

CHAMINADE UNIVERSITY OF HONOLULU

Fall, 2000.

Course:

Time:

ED 440 Language Arts: Curriculum and Methods

Instructor:

Jolyne Rego, **Med**

Montessori school of Maui 2933 Baldwin Avenue Makawao, Hawaii 96768

Monday, 5:30 - 9:30 PM

October 2 - December 11

Credits: 3 credits, 45 hours

School: 573-0374 Classroom: 573-4704 **Home:** 244-2017

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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) The integration of content base throughout all subject areas
- d) The use of literary form (understanding of structure through experience)
- e) The 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.

COURSE OBJECTIVES:

- 1. To provide an overview of the full nature of language as a process, a product, and an art
- 2. To teach and provide **practice** in the development of diagnostic techniques leading to the ability to accurately assess and then create developmentally appropriate language arts activities and experiences.
- 3. To describe and provide **practice** in how to utilize **brain-based learning** in language arts, **including knowledge** of **varied learning** styles.
- 4. To become aware of current methods of independent, interpretive and creative approaches to the mechanics and processes of the language arts (small group and individual methods).
- 5. To teach and allow for observation and practice of the Montessori sequence of language materials; as well as, observation of classrooms utilizing current best practice in the area of language arts.

COURSE STRATEGIES:

Review of text; lecture; demonstrations of language materials and lessons; practice with materials; participation in discussions; assignments; and a project presentation.

STUDENT COMPETENCIES: By the end of the course, the student should be able to:

- 1. Describe the full nature of language as a process, as a product and as an art.
- 2. Know and have competency in at least three diagnostic techniques that will allow for accurate assessment of children's language arts development.
- 3. Apply knowledge regarding the sequential nature of the skills involved in learning language arts to teaching reading, writing, listening, and speaking.
- 4. Put into use through classroom design and creation of activities, current best thought regarding reading and writing programs.
- 5. Demonstrate an understanding of how to utilize varied learning and cultural styles of communication through design of developmentally appropriate environments and materials.
- 6. Demonstrate the ability to design. implement and evaluate language arts curriculum materials, resources, and activities that are appropriate for children with varying abilities and cultural backgrounds, and that are designed for exploration and discovery of language (spoken and written) and the systems of grammar in dynamic language.

COURSE REQUIREMENTS AND EVALUATION:

Attendance and Participation	20%
Text	10%
Curriculum Manual	30%
Observations	10%
Children's Language Arts Literature Bibliography	5%
Professional Journal Articles	5%
Project and Presentation	20%

TEXT:

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Tompkins, Gail E. and Hoskisson, Kenneth, Language Arts Content and Teaching Strategies, Third Edition, Prentice-Hall

Fry, Ph.D., Edward, 1000 Instant Words, Laguna Beach Educational Books

Sisters of Notre Dame De Namur, Montessori Matters,

Packet of Ed 440 Handouts

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ASSIGNMENTS: Y written assignments will be submitted typewritten or com tergenerated, double-spaced.

- Attendance and participation in class experiences with language materials. Students must attend 90% of the course in order to pass. If a student misses more than 90% of class, special arrangements must be made to make up the elms, take it again at another time, or take an incomplete contract.
 Arrangements made solely at the discretion of the instructor.
- 2. Read **the texts** following the course outline and content. Each student will be assigned a **chapter** to present in synopsis to the class at each session.
- 3. Assemble an **organized**, tabbed **Language** curriculum resource **album**. It should include a linear presentation of all the lessons and activities presented, written according to the lesson format. Include clear illustrations **and/or photographs** of **materials** presented, any extensions and/or other related activities. **Include the** packet of Ed 440 *handouts*, *all* **class** *notes*, *all* observations, all professional journal articles, **literature** bibliography, and any other information **accumulated**. Include a **complete** table of contents. This album is due on **December** 4th.
- 4. Observe a Montessori Primary classroom, a non-Montessori Pre-school classroom, and an Elementary Montessori classroom. Write up your observations according to the observation format provided by the instructor. Include these observations in your resource album. Each student will be asked to share insights from their observations with the class as they occur.
- S. Develop a bibliography of works of **children's literature** that are related to the language concepts covered in this course. Insert this **bibliography into**your resource album. (I recommend that you continue to add to this bibliography to reflect all the curriculum areas in the classroom.)

 Group coordination and sharing in this project is recommended.
- 6. Read seven (7) articles in professional journals that deal with any aspect of Language education. Include one article on Dyslexia and related disorders. Include one article on Multiple Intelligences. Write a synopsis and your own reflections of each article. Copy each article for insertion into your resource album. Copy each article to give to the instructor.
- 7. Create a **miniature environment** to be displayed and presented at our **final** class session on <u>December 1</u>1th. Samples and miniature environment format requirements will be provided by the instructor.

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Course Outline and Content:

October 2 Introduction to Class

- Discussion of course, syllabus, and assignments
- Language acquisition and learning differences
- History of Development of Language

October 9 Children's Roast Language

- How children learn language, methodology and psychology 3-6
 Oral language, sight and sound associations
- Preparation for reading and writing, skill building processes
- Read Chapter 1

October 15 Developing a living Language Arts program

- Developing a language rich environment
- Diagnostic teaching: where do I start?
- Read Chapter 2 Text

October 23 Receptive Language Processes

- Activities to facilitate listening skills
- Red flags in the receptive language process
- Read Chapter 7 Text

Odober 30 **Expressive** Language Processes

- Activities to facilitate speaking skills
- Red flags in the **expressive** language process
- Read Chapter S Text

November 6 The Writing and Reading Connection

- Understanding how children learn to read and write
- Activities to support emergent literacy
- Read Chapters 3 and 4 Text

November 13 The Mechanics and Process of Writing and Reading

- Activities to facilitate the mechanics and process of writing
- Activities to **facilitate** the **mechanics** of reading
- . Rea aplers b at d 9 Text

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November 20 The Process of Becoming Literate

Activities to facilitate the process of early literacy

- Assessment: **Determining** Student's **Progress**
- Understanding the structure of language
- Activities to facilitate understanding the **structure** of language
- Read Chapt 5, 12, an 13 Text

December 4 Putting it all together: **Practical** Applications

- Activities to **facilitate** practical applications
- Activities to facilitate the arts in Language Arts
- uage Arts Resource Album AM
- Read Chapters 9.10, and 11 Text

December 11 Miniature Environments to be displayed and presented

Syllabus and schedule may be adjusted to meet the needs of the students.

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