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CHAMINADE UNIVERSITY OF HONOLULU
INSTRUCTOR: Syl ta Loveless
COURSE: ED 440 language Arts)
TIME: Thursday, 5:45-8:45 p.m.

Fall 2000
Phone (Bus): 524-4243
Home: 395-5026

TEXT: Gail E. Tompkins, Language Arts, 4th Ed., New York: MacMillan 1998
Srs. of ND, Montessori Matters 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

- Aug. 31** **Introduction to class**
Overview of course/ syllabus and assignments
Six modes of language: listening, talking, reading, writing, viewing, and visually representing.
The history of language
How children learn language
- Sept. 7** **Learning Development and the Brain**
Language Development: Birth to Three; Three to Six
Perceptual foundations of language
 Fine Motor Skills
 Visual Discrimination: patterning
- Sept. 14** **Creating a Language-rich Environment**
Developing Listening Skills
(Early Childhood) The Silence Game; The I Spy Game
(Early Elementary) The Sound Walk; Listening Games
 Aesthetic, Efferent, and Critical Listening
 Self-talk and other Listening Strategies
- Sept. 21** **Developing Speaking Skills**
Observation. Teaching and Assessment Methods
(ECE) Activities to Support Oral Development
 Sharing or Show and Tell
 Newspaper
(Elem.) Conversations; Oral Reports; Interviews
- Sept. 28** **Emergent Writing**
(ECE) From drawing to handwriting
 The Metal Insets
 Language Experience Stories
(Elem.) Refining handwriting; transitioning to cursive
 Writing skills (creative)
1ST. FIELD OBSERVATION ASSIGNMENT DUE
- Oct. 5** **Emergent Literacy: The Reading and Writing Connection**
(ECE) Sandpaper Letters; Ring Booklets; Forty Key Sounds
 Components of words: beginning/middle/ending sounds
(ECE-K) The Movable Alphabet

- Oct. 12 **Emergent Literacy**
 (ECE) Emergent Writing: Parts to the Whole Booklets
 (ECE-Elem.) Emergent Reading: Object Boxes; Three Part Cards;
 Action Words; Sight Words; Decoding Skills; Word Walls
- Oct. 19 **Early Writing and Reading**
(ECE) Invented **Spelling**
 (Elem.) **Phonograms**; Spelling and Dictionary Skills
BRING MANUALS/NOTEBOOKS FOR SHARING
- Oct. 26 **Early Writing and Reading**
(ECE) Classified Cards Spatial Relationships
(Elem.) The Function of Words: Parts of Speech
2 . FIELD OBSERVATION DUE
- Nov. 2 **Fluent Reading and Writing: Word Usage Part I**
 (ECE) Matching; Opposites; Logical Agreement
 (Elem.) Logical Agreement; **Compound Words; Comparative** Adjectives;
 Antonyms/Homonyms/Synonyms
- Nov. 9 **Fluent Reading and Writing: Word Usage Part II**
 (ECE) Sequence Cards
 (Elem.) **Noun/Verb** Agreement; **Tenses**; Plurals; **Contractions**;
 Punctuation
 (Elem.) Creative Story Writing
OPTIONAL PRESENTATIONS, GROUP A
- Nov. 16 **Poetry Experiences for the Young Child**
 Reading and Writing' **Petry** for the Elementary Child
OPTIONAL PRESENTATIONS, GROUP B
- Nov. 23 NO CLASS-THANKSGIVING
- Nov. 30 **Viewing and Visualizing**
 Drama and Puppetry
 The Computer and Language Arts: Assessing Software
3RD . FIELD OBSERVATION DUE

Dec. 7

Cultural Diversity

Working with Children with Learning Differences

ORIGINAL LANGUAGE ARTS ACTIVITY

Dec. 14

PERFORMANCE EVALUATION

WRITTEN EXAM

ASSIGNMENTS

Early Childhood and Combined Majors

1. Early Childhood Lang. Arts Manual: must include OWN rationale
2. Three Field Observations
3. Two original Lang. Arts activities for ECE

Elementary Majors

1. Early Elementary Lang. Arts Notebook: must include OWN rationale
2. Three Field Observations
3. Two original Lang. Arts activities for Early Elem.
4. *One of the following options:*
5. Miniature Environment
6. Wordsworth Chart
7. KWL Chart
8. Feltboard Story
9. Lang.-rich Environment floor plan
10. Service Learning Project (not for ECE students)

FIELD OBSERVATIONS (ALL)

Arrange to observe for two hours in a classroom of your choice, at the grade level you hope/intend to **teach**, and write your observations as to why or why not you consider it a "language-rich environment". DUE Sept. 28

2. Arrange to **administer** the Test of Print Concepts to five children between the ages of four (Pre-K) and five and a half (K). Results should be shared **with** the cooperating teacher, who will sign off on your reports. Use first names only, or the **children's initials**, on the checklists themselves. The checklists will be **returned** to you. DUE Oct. 26
3. Observe for two hours in a classroom, **ideally** other than the one in which you did your first field observation. Using the Running Record style of observation, *focus on teacher/child interactions*, recording the language used as much as possible. DUE Nov. 30

~~Student Teachers~~ may use the logs they **need** for student teaching. It is not **necessary** to do separate observations.

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. 7	Ch 1, Ch. 2
Sept. 14	Ch. 7
Sept. 21	Ch. 8
Sept. 28	Ch. 4
Oct. 5	Ch 6
Oct. 12	Ch 3
Oct. 19	Ch 12
Oct. 26	Ch 5
Nov. 2	Ch. 10
Nov. 9	Ch 9
Nov. 16	Ch 11
Nov. 30	Ch 13
Dec. 7	Review

EVALUATION

ECE ELEM.

1. ATTENDANCE & PARTICIPATION	35	35 POINTS
2. LESSON PLANS (POINTS VARY EACH GROUP)	20	20 POINTS
Due weekly, minus 0.5 point if late		
3. MANUAL (ECE)/NOTEBOOK (ELEM).....	35	25 POINTS
4. REFLECTIONS (2 POINTS EACH).....	30	30 POINTS
5. ORIGINAL ACTIVITY(IES)	25	20 POINTS
6. PERFORMANCE TEST	20	20 POINTS
7. FIELD OBSERVATIONS (5 POINTS EACH).....	15	15 POINTS
8. WRITTEN EXAM.....	20	20 POINTS
9. OPTIONAL ASSIGNMENT (ELEM.).....	15	<u>15 POINTS</u>

200 TOTAL

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