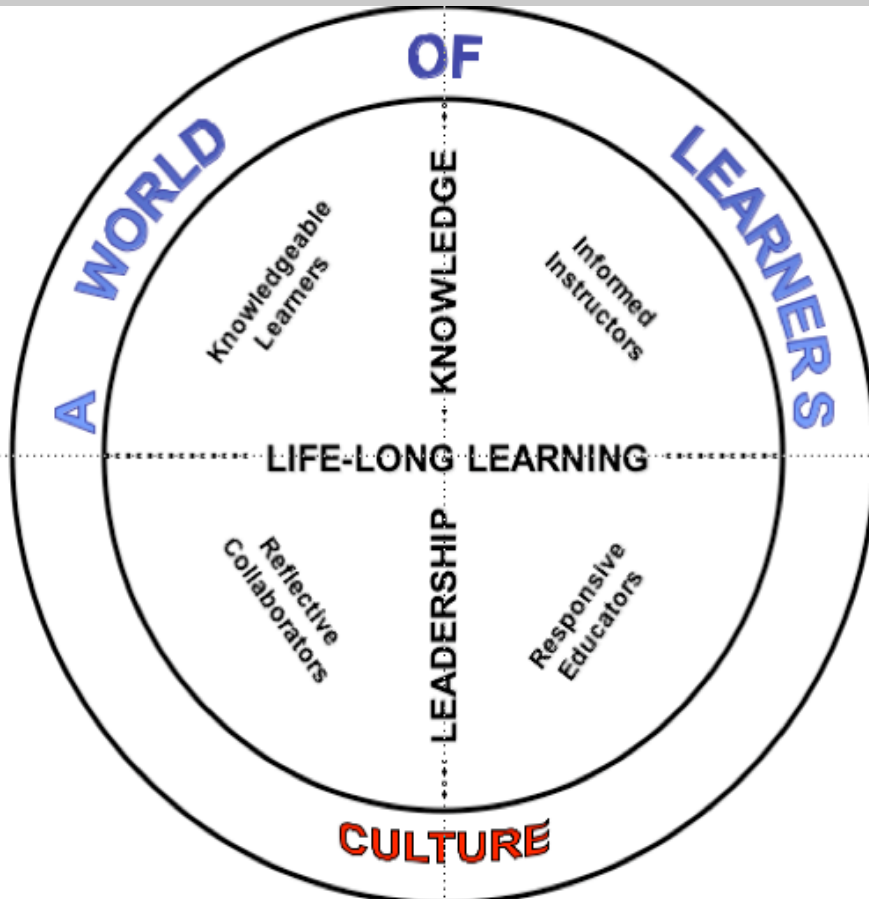
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Barbara Stewart, at (314) 968-7495.

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**