

## CHAMINADE UNIVERSITY OF HONOLULU

Fall Day, 2000

**INSTRUCTOR:** Sheri Schonleber, MST  
**COURSE:** ED 440.01 **Language Arts** Methods  
**T RAE:** to 4:00 PM  
**hours/3 credits**

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**W**  
**TTh** 10:30-12:30

### RATIONALE

Language is the principal symbol system humans use to communicate. It is the major expression of thought. The goal of language education is to promote the child's development of language skills that will enable him/her to appreciate and use language effectively in coping with people, things, ideas, places and symbols. It includes:

- the developmental nature of language and language instruction
- the nature of the English language (structure, sounds, word meanings and form, grammar)
- how to write a W"11 IV M\* an curricular go
- the history of language

### COURSE OBJECTIVES

The student will be able to:

- Describe the nature of language as a process, a product and an art
- Describe the development of language from age three through age eight
- Demonstrate knowledge of the rationale for language arts curriculum. (MACTE competency#5.3)
- Demonstrate knowledge of the teaching of the four language arts (MACTE competency #3.4)
- Know and have competency in at least three diagnostic techniques leading to the ability to accurately assess children's development (MACTE competency # 4.2)
- Provide language arts experiences that meet the individual needs and interests of children, as appropriate to their development and cultural experiences. (MACTE#3)
- Plan and implement a variety of language arts experiences in the form of group activities. (MACTE competency ,#3.11)
- Demonstrate a range of teaching strategies to support different cultural styles, including 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)
- 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.

### TEXTS

Language Arts, 4<sup>th</sup> Edition  
1000 Instant Words  
Packet available in bookstore  
Gail E. Tomkins New York: Mac Millan 1998  
Frye  
Schonleber and Loveless

### MATERIALS

3" binder  
10 tabbed dividers  
Colored pencils

### METHODS

Lecture/Discussion	Videos	Final Exam	Demonstrations
Readings	Observation	Writing Assignments	Material Making

### EVALUATION

Field Observations	15 percent
Lesson/Activity (choice of one of five)	15 percent
Resource Notebook	25 percent
Developmental Overview/Rationale	15 percent
Attendance	15 percent
Weekly reflection/quiz	15 percent

## **RUBRIC FOR EVALUATION**

"A" work **includes** all of the elements **listed** below, **completed in** a **consistently** superior **manner**

"B" **work includes** all of the **elements listed** below, completed in an above average **manner**

"C" work **includes** all of the **elements listed** below, **completed in an** average **manner**, or some of the **elements** below **completed** in an above **average manner**, but misses the **point** of some of the **assignment**.

"D" work includes some of **the** elements listed below and/or misses the point of most of the **assignment**

**"F"** work is not turned in or is **turned** in so **late** as to be unacceptable and **is** not college **level** work

Work **turned in late will lose** IWo per **week it is late**.

### **1. Attendance and participation (15 points)**

I **point** per class **except** final lass, which is 2 points

**Students** must attend **at least 90%** of the **course** in **order to pass**. K more **than** 109. of the course will be missed **special arrangements must** be made to **make** up the lass, take it **again** at another time, or take an **"Incomplete" contract**. **"Incomplete"** is **given only**, as **per** CUH **catalogue**, for illness or family **emergency**.

### **2. Resource Album (25 points)**

**Table** of Contents and **easily discernable**, tabbed sections 5 points

Includes **packet** of handouts, all **class** notes, all lesson ideas **and** rationale 5 points

**All** information organized by section 5 points

Class notes **are** easy to **read; complete** 5 **points**

All lesson ideas are **illustrated**, easy to **understand** 5 points

### **3. Field Observations (3 @ 5 points each)**

Use format as taught in Ed 200 (see **handout** at beginning of **packet**) 1 point

