COMMUNICATION IN THE ELEMENTARY SCHOOL
EDR 407.10
Winter Trimester, 2012

INSTRUCTOR: Phyllis Armstrong, NBCT
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Office Hours: 1:00 – 3:00 Tues. & Thurs.  Fairchild 105 Suite E
10:00 – 12:00 Mon., Wed., & Fri.

Meeting Time: MW 8:00 – 10:00 am
Location: LRS Hall, Room 118

“Let us. . . move on to maturity” Hebrews 6:1

Course Description: This course is designed with emphasis placed on helping the elementary teacher develop skill in teaching oral and written communication skills. The use of an integrated approach, with an emphasis on children’s literature is stressed. Ten practicum hours are required. (3 hrs.)

Course Text: Kagan: Teacher Toolbox Smartcards

I. Purpose and Rationale:
This course is designed to give students who successfully complete it (a) an awareness of current, effective elementary practices, and (b) a cognitive/language based foundation for teaching language arts as a unitary, holistic process. Attention is focused on the roles played by the natural linguistic functions of listening and speaking as direct influences on the development of a learned linguistic process of reading and writing. It is planned to help the pre-service teacher design language rich classrooms where models of effective language abound and where language is used in meaningful ways to communicate both orally, and in writing, in such a way that the language arts curriculum is meaningful, integrated, and personalized.

A theoretical belief in the interrelatedness of the language process is the basis of the course. The model commonly used to delineate the language processes and indicate the interrelationships among them suggests that listening, speaking, reading, writing, viewing, and visually representing are all active language processes, receptive or expressive, oral or written. This understanding of how language is used provides the rationale for an integrated language arts program, one in which there is a natural progression from the use of oral language to the use of written language, one in which the receptive skills of listening and reading impact and are impacted by the expressive skills of speaking and writing.

The interrelatedness of the language processes dictates the necessity of viewing total language arts program from a developmental prospective, in which characteristics of language acquisition are applicable to literacy learning.

II. Prerequisites: EDR 308, EDR 311, EDU 345, EDU 346. Admission to School of Education.
III. **Course Goals and Objectives:**

The following major goals have been established for this course. The goals are to:

1. develop awareness of the interrelated nature of the language process and its effect on the instructional subdivisions of speaking, listening, reading, visually representing and writing (INTASC #1,2 & 9; ACEI 1, 2.1; IRA 1.1, 1.3; NAEYC 1).

2. develop an awareness of instructional skills in each of the language arts areas of speaking, listening, reading, writing, visually representing and viewing (INTASC #5,6,8 & 9; ACEI 2.1, 3.1, 3.4; IRA 2.1, 2.2, 2.3; ISTE 2).

3. develop an understanding of and strategies for planning for instruction in the language arts for the linguistically/culturally different and the exceptional students (INTASC #3; ACEI 3.2; IRA 3.2, 3.3; CEC 3, 4, 6).

4. develop an awareness of an interdisciplinary approach to the teaching of language arts and review current literature (INTASC # 4,7 & 9; ACEI 3.5; IRA 2.3, 4.2).

The following specific objectives will be met by each student during the course of the semester. Students will:

1. discuss the issue of language arts instruction from the six language systems and language modes. (INTASC 2; ACEI 1, 2.1; IRA 1)
   1.1 describe the interrelatedness of the language arts areas.
      1.1.1 discuss the receptive or expressive processes of communication
      1.1.2 discuss the oral or written processes of communication
      1.1.3 discuss the impact of the receptive skills on the expressive skills and tell how they are impacted.

2. analyze various models of language acquisition (NAEYC 1, ACEI 1, 2.1)
   2.1 describe the sequence of language development.
   2.2 describe the impact of language on learning
   2.3 demonstrate a repertoire of techniques for surrounding children with a language rich environment in the elementary classroom.
   2.4 describe how oral communications (talk) and verbal interactions are important aspects of the elementary curriculum

3. develop skills and demonstrate proficiency in manuscript and cursive penmanship (ACEI 2.1)
   3.1 demonstrate mastery of manuscript and cursive handwriting forms
   3.2 discuss and demonstrate ways to teach handwriting in the elementary classroom.

