

SE '00
RM

ED440R and ED640R
Spring, 2000
Chaminade University of Honolulu

Instructor: **Sherry** Rose, MEd

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Course Location/Hours: **Liliuokalani** Building, Honolulu Room 400

Tuesdays 4:30-7:30 p.m. Room Phone: **586-3666** Fax: 586-3661

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Education Department

3140 Waialae Avenue

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I. Course Description: This course is designed to provide information for educators on the various language arts instructional approaches, strategies, techniques, and assessment methods used with **students with mild/moderate** disabilities in reading and writing. Students in RISE ABC-SE must obtain a "B" grade to meet **DOE** requirements.

II. Rationale: Language is a system of **communicating** that includes reading, writing, speaking, listening, viewing, and visual representing. The goal of teaching the language **arts** is the achievement of literacy for all children. Language arts is more than an **academic** subject. **It** is part of **everything** that happens in the classroom in all **disciplines**. As such, we are **all** language arts **teachers** all day. We must **have** the knowledge and skills to teach and use the language arts across the curriculum.

III. Course Objectives:

The student will:

1. Discuss and demonstrate various instructional approaches in language **arts**.
2. Describe and discuss emergent literacy skills.
3. Discuss and demonstrate skills in word **identification**, comprehension, spelling, and writing.
4. **Discuss** various components of reading acquisition and how they apply to students with **mild/moderate** disabilities.
5. Describe **characteristics** and needs of students who struggle with reading and writing.
6. Demonstrate the importance of integrating assessment with **instruction**.
7. Demonstrate an understanding of **alternative**, informal assessment techniques for students experiencing difficulty in reading and writing.
8. Explore the use of technology in teaching literacy.

IV. Course Materials: **Bring to class** each time.

REQUIRED TEXT: Cox, C. (1999). **Tea language arts: A student-and response-**
ce classroom. Boston: Allyn and Bacon. ISBN 0-205-28137-0

"OPTIONAL TEXT: Yopp, H. K. & Yopp, R. H. (1996). **Literature-based reading**
activities. (2nd ed.). Boston: Allyn and Bacon. ISBN 0-205-16387-0

Vi. **Course Format:** This class meets **once** weekly, Tuesdays, from 4:30-7:30 p.m. Via **distance** learning, the format will include mini-lectures, small and large group **discussions, individual participation** in class **exercises** and activities, research efforts, and readings review. Class format will **also** include guest speakers, video **screening/analysis**, and group **work/presentations** around selected topics.

Vii. Administrative Requirements:

1. **Attendance: REGULAR, ON-TIME** attendance, **preparation for class**, and active **participation** in class activities are expected of **all** students. Two or more absences **results** in the following: (1) a report to **the** Academic Dean and to the Registrar, and issuance of a deficiency notice; (2) significant impact on your course grade. Students receive points for **attendance/participation** in class **activities** and exercises. You cannot "make up" points for **activities/exercises** conducted in class. Missing more than three (3) classes will result in a failing grade.

2. **Incompletes:** Because of the extensive participatory nature of the **ED440/ED640** class, Incompletes will be considered only under the following conditions: (1) student has completed at least 75% of **course** requirements; (2) student has a compelling reason to request the **Incomplete** (medical **necessity**, for example); (3) student requests the Incomplete in writing prior to the last week **instruction and provides documentation as to why the incompleting is unavoidable.**

VII. Academic Requirements:

Written Assignments: All papers **should follow** the format for that particular assignment (example: **all** lesson plans **should** follow the RISE Lesson Plan Format--see **Effective Lesson Plan Components** handout).

All assignments will be discussed in detail prior to the due date.

Assigned Readings: **COURSE READINGS** are to be completed **PRIOR** to class. The readings are essential for student learning and participation in class activities.

Course Contract: (20 points) submitted via e-mail. Student will write up a course contract in collaboration with the **instructor**. The contract will identify specific learning goals, and the assignments to be **completed**. Due dates for each assignment will be identified by the student with support from the instructor.

Assignments: (**ED 440R-90** points) or (**ED640R-140** points). The following are some example activities that students may **choose to include** in their contract.

Assignments that are **REQUIRED** will be **identified**. The maximum point worth of each assignment will be 20 points. Students may create **their own** assignments (with **instructor** approval) to meet their **learning** goals. Students will create an assessment **rubric** for **each assignment** (Cox, p. 333 & handout). Both A **self-assessment** and an **instructor**

assessment will be used to evaluate each assignment.

Students will be responsible to self-monitor their completion of their contract and an **assessment** record of activities will be submitted twice (**class 6 and** at the end of the course).

- **Language Arts Lesson Plan and Self-Evaluation** (*Required of all students)
- **Abstract Professional Journal Articles** (*Required for ED640R students)
- **Language Arts Lesson Presentation**
- **Reading Response Journal**
- **Review of Children's Literature- Elementary (10) Middle (5) and *High School (5)***
- **Literature -Based Reading Activities-Presentation** (Yopp & Yopp)
- **Language Arts Adaptations** for Special Needs Students
- **Uses of Technology in the Classroom-Presentation**
- **Notebook With All Assignments, Rubrics, Self-Assessments, Grading Record**
- **Literature Circles** (Cox p. 247-249)--conduct and write up an evaluation

Attendance and Class Participation	40 points
Course Contract	20
Language Arts Lesson Plan & Self-Evaluation	20
Abstract Journal Articles (ED 640R Requirement)	20
Student Choice (see options)	20
Student Choice (see options)	20
Student Choice (see options)	20
Student Choice (see options)	20
Student Choice (see options)	20

Total Points for class attendance/participation: ED440R-150/ED640R-200

Vill: Evaluation

Grading Criteria for ED 440R
Total Points=150

A = 135-150
B = 120-134
C = 105-119
D = 90-104
F = 89 and below

Grading Criteria for ED 840R
Total Points=200

A = 180-200
B = 160-179
C = 140-159
D = 120-139
F = 120 and below

Note: Syllabus may be modified or **adjusted to meet the needs of the class.**

COURSE SCHEDULE AND TOPICS ED 440R AND 640R

Week 1 April 4	Introduction to Language Arts Student/Teacher Introductions Course Content/Requirements
Week 2 April 11	Teaching Language Arts and Language Arts Development Chapters 1 and 2
Week 3 April 18	Emergent Literacy Chapter 4 Course Contract in class assignment due via e-mail by 4/24
Week 4 April 25	Teaching with Literature: Transactional Model, Response-Centered Chapter 7
Week 5 May 2	Reading Process: Sustained Silent Reading Chapter 8 Begin Presentations
Week 6 May 9	Writing Process: Portfolios , Rubrics, Reciprocal Teaching Chapters 9 and 10 Self-monitor contract progress/Continue Presentations
Week 7 May 16	Writing Process: Grammar and Spelling Chapters 11 and 12 Continue Presentations
Week 8 May 23	A Model for Teaching Media Rescue Chapter 13 Continue Presentations
Week 9 May 30	Spoken Language and Use of Drama Chapters 5 and 6 Last day for scheduled presentations
Week 10 June 6	Cultural Diversity Issues/Language Across the Curriculum Chapters 3 and 14 Final Progress Report Due

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