Content is thorough and thoughtful. **More** than a narrative 3 points

**Excellent** organization and mechanics 1 point

### **4. Developmental Overview/Rationale (15 points)**

Shows original thought 5 points

Demonstrates ability to synthesize knowledge 5 points

Integrates course content with field observations and research 5 points

### **5. Lesson/Activities or Service Learning (15 points)**

Includes Lesson **Plans** 5 points

Shows **original** thought and/or **reflection** 5 points

Smooth, professional presentation 2 points

**Evidence** of **personal** and **professional** growth 3 points

### **6. Weekly Reflection/Quiz (a, 1 point per week (15 points)**

Shows evidence of **thorough** FAT of **material** read .5 point

Writer is able to connect **readings** to personal experience .5 point

## Schedule

<b>Aug. 31</b>	<b>Introduction/Rationale for course</b> Overview of <b>syllabus/assignments</b> History of <b>language</b>	
Sept 7	<b>Development of language skills in children</b> <b>Perceptual</b> foundations of <b>language</b> Role of culture in <b>language development</b> <b>Implications</b> for the classroom	Chapter 1 Packet <b>Section 1</b> <b>Reflection #1</b>
Sept 14	Developing a <b>language-rich environment</b> Physical and <b>psychological</b> considerations Diagnostic teaching <b>observation/assessment</b> <b>recordkeeping</b>	Chapter <b>2, 13</b> Packet <b>Section 2</b> Reflection #2
Sept 21	<b>Receptive language processes</b> Activities to <b>facilitate listening</b> skills Classrooms designed to facilitate listening skills Red flags in the receptive <b>language</b> processes	Chapter 7 Packet <b>Section 3</b> Reflection #3 Bring <b>manual</b>
Sept 28	Expressive language processes Activities to facilitate <b>speaking skills</b> Classrooms designed to facilitate speaking skills Red flags in expressive <b>language</b> processes	Chapter 8 <b>Reflection #4</b> Field <b>Obs #1</b> SL or lesson plan 1
Oct 5	The <b>reading</b> and writing connection Facilitating the <b>reading/writing</b> connection <b>Language Experience</b> Approach Activities to facilitate connections	Chapter 3 Chapter 4 Packet <b>Section 4</b> Reflection #5
Oct 12	<b>Emergent</b> writing handwriting Journals red flags	Chapter 6 Packet <b>Section S</b> Reflection #6
Oct 19	Emergent and early writing the editing <b>process</b> invented spelling mini-lessons	Chapter 9 Chapter 12p. 477-507 Reflection <b>#7</b> Bring <b>Manual</b>
Oct 26	Emergent reading activities to support <b>development of</b> emergent reading red flags dyslexia	<b>Packet Section 6</b> 1000 Instant Words Reflection #8 Field Obs #2 SL or lesson plan 2
Nov 9	Emergent and early reading <b>understanding the structure</b> of language word building	Chapter S Chapter 12 p. 511-534 Reflection #9
Nov 16	Putting it all together: practical <b>applications</b> teaching children to do <b>research</b> computers in the classroom	Chapter 10 Packet <b>Section 7</b> Reflection #10

Nov 23 NO CLASS-THANKSGIVING BREAK



**Nov 30** **Putting it all together** the arts in **language** acts  
Poetry  
**drama**  
**bookmaking**

**Chapter** 11  
Packet Section 8  
**Reflection** #11  
**Field Obs** #3  
SL **or** lesson **plan** 3

Presentations and celebration of **learning**

Reflection #12  
**Course** evaluations  
**Manual** due

Dec 7 Dec 14 Final (Developmental Overview and  
**Rationale**) **due** in **my office** by 4:00 PM

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

## **Ed 440 Pre-Test**

**Name:**

**Date: \_**

**Age:**

**Ethnicity:**

**Major:**

**Class Standing:**

**Gender:**

**Please answer the following short essay questions. Thank you for your participation!**

- 1. Describe the nature of language as a process, as a product and as an art.**
- 2. Describe the development of language from age three to age eight.**
- 3. What is a "rationale" for a language arts curriculum?**
- 4. What are the four language arts? Give three examples of how to teach each language art (12 examples total).**
- 5. Describe three diagnostic techniques that will enable you to accurately assess children's language arts development.**
- 6. Describe how you would provide language arts experiences that meet the individual needs and interests of children and that are appropriate to their development and cultural experience.**
- 7. How would you plan and implement group activities in all four of the language arts? List four different kinds of activities.**
- 8. Describe at least three teaching strategies that support different cultural styles.**
- 9. What record-keeping and evaluation processes does the DOE use to assess children's **growth** in children's language, reading and writing? List two other types of record-keeping and evaluation systems and give two examples for the appropriate use of these systems.**