4. model spoken and written language usage appropriate for classroom teachers. (NAEYC 4, ACEI 2.1, 3.1; IRA 2.2; CEC 6)
   4.1 demonstrate proficiency in grammatical usage.
4.2 explain the role of grammar teaching in the elementary language arts program
4.3 explain writing process and how it relates to the process of reading.
4.4 explain the process of journal writing and how it can effectively be used in the elementary classroom
4.5 develop a repertoire of teaching strategies for meaningful oral communications
4.6 trace the history of the English language and the etiology of selected words in our language.

5. compare techniques and methods for teaching the language arts. (ACEI 3.1; INTASC 4; IRA 2.2)
5.1 discuss and evaluate instructional methods and materials appropriate for teaching each of the language arts areas.
5.2 explain the concept of emergent literacy and how this concept affects curriculum and classroom practices.
5.3 identify features of a program, which would facilitate communications instruction
5.3.1 identify ways to help children develop skills to write stories, poetry, reports and letters.
5.3.2 explain developmentally appropriate ways to teach handwriting in the elementary classroom
5.3.3 discuss and demonstrate ways to teach handwriting in the classroom
5.4 explain or describe ways to develop an interdisciplinary approach to the teaching of the language arts.
5.4.1 defend the approach you might use in teaching language arts in a classroom.
5.4.2 describe the use of children’s literature in a classroom that will result in the development of communications skills and a literate environment.
5.4.3 describe activities for cooperative study.
5.5 critique literature related to the language arts

6. describe techniques for adapting instruction in reading to meet the needs of exceptional students and pupils in a linguistically and culturally diverse classroom. (INTASC 3; ACEI 3.2; CEC 3, 4, 5; IRA 2.2)
6.1 identify ways to meet the needs of a linguistically/culturally diverse classroom through the use of language arts activities.
6.2 identify and demonstrate techniques for providing multicultural experiences in the classroom
6.3 discuss the role of the teacher when teaching students with limited English proficiency, who speak nonstandard English, or who are exceptional.
6.4 identify methods and materials particularly appropriate for the instruction of exceptional children in the language arts.

7. prepare lesson plans and complete projects in selected language arts (INTASC 4; ACEI 2.1, 3.4; CEC 4; IRA 2) 
7.1 include children’s literature.
7.2 include an interdisciplinary approach.
7.3 conduct demonstrations of activities and lessons
7.4 identify and demonstrate a repertoire of techniques in the language arts areas
IV. **PRE-ASSESSMENT:**
Mastery test on manuscript and cursive writing.
Mastery test on grammar skills.

V. **INSTRUCTIONAL PROCEDURES AND TECHNIQUES:**
Topics will be introduced through lecture/discussions. Small discussion and cooperative groups will be utilized to explore topics. Study guides will be provided to supplement the lectures. Related visual aids will be utilized. Demonstrations and small group projects will be employed. Oral reports will be given.

VI. **TEXTBOOK AND OTHER MATERIALS:**
Kagan Smartcard Teacher Toolbox
Writing journal
Manuscript paper
Cursive paper
Common Core State Standards (K-6)

V11. **REQUIREMENTS AND ASSESSMENT:**
Grades for the course will be assigned on the basis of the degree and quality of completion of the requirements listed in this syllabus. Students are required to:

1. **Create five (5) 1-day lesson plans across genre** which will include: ABC books, early literacy, series books, an informational book, poetry (Newbery, Caldecott, Multicultural) References to Common Core State Standards (http://corestandards.org) are mandatory for all lessons.

   Use the standard format for the lesson plan which includes grade level (2nd), CCSS, materials list, specific learning outcome, procedures, teacher and student roles in detailed form and assessment with differentiated instruction for the 3 areas (remediation, enrichment and accommodation). See rubric attached. These plans will be taught during tutoring sessions at OGLE. Prepare lessons for at least 45 minutes and integrate with at least 2 content areas.

2. **Create an original language arts unit** (thematic or literature focus) for students in grade 1, 2, or 3 which is integrated with 2 content areas.

   A *trade book(s)* will be used as the theme or literature focus for extending language arts across the curriculum.

