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**CHAMINADE UNIVERSITY OF HONOLULU**

**Fall, 2000.**

**Course:** ED 440 **Language Arts: Curriculum and Methods**

**Instructor:** Jolyne Rego, **Med**  
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**Time:** **Monday**, 5:30 - 9:30 PM  
October 2 - December 11

**Credits:** 3 credits, 45 **hours**

**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:**

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



## 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 Oral 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 Text

### 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

### October 30 Expressive Language Processes

- Activities to facilitate speaking skills
- Red flags in the expressive language process
- Read Chapter 8 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
- Read Chapters 5 and 9 Text

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, and 13 Text

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

- Activities to **facilitate** practical applications
- Activities to facilitate the **arts** in **Language Arts**
- **Language 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**.