

CHAMINADE UNIVERSITY OF HONOLULU**Term:**

COURSE: ED 640 Language Arts
 Time:
 Location:
 Credits and hours: 3 credits; 40 hours

INSTRUCTOR:
 Email:
 Phone:
 Office Hours:

**RATIONALE**

Language is the principal symbol system humans use to communicate and the major expression of thought. The goal of language arts instruction is to promote the child's development of language skills that will enable him/her to appreciate and use language effectively in interacting with people, things, ideas, places and symbols. The course goals include teaching the developmental nature of language and language arts instruction; the nature of the English language (structure, sounds, word meanings and form, grammar); specific methods for diagnosing and teaching children the skills for writing and reading through early literacy, and how to integrate the language arts through all curricular areas

COURSE OBJECTIVES

The student will be able to:

1. Demonstrate knowledge of the rationale for language arts curriculum and the content base that comprises the language arts in a Pk-3 classroom using texts and current research. (MACTE competency#5.3) (HTB #5)
2. Describe and incorporate into lesson planning goals and activities that support a psychologically safe and positive learning environment by taking into account the developmental nature of language instruction (MACTE Competency #3.4) (HTB # 2, 6)
3. Demonstrate ability to provide appropriate learning opportunities for all of their students, including diverse learners, in each of the four language arts (MACTE competency #3.4) (HTB #3, 4, 7) including the use of computer based instruction.
4. Demonstrate competency in at least three diagnostic techniques leading to the ability to accurately assess children's development (MACTE competency # 4.2) (HTB # 8)
5. Manage the use of time and space such that they are able to provide language arts experiences that support children's development as independent learners. (MACTE#3) (HTB #1, 2)
6. Demonstrate and justify citing current research, the use of a range of teaching strategies, including using manipulative materials for exploration of language; concrete models for language arts concepts; verbal strategies including explanation, inquiry, and dramatization. (MACTE#3.10) (HTB #3,6,7)
7. Develop and use at least two appropriate parent-friendly record-keeping and evaluation processes related to children's language, reading, and writing development. (MACTE#4.3, 4.6)(HTB #8, 10)
8. Role play effective listening, conflict resolution and group-facilitation skills when engaged in parent conferences related to the language arts, or in meeting with colleagues and other professionals (HTB #9)
9. Describe and bring examples of at least three activities related to language arts instruction that foster positive parent and school community relationships. Cite current research to back your claim. (HTB # 10)

TEXTS

Required

Early Childhood Language Arts, 3 rd Edition	Jalongo
Language Arts Packet	Schonleber
Montessori Matters (Blue Cover)	Sisters of Notre Dame De Neur
The Absorbent Mind (Only Montessori Students)	Montessori
Dr. Montessori's Own Handbook (Only Montessori Students)	Montessori

Recommended

Ways With Words	Heath
Phonics in Proper Perspective, 8 th Ed.	Heilman

METHODS

Lecture/Discussion	Videos	Research	Demonstrations
Readings	Observation	Writing Assignments	Material Making

EVALUATION

Attendance	20 points
Field Observation Activities (Objectives 4)	30 points (3 @ 10 ea)
Album of Lessons and Teaching Strategies (Objective 6)	45 points
Rationale for Album (Objectives 1,2,3,5)	35 points
Creation of Lesson/Activity (Objective 6)	15 points
Working With Parents Resource Packet (Objectives 7,8,9)	40 points
Reflections (Objective 1)	15 points (3 @ 5 ea)

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

Below a B and the class must be re-taken ☹

Work turned in late will lose 10% per week it is late.

For full points the following will be evident.

Attendance and participation (20 points @ 2 points/week)

Students must attend at least 80% of the course in order to pass. If more than 20% 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.

