

CHAMINADE UNIVERSITY OF HONOLULU

Sheri Schonleber
Spring Day, 2002

INSTRUCTOR: Sheri Schonleber, MST
COURSE: ED 440.01 Language Arts Methods
TIME: Wednesdays, 1:00 PM to 4:00 PM.

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Office Hours: M 11:00-2:00
W 8: 15-11:45
BY appt

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.

Ed 440 will include:

- the developmental nature of language and **language** instruction
- the** nature of the **English** language (**structure**, sounds, word **meanings** and **form, grammar**)
- how to integrate language arts **through** all **curricular** areas
- the history of **language**

COURSE

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
- Write a rationale for language arts curriculum.
- Demonstrate** knowledge of the **teaching** of the four language **arts**
- Know and have practiced three **diagnostic** techniques leading to the **ability** to **accurately** assess **children's** development
- Demonstrate** a range of teaching strategies **including** using **concrete materials** for exploration of **language** and verbal strategies including **explanation**, inquiry, and dramatization.
- Develop and use a **variety** of **appropriate** record-keeping and **evaluation** processes related to children's language, reading, and writing development.

METHODS

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

Language Arts, 5th Edition
Packet for **Notebook**
1000 **Instant Words**
Montessori **Matters**

Gail E. Tomkins New York: Mac **Millan** 1998
2002 **edition**
Montessori

EVALUATION

Field Observations	15 points (3@ 5 points <i>each</i>)
Lesson/Activity	15 points
Resource Notebook	25 points
Attendance/Participation	15 points
Weekly reflection/quiz	15 points
Final	15 points
Total	100 points

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 10% per week it is late.

1. **Attendance and participation** 15 points 1 point/week)
 Students must **attend** at **least** 90% of **the course** in **order** to pass. If more than **10%** of the **course** will be missed **special arrangements** must be made to make up the class, 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

Well organized, with easily discernable, tabbed sections	5 points
Includes the following:	14 points
packet of handouts (1 point)	
all class notes, (4 points)	
all lesson ideas (5 points)	
introduction (rationale/sequence) (4 points)	
Class notes are easy to read; complete	2 points
All lesson ideas are illustrated , easy to understand	4 points
3. Field **Observations** (3 @ 5 points **each**) 15 points

Use format in packet	1 point/paper
Content is thorough and thoughtful. More than a narrative	2 points/paper
Excellent organization and mechanics	2 points/paper
4. **Lesson/Activity** 15 points

Lesson includes lesson plan format included in packet	4 points
Aesthetic, well made materials	3 points
Includes control of error	2 points
Includes isolation of difficulty	2 points
Age-Appropriate	4 points
5. **Weekly Reflection/Quiz** (14 @ 1 point/week; 1 @ 2 points) 15 points

Shows evidence of thorough grasp of material read	1/2 point /week
Writer is able to connect readings to personal experience	1/4 point/week
Reflective	1/4 point/week
6. Final 15 points

Shows original thought	4 points
Demonstrates ability to synthesize knowledge of	4 points.
language development, environmental design,	
appropriate teacher interaction and appropriate	
language arts activities.	
Integrates course content with field observations and research	3 points
APA style for citations, conventions , headings	4 points

SYLLABUS

	Topic	Assignments
Jan 16	Introduction to class Rationale for course Overview of syllabus/assignments	Textbook Scavenger Hunt
Jan 23	History of the development of language Development of language skills in children Learning and culture Overview of different types of language arts programs	Chapter 1,15 Quiz #1 Packet Section I
Jan 30	Developing a language-rich environment Diagnostic teaching assessment recordkeeping	Chapter 2 Observation #1 due Quiz #2 Packet S Section 2
Feb 6	Em ergent Literacy Activities to support development of literacy Working with children with learning differences	Chapters 3,4 Matters p. 3-40 Omit #3 Packet Section 3
Feb 13	Receptive language processes Activities to facilitate listening skills Classrooms designed to facilitate listening skills Red flags in the receptive language processes	Chapter 7 matters p. 41- 44 Observ n #2 due Quiz #4
Feb 13	Expressive language processes Activities to facilitate speaking skills Classrooms designed to facilitate speaking skills Red flags in expressive language processes	Chapter 8 Lesson Idea due i. #5 Notebook Check
Feb 27	The mechanics of writing physical requirements activities red flags and what to do	Chapter 14 Matters p. 45-52 Quiz #d
Mar 6	Emergent and early writing reading and writing stories journals the editing process	Chapter 6, 12, Chapter 9 Wit #7 Observation #3 due
Mar 13	Emergent and early reading physical requirements activities red flags	1000 Instant Words Matters p. 53-75 NA #8
Mar 20	Emergent and early reading activities continued	Matters p. 76-98 i #O <i>lova</i>
Mar 27	NO SCHOOL -SPRING BREAK	t

Apr 3	Understanding the structure of language the etymology of words building vocabulary	Chapter 8 i. #11 Notebook check
Apr 10	Graceful Grammar	Chapter 13 Matters p. 99-139 Quiz #12*
Apr 17	Putting it all together: practical applications teaching children to do research presentations	chapter 10 i. #1
Apr 24	Putting it all together: the arts in language arts poetry drama bookmaking	Chapter I 1 Quiz #14
Apr 30	Presentations of activity with lesson plan (20 minute presentation)	Bring a lesson plan for all class members Notebook due
may 8	Final (In Class)	

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

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A final word:

To be **included** in **Notebook** checks

- #1 all tabs/sections **completed** (14 sections)
all notes to **e**
all lesson **ideas** to date
- #2 all notes to date
all lesson ideas to **date**
table of contents begun
- #3 **completed** table of contents
all notes to date
all lesson **ideas** to date
draft of rationale (**complete draft** of material presented to date)

When you **bring** your notebooks for the notebook check we will **share them** with one another for **ideas/clarification**. When you bring your **rationale** we will do **peer** editing/reading so the draft **should** be in **good** shape.

As **teachers**, you will get some of your best ideas from one **another; therefore** points will be deducted from the notebook **and rationale** if you don't **bring** them in on the dates indicated. Not bringing your work **means** no one can **benefit** from your good **ideas**.

Enjoy the class and one **another!**

/ Instead of the final you may choose a Service Learning Option

Service Learning is an important part of our mission here at Chaminade and can help to prepare you to become both a better citizen and a better teacher. You have been given a great gift in being able to attend college and achieve your goal of becoming a teacher, and we are given gifts in order to share them with others. Unwrap the gift of your talents and time, and do some service learning!

The **Service Learning Option** for this course requires that you participate in the **SHINE program** where you will be helping **Chinese immigrants** to learn **English** and pass their tests for **American Citizenship**

The **SHINE program** includes three training sessions and approximately ²⁰ 13 hours of tutoring within the semester. The tutoring session times are listed on the handout attached.

You will also be required to write a weekly reflection and a final reflection describing your experience and its connection to this class. The weekly reflections should be descriptive in nature, and should also describe how you are feeling as you complete the tutoring. Let us get to know your students, and feel free to share your concerns and insights into the teaching/learning process.