

Pez

CHAMINADE UNIVERSITY OF HONOLULU  
 INSTRUCTOR: Sylvia Loveless  
 COURSE: ED 440 (Language Arts)  
 TIME: Thursday, 5:45-8:45 p.m.

Fall 1999  
 Phone (Bus): 524-4243  
 Home: 395-5026

TEXT: Gail E. Tompkins, Language Arts, 4<sup>th</sup> Ed., New York: MacMillan 1998  
 ' Packet for manual

### RATIONALE

Language is the principal symbol system humans use to communicate. It is the major expression of thought. Language instruction should include:

- a. the nature of language (how it works)
- b. the nature of the English language (structure, sounds, word meanings and form, grammar)
- c. relationship of language and environment as content focus

The goal of language education is to promote the child's development of language skills which will enable him/ her to appreciate and use language effectively in coping with people, things, ideas, places and symbols.

### OBJECTIVES AND COMPETENCIES

The student will be able to:

1. Examine the full nature of language as a process, as a product and as an art.
2. Demonstrate knowledge of the rationale for language arts curriculum. (MACTE competency#5.3)
3. Demonstrate knowledge of the teaching of language arts, reading and writing.(MACTE competency#3.4)
4. Provide language arts experiences that meet the individual needs and interests of children, appropriate to their development. (MACTE#3)
5. Plan and implement a variety of language arts experiences in the form of group activities. (MACTE#3.11)
6. Demonstrate a range of teaching strategies which include: using manipulative materials for exploration of language; using concrete models for language arts concepts; using verbal strategies including explanation, inquiry, and dramatization. (MACTE#3.10)
7. Demonstrate knowledge of appropriate evaluative and assessment measures. (MACTE#4.2)  
 Develop and use a variety of appropriate record-keeping and evaluation processes related to children's language, reading and writing development. (MACTE#4.3, 4.

Students must attend at least 90% of the course in order to pass. Special arrangements must be made directly with the instructor if more than 10% of the course will be missed. In case of illness or family emergency, a student may request an incomplete. The student may be asked to make up the class by attending the next time the class is offered, by setting up an individualized program for completing the requirements, or through completion of the required work in the time frame specified in the contract.

## **SYLLABUS**

<b>Sept. 2</b>	<b>Introduction to class</b> <b>Overview of course/ syllabus and assignments</b> <b>Six modes of language: listening, talking, reading, writing, viewing, and visually representing.</b>
<b>Sept. 9</b>	<b>How Children Learn Language</b> <b>Learning Development and the Brain</b> <b>Language Development: Birth to Three</b>
<b>Sept. 16</b>	<b>Developing Listening Skills</b> <b>Language Development: Three to Six</b> <b>The I Spy Game; The Silence Game</b> <b>Matching; Sequencing; Spatial Relationships</b>
<b>Sept. 23</b>	<b>Creating a Language-rich Environment</b> <b>Observation, Teaching and Assessment Methods</b> <b>Record keeping Methods</b> <b>Language arts for 3-6</b> <b>Activities to Support Oral Development</b> <b>Classified Cards</b>
<b>Sept. 30</b>	<b>Emergent Literacy</b> <b>Sandpaper Letters/The Forty Key Sounds</b> <b>. Components of Words: beginning /middle /ending sounds</b>
<b>Oct. 7</b>	<b>Developing Speaking Skills</b> <b>The Movable Alphabet</b>
<b>Oct. 14</b>	<b>The Handwriting Process</b> <b>Metal Insets</b> <b>Parts to the Whole; Three Part Cards</b> <b>Turn in manuals for assessment</b>

Oct. 21	<b>Object Boxes</b> <b>Word Building and Decoding Skills</b> <b>Materials Making Session</b> <b>FIRST PERFORMANCE EVALUATION AND ASSESSMENT</b>
Oct. 28	<b>Sight Words and Action Words</b> <b>Phonograms</b> <b>Spelling for the real world / Dictionary Skills</b>
Nov. 4	<b>The Function of Words</b> <b>Assignment: Create a miniature environment</b>
Nov. 11	<b>NO CLASS-VETERANS' DAY</b>
Nov. 18	<b>The Computer and Language Arts</b> <b>Assessing Language Arts Software</b> <b>Miniature Environment due</b>
Nov. 25	<b>NO CLASS-THANKSGIVING BREAK</b>
Dec. 2	<b>Journal Writing for the Pre-K to Kindergarten Child</b> <b>The Relationship of Writing to Reading</b> <b>Bringing Language Arts to Life: Creativity</b>
Dec. 9	<b>Drama and Puppetry; Poetry</b> <b>SECOND PERFORMANCE EVALUATION AND ASSESSMENT</b> <b>LANGUAGE ARTS MANUAL DUE</b>
Dec. 16	<b>Cultural Diversity</b> <b>Working with Children with Learning Differences</b> <b>Language Arts Across the Curriculum</b> <b>ORIGINAL LANGUAGE ARTS ACTIVITY</b> <b>WRITTEN EXAM</b>

SYLLABUS AND COURSE CONTENT MAY BE ADJUSTED TO MEET THE NEEDS OF THE CLASS.

NOTE: Each class will begin with a "reading and reflection" session. This will involve writing your response to a question regarding the assigned text.

## ED 440 READING ASSIGNMENTS

Read BY date marked, and be prepared to write on the chapter(s) in class.

Sept. 9	Ch. 1, Ch. 5 pp. 181-186
Sept. 16	Ch. 7
Sept. 23	Ch. 2
Sept. 30	Ch. 4
Oct. 7	Ch. 8
Oct. 14	Ch. 3 pp.90-111, Ch. 12 pp. 498-511
Oct. 21	Ch. 5
Oct. 28	Ch. 9, Ch. 12 pp. 478-498
Nov. 4	Ch. 12 pp. 511-528
Nov. 18	Ch. 2 pp. 54-59, Ch. 10 (skim)
Dec. 2	Ch. 3 pp. 130-132, Ch. 6 (skim)
Dec. 9	Ch. 8 pp. 330-338, Ch. 11
Dec. 16	Ch. 13 pp. 533-577

## EVALUATION

1. ATTENDANCE & PARTICIPATION .....	35 POINTS
2. LESSON PLANS (POINTS VARY EACH GROUP) .....	30 POINTS
Due weekly, minus one point if late	
3. MANUAL.....	20 POINTS
4. REFLECTIONS (2 POINTS EACH) .....	30 POINTS
5. ORIGINAL ACTIVITY .....	20 POINTS
6. ORIGINAL DESIGN/ MINIATURE ENVIRONMENT .....	10 POINTS
7. PERFORMANCE TESTS (10 POINTS EACH) .....	20 POINTS
8. O AND P LOGS (5 POINTS EACH) .....	15 POINTS
9. WRITTEN EXAM.....	20 POINTS
	200 TOTAL

180-200	
160-179	B
140-159	C
120-139	D
BELOW 120	F ☹