Field Observations Activities (3 @ 10 points each)

- | | |
|---|----------|
| [] Use format as taught (see handout at beginning of packet) | 2 points |
| [] Correctly uses diagnostic techniques as taught | 6 points |
| [] Coherently explains effectiveness of technique | 2 points |

Album of Lessons and Teaching Strategies (35 points)

- | | |
|---|-----------|
| [] Includes all lessons with illustrations and standards | 25 points |
| [] Organization is clear and logical/Presentation is aesthetic | 10 points |

Rationale (45 points)

- | | |
|---|-----------|
| [] Synthesizes content learned into a personal rationale for teaching language arts | 10 points |
| [] Describes and analyzes ways to incorporate into lesson planning, goals and activities that support a psychologically safe and positive learning environment by taking into account the developmental nature of language instruction. Backs up with current research | 10 points |
| [] Describes how to provide appropriate learning opportunities for all their students, including diverse diverse learners. Backs up with current research. | 10 points |
| [] Describes how to manage time and space to best support the development of children into independent learners. Includes use of the computer and is backed up with current research | 10 points |
| [] Graduate level writing standards evidenced throughout including use of relevant citations from texts and outside peer-reviewed research articles. | 5 points |

Lesson/Activity (15 points)

- | | |
|--|----------|
| <input type="checkbox"/> Lesson plan written correctly/one for all | 3 points |
| <input type="checkbox"/> Shows original thought and/or reflection | 3 points |
| <input type="checkbox"/> Smooth, professional presentation | 3 points |
| <input type="checkbox"/> Includes relevant standard | 3 points |
| <input type="checkbox"/> Materials are well made and attractive | 3 points |

Working With Parent Resource Packet (25 points)

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|--|-----------|
| <input type="checkbox"/> Includes research based rationale for effectively working with parents | 10 points |
| <input type="checkbox"/> Includes examples of at least two appropriate parent-friendly language arts record-keeping and evaluation systems | 5 points |
| <input type="checkbox"/> Includes notes from role play activity in class | 5 points |
| <input type="checkbox"/> Includes at least three examples of language arts related activities that foster positive parent and school community relationships | 5 points |

Reflections (5 @ 10 points each)

- | | |
|--|----------|
| <input type="checkbox"/> Demonstrates ability to analyze and synthesize readings | 5 points |
| <input type="checkbox"/> Writer is able to connect readings to personal experience | 2 points |
| <input type="checkbox"/> Written in Standard English | 3 points |

UNIVERSITY POLICIES

Please see Chaminade University's *Student Handbook*, the *Graduate Program General Catalog*, and the *Education Division Policy Manual* for important policies on Plagiarism, Classroom Department, Freedom of Expression, Disabilities, Withdrawals, Add/drop, Incompletes, and other important information.

<u>Date</u>	<u>Topic/Learning Objective</u>	<u>Readings and Assignments Due</u>
1 st Session	Review Syllabus and Overview/Rationale History of language	
2 nd Session	Culture/Diversity in Children's Language Working/Families to Promote Literacy Working with communities	Read Ch 1, 2, text Review Packet #1 Album check #1 Reflection #1 Due
3 rd Session	Development of language skills in children Red Flags and Resources Assessment of Young Children Standards and Benchmarks	Read Ch 3, 12, text Skim Ch 10 text Read MM Intro-P.2 Review Packet #2, 3 Reflection #2 DUE
4 th Session	Developing a language rich environment Perception/Concept Development Vocabulary Development	Read Ch 11, text Read MM P. 3-40 Review Packet #4 Parent Resource Packet DUE
5th Session	Receptive Language Processes Expressive Language Processes	Read Ch 4 text Read Ch 5 text Skim Ch 6 text Read MM P. 41-44 Reflection #3 DUE
6 th Session	Emergent Writing Development of Spelling	Read Ch 6 text Read MM P. 45-50 Review Packet #5 Idea for Activity DUE Bring Draft of Rationale Field #1 DUE
7 th Session	Emergent Reading	Read Ch 7 text Read MM P. 51-75 Review Packet #6 Album check #2 Field #2 DUE
8 th Session	Early Reading and Writing Activities The Process of Writing	Read MM P. 79-93 Review Packet Field #3 DUE
9th Session	Understanding the structure of language Graceful Grammar Fluent Reading and Writing Activities	Read MM P.76-78 Read MM P.94-139 Review Packet #9 Album and Rationale DUE Reflection #4 DUE
10 th Session	Celebration of Learning Course Evaluation Personal Evaluation	Lesson Activity DUE Reflection #5 DUE (In Class)

Syllabus and Course Content May Be Adjusted to Meet the Needs of Students

