

CHAMINADE UNIVERSITY OF HONOLULU
Honolulu, HI

Course: ED 440.02 Language Arts
Instructors: Bridgewater
Time: Thursdays 5:45-8:45
Clock Hours: 45 hours/ 3 Credits

Office hours: Appointment
Phone: **949-9942**

RATIONAL :

Language is the principal symbol system humans use to communicate and is the principle way **thought** is expressed. The goal of language education is to promote the child's development of language skills that will enable him/her to use language spontaneously and effectively by freely expressing experiences, ideas and all other avenues of communication. Language instruction should include:

- o the history of language;
- o the nature and function of language using analysis of symbol charts and grammar boxes;
- o the structure of language from phonograms, word meaning, sentence structure;
- o writing and reading from within the Cosmic Curriculum content;
 - general usage: 3 part cards, definitions, reading cards
 - subject usage: geography, geology, etc
 - integration usage: thematic thought within whole language, balanced with phonetic skills and grammar work
- o how to integrate content base throughout all subject areas;
- o the use of **literary** forms: tales, myths, legends, **poetry**, drama, and pathways to literature

OBJECTIVES:

The student will:

1. examine the full nature of language as a process, a product, and an art (MACTE Competency 3.3);
2. develop the skills necessary to diagnose the stages of development of children leading to ability to assess readiness for the various language arts. (MACTE Competency 3.1,3.2, 4.1,4.2,4.3,4.4,4.5);
3. understand and describe how to utilize brain-based **learning** in language arts. (MACTE Competency 1.1,1.2,2,3.9,5.2,5.2);
4. research and report on current thought regarding independent, interpretive, and creative approaches to phonics, reading, and writing programs (small group and individual methods). (MACTE Competency 1.2,1.2,3.9, 3.13, 8);
5. research and implement activities designed to explore and discover language usage (spoken and written) and the systems of grammar in dynamic language, including:
 - a) grammar functions
 - b) structural grammar
 - c) library and reference skills
 - d) research skills
 - e) skill building of word usage
 - f) refinement of literary skills

METHODS:

Review of text	Discussion	Demonstration	Readings	Lesson Presentations
Writing Assignments	Exam	Practice With Materials		Videos

TEXTS:

Language Arts	Tomkens & Hoskisson
Language Manuals	Pamela Lanaro

COURSE STRATEGIES

All requirements, assignments, projects, etc. must be completed to pass this course. Attendance and punctuality are taken very seriously in this class. Student must attend at least 90% of the course in order to pass. If there are extenuating circumstances affecting your ability to perform in class or to complete your assignments on time, please see your instructor as soon as possible. It is your responsibility to sign the attendance sheet at the beginning of each class. You will be considered absent if you fail to do so.

EVALUATION:

Attendance and Participation	15 percent	25
Written Reflections from Readings	15 percent	
Miniature Environment	15 percent	
Grammar Lesson Presentation	15 percent	
Bibliography	10 percent	
Curriculum Manual	10 percent	
Performance Final	25 percent	
Total:	100 percent	

ASSIGNMENTS:

- 1) make a miniature environment including nomenclature.
- 2) present a grammar lesson to the group
- 3) develop a bibliography of children's literature related to two **curriculum** areas
- 4) compile language **arts** album with original notes
- 5) complete reflections on readings as assigned

RUBRICS:

Environment--should be '**shelf-ready,**' that is, ready to be presented to students. There should be container, a mat or underlay, small objects and nomenclature cards.

Grammar Lesson--should demonstrate preparation and understanding of the concepts presented. Lesson materials should be organized and orderly.

Bibliography—the beginnings of a working document to assist you in finding appropriate books related to curriculum areas.

Language Arts Album--all presentations done in class (including those done by colleagues) should be organized and illustrated. These illustrations should help you identify both materials and procedure. In addition, the album should be organized with tabbed sections for continued development over the next year.

Reflections--should be one page, and describe the one or two things that most "struck" you as you were reading. Describe how this relates to your own teaching or life, and list one question you would like to ask the author. Must be written in Standard English.

Performance Final--the student should select eight presentations from which to draw one to demonstrate at the time of the final on June 28. Student will have five minutes to organize the lesson. The student will be evaluated on the ability to access relevant information, collect and organize the lesson and present it on a manner demonstrating conceptual understanding.

The eight presentations:

- | | | | |
|----|----|----|----|
| 1. | 3. | 5. | 7. |
| 2. | 4. | 6. | 8. |

SCHEDULE

<u>Topic</u>	<u>Readings</u>
	<u>Due Dates:</u>
8/30 Introduction to Class	

	<ul style="list-style-type: none"> • Overview of Course/Syllabus and Assignments • Developing a Living Language Arts Program 	
9/6	Review Language Development 3-6 and Multiple Intelligences <ul style="list-style-type: none"> • How Children Learn; How Children Learn Language • The Role of Culture in Language Development • Skill-Building Processes (activities, demonstrations Metal Insets, Puzzle Words, Phonograms, etc,) 	Ch 1, Tomkins Reflection 1 due
9/13	Grammar for Reading and Writing <ul style="list-style-type: none"> • The Function of Words • The Noun Family • The Verb Family/ Conjunction, Preposition, Pronoun 	Ch 12, Tomkins Reflection 1 due
9/20	Grammar for Reading and Writing <ul style="list-style-type: none"> • The Grammar Boxes • Sentence Analysis 	
9/27 Tomkins	The Reading and Writing Connection <ul style="list-style-type: none"> • Setting Up a Language-Rich Environment • Rationale for the Reading and Writing Processes • The Writing and the Reading Process 	Ch 2,13, Reflection 3 due
10/4	Literature in the Language Rich Classroom <ul style="list-style-type: none"> • Use of Literary Forms (tales, myths, legends, poetry, drama) • Pathways to Literature; Themes and Whole Language 	Ch 3,4, Tomkins Reflection 4 due
10/11	Vocabulary Development <ul style="list-style-type: none"> • Word Study: Compound Words, Suffixes, Prefixes, Antonyms, Synonyms, Homophones, Homonyms, Homographs • Vocabulary Enrichment 	Ch 5, Tomkins Reflection 5 due
10/18	Receptive and Expressive Language <ul style="list-style-type: none"> • Activities/Strategies to Help Develop Listening Skills • Activities/Strategies to Help Develop Speaking Skills 	Ch 7,8 Tomkins Reflection 6 due
10/26	Diagnostic Tools/Red Flags <ul style="list-style-type: none"> • Assessing Writing, Reading and Spelling • When You Suspect a Learning Difference • Community Resources 	Reflection 7 due
11/1	Language Issues in Literacy Development	
11/8 9,10, Tomkins	Language Skills for Daily Living-The Integrated Curriculum <ul style="list-style-type: none"> • Expository Writing • Research Skills • Technology in Language Arts 	Ch Reflection 8 due
11/15 Tomkins	The Arts in Language Arts <ul style="list-style-type: none"> • Bookmaking • Choral Reading 	Ch 11, Reflection 9 due

Celebrations

11/29 Tools for Writing-Handwriting, Spelling, Mechanics
Tomkins

Ch 6,

Handwriting Forms
Components of Spelling Instruction
Capitalization and Punctuation

Reflection

12/6 and 12/13

Wrap-up/Review

Performance Final

Syllabus and course content may be adjusted to meet the needs of the class.