

**Instructor Information**Name: **Miriam Meeks**

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Office Hours: Wednesday 4:30-5:30 or by appointment

**Rooms and Times:**

<b>310-1</b>	<b>Tuesday</b>	<b>2:00 - 4:30</b>	<b>CPS 229</b>
	<b>Tuesday Seminar</b>	<b>4:30 -5:30</b>	<b>CPS 116</b>
<b>310-2</b>	<b>Wednesday</b>	<b>2:00-4:30</b>	<b>CPS 230</b>
	<b>Tuesday Seminar</b>	<b>4:30 -5:30</b>	<b>CPS 116</b>

**Text Rental:**

**Tompkins, G.E. (2018), Language Arts: Patterns of Practice 9<sup>th</sup> edition, Pearson: Boston MA**

**COURSE DESCRIPTION**

An elementary education methods course emphasizing integrated language arts with a focus on reading, writing, listening, speaking, viewing and visually representing in the elementary and middle schools.

- **Course Philosophy:**

Effective instruction and assessment of reading and writing relies on an integrated curriculum, researched-based instruction, and a corresponding practicum. Course content will build upon the pre-service teachers' prior knowledge and assumptions of language and literacy as the base for how we understand, shape, and work in the world. Content will include major concepts and processes central to understanding literacy/language arts development. How learners become readers and writers, multiple contexts in which literacy learning develops, with emphasis on new literacies and technologies. The importance of selection of assessment and interventions, and the critical role of teachers in fostering literacy learning which must integrate the six language arts strands of reading, writing, speaking, listening, viewing and visually representing in elementary and middle school settings.

- **Course performance** tasks will emphasize application of the **Optimal Learning Model** (GRR) for teaching and include consideration of the following:
- **Prerequisite:** Admission to Professional Education and EDUC 302 or Department Approval

## I. SPECIFIC LEARNING OUTCOMES

At the end of this course UWSP Pre-Service Teachers will:

1. Demonstrate knowledge of transmitting meaning through speaking, writing, and visually representing and comprehending meaning through listening, reading, and viewing. (INTASC #1, 2, 4, 6)
2. Demonstrate competency using a holistic language arts approach to teach across the curriculum, (language arts/social studies integration.) (INTASC #3, 4, 5)
3. Speak clearly and effectively using professional English. (INTASC #6)
4. Write clearly and effectively using correct grammar, spelling, and handwriting. (INTASC #6, 7)
5. Identify specific strategies and develop meaningful materials appropriate for teaching language arts. (INTASC #4, 5, 7)
6. Demonstrate knowledge of how to create a physical environment conducive to language learning. (INTASC #5)
7. Recognize the importance of meeting the needs of students with special or culturally diverse needs and demonstrate specific ways in which these needs can be met, especially in assessment and evaluation. (INTASC #3)
8. Demonstrate knowledge of how to incorporate learning in the classroom. (INTASC #2, 5, 8)
9. Demonstrate knowledge of how to incorporate multicultural education in the language arts program, including thematic and unit instruction. (INTASC #3, 5, 7, 9)
10. Demonstrate knowledge of teaching writing process (story, information, poetry) (INTASC #1)
11. Demonstrate knowledge of creating classrooms that will encourage students toward a lifelong love of reading and writing. (INTASC #ALL)
12. Demonstrate knowledge of how to effectively involve parents in the language arts program. (INTASC #6, 10)
13. Demonstrate reflective thinking through class discussions, projects, and cooperative group activities. (INTASC #9)
14. Demonstrate behavior which is consistent with a competent, caring, committed teacher. (INTASC #ALL)

## II. ACTIVITIES, REQUIREMENTS, ASSIGNMENTS:

### A. ACTIVITIES:

The methods of instruction in this class will consist of the following components:

1. Whole and small group discussions
2. Group and individual presentations and projects
3. Textbook and journal information
4. In-class and out-of-class assignments
5. Lecture

## 6. Reflective journal writing

### B. REQUIREMENTS:

1. Learning from reading:  
Each student is expected to carefully read each assigned chapter from the required text and be ready to participate in a guided discussion of the reading.
2. Learning from one another:  
Each student is expected to actively participate in class discussions. Learning activities designed to illustrate various reading instruction techniques and materials will be demonstrated in class. A successful and enjoyable learning community requires mutual respect of all members.
3. Learning from writing:  
Each student is expected to write as an integral part of this class. In addition to the formal writing assignments, informal writing in the form of reflective responses will be required.
4. Learning from practice:  
Each student is expected to practice planning and presenting at various times throughout the semester. Specific assignments, along with rubrics for assigning points will be explained well in advance of due dates throughout the semester.

### C. ASSIGNMENTS:

1. **Interactive Bulletin Boards: Language Arts:**
  - a) Create a bulletin board that teaches reading and writing (Student made and designed to grow and change over time – NO premade bulletin board kits).
  - b) Practical, and appealing bulletin board with a purpose—to teach language arts!
  - c) May include: publishing centers, seasonal story walls, sequencing stations, story stacks, etc.
  - d) Teaching ideas and management tips will be designed to grow and change over time.
  - e) Bulletin boards will be prepared, displayed and evaluated during a “group” bulletin board walk.
2. **Research Article Reports (2):** You will read and create reports for two current journal articles (within the past two years). One report should be based on current research on **spelling and/or writing** and one should comprehension and/or inquiry circles. A handout will be provided to detail the process of creating a research article report. APA guidelines should be used to form the citations used within the report.
3. **In-Class Points:** Each day class meets; you will have either a short quiz (over the chapter read), handwriting practice, or a reflection question (concerning the chapter read, class discussion, and/or your personal teaching philosophies).  
Because you as teachers will serve as models in all that you do, handwriting practice will give you the opportunity to re-learn and/or practice correct formation of letters in manuscript and cursive in the traditional style (INTASC #2). Each daily assignment is worth a maximum of 5 points. Please be prepared for handwriting practice by bringing your primary handwriting pad; and be prepared for the reflection question by bringing notebook paper and a pen (or pencil).
4. **Exams** – There will be two (2) exams.

**Please Note:** All assignments are to be word processed or typed (12-point font), double spaced and free of spelling and grammatical errors using APA 5<sup>th</sup> format. Each assignment submitted should represent the **original** work of the student.

### III. EVALUATION/GRADING:

Grades are earned based on averaged scores earned through tests, learning activities, journals, attendance and class participation. The final grade for the course will be determined according to the following scale:

90% to 100% = A	60% to 69% = D
80% to 89% = B	59% and below = F
70% to 79% = C	

#### Grading will be based on:

2 exams	200 (100 pts. Each)
Bulletin Board	50
Journal Article Reports	100 (50 pts. Each)
In-class participation	<u>100</u>
Total	450

#### Late work:

All papers are due (on D2L) at the beginning of the class period on the exact day listed in the syllabus. If you cannot attend class on the day a paper/project is due, if you e-mail me the paper BEFORE the class begins on the day it is due, I will accept that as on time.

Late assignments will be eligible for only 80% of the total points. Assignments turned in a week late can only receive 50% of the total points.

### IV. University Policies:

1. **The expectations** delineated in the UWSP Community Rights and Responsibilities intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct (found in UWSP Chp. 14) as well as nonacademic misconduct (found in UWSP Chap. 17 & 18). For additional information refer to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>
2. **Copyright and File Sharing:** Posting instructor-created course material onto any websites directly violates the instructor's copyright on his/her academic materials. These materials provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site denied.
3. **Americans with Disabilities Act:** If you need special accommodations to meet any of the course requirements, you should register with the Disability Services Office (located on the sixth floor of LRC) and contact the instructor at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www.uwsp.edu/disability/Pages/default.aspx>

## V. COURSE OUTLINE AND SCHEDULE:

*Tentative schedule – changes may occur due to circumstances.*

Sept. 4/5	Introduction to class. Go over syllabus	Read Chapter 1 & 2
Sept. 11/12	Discuss Ch. 1 & 2	Read Ch. 3 & 4
Sept. 18/19 for discussion	Discuss Ch. 3 & 4	Prepare for exam Prepare Article Report – bring to class
Sept. 25/26	<b>TEST 1 (Ch. 1-4)</b> <b>Journal Article Report #1</b>	Read Ch. 5, 6 & 7 ( <b>jigsaw activity</b> )
Oct. 2/3	Discuss Ch. 5, 6 & 7 <b>Bulletin Board Walk #1</b>	Read Ch. 8, 9 & 10 ( <b>jigsaw activity</b> )
Oct. 9/10 for discussion	Discuss Ch. 8, 9 & 10 <b>Bulletin Board Walk #2</b>	Prepare for exam Prepare Article Report – bring to class
<b>Oct. 16/17</b>	<b>TEST 2 (Ch. 5-8)</b> <b>Discuss Journal Article Report #2</b>	
<b>Oct. 23/24</b>	<b>Activities – Presentations</b>	
<b>Oct. 25-30</b>	<b>Final Exam (Cumulative with emphasis on Ch. 9-12)</b> <b>Open on D2L October 25-30<sup>th</sup></b>	