   The lessons will include the use of the language arts skills of **writing, listening, speaking, viewing, visually representing and reading and** include such areas as science, social studies, math, and the arts. Choose 2 content areas to integrate and be consistent over the 5 days.

   Assessment procedures must be included.

   **Prepare activities & bulletin board** from the unit

   **Orally** present one activity (15 minutes) from your unit that includes all 6 language arts. Include a **list** of 15-20 children’s books that relate to the unit

   Complete and turn in 2 copies of the unit. Do not use sheet protectors.

   Instruction should be planned for 1 **week**

   **Unit must be original, include a title page and be stapled or in a pocket folder.**

   **Upload to TK20 when unit is complete.**
3. Demonstrate selected language arts strategies by presenting two *techniques*/*strategies* from list below during a tutoring session. Reflect on the strategy in your power point reflections.

Strategies include: (1) Word banks, word walls, clusters; (2) writing stories; (3) writing letters, reports, etc. (Example-real purposes); (4) poetry (various forms); (5) extending literature (activities); (6) spelling; (7) Vocabulary development activities (example semantic map, vocabulary self-selection strategy, vocabulary cluster strategy); (8) Encourage oral language (example wordless book, Me Box, Giving directions, interviews), (9) compare & contrast children’s books, (10) K-W-L, (11)Text structure using graphic organizers (12) drama activities; or other approved techniques or activities (puppets, book making, big books, readers theatre). (13) Questioning the Author, (14) QAR, (question-answer relationships)

4. Create an original language arts mini unit (thematic or literature focus) from a basal reader for the students in grade 4, 5, or 6 that will cover 1 week (5 days).

A basal reader will be used as the theme or literature focus for extending language arts across the curriculum.

The lessons will include the use of the language arts skills of writing, listening, speaking, visually representing, viewing and reading. Please include 2 other content areas such as science, social studies, math or the arts. (The 2 content areas must be consistent over 5 days.) The assessment instruments, bulletin board or book list do not need to be included.

Complete and turn in 1 copy of the unit with a title page in a pocket folder. Include on the title page the name of the basal publisher and grade level.

5. Complete one on-line reflective assignment that correlates with practical classroom experiences. You will locate an on-line video, identify principles, assessments and strategies, critique and reflect upon the teacher’s situation. (1 page typed) The following website will be used www.intime.uni.edu.

6. Participate in tutoring at OGLE school for 7 sessions that will begin Wednesday, Dec. 5, from 8-9:30. These sessions will be supervised by your instructor. Lesson plans (the 5 one day lessons) are required and will be submitted before the day of tutoring. **Dress professionally, attend all sessions, and be on time.** Directions will be given before the first tutoring session. No food or drink in tutoring area. Students will write lesson plans for each tutoring session, utilizing books and materials provided from the Learn and Serve Grant. These materials are housed in Room 115. Assessment for the tutoring will be done using a rubric (found on D2L).

7. Be an active participant in all class activities including presentations of techniques, take and pass mastery test on manuscript and cursive writing (pass/fail), and take and pass at 90% proficiency a grammatical usage examination. **All assignments must be completed.**

8. Weekly Journal entries (via 6-slide Power Point) that you submit each Monday. (reflective not descriptive) There are 9 due.

9. Respond to the Kagan Smartcards using a Think Sheet (3 each week due on Mon.)

10. Attend each class and actively participate in class discussions and activities.

11. Compile a portfolio containing copies of all written assignments related to the language arts.

**Portfolio Sections:**

- Title Page includes Name, Course Name, Trimester & Year
- A. Kagan Think Sheets
- B.PowerPoint Reflections
- C.One Day Lesson Plans
- D.Basal Unit and reflection
- E.Integrated Trade Book Unit and reflection
F. Handwriting Pretest/Posttest and reflection
G. Grammar Usage quizzes and reflection
H. Video Reflection

VIII. EVALUATION:

As a college student, all written assignments will be assessed on the basis of three major sets of criteria:

1. MECHANICS: this includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, use of APA format.
2. CONTENT: this involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. EXPRESSION: this involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

IX. GRADING:

Think sheets for each Smart Card: 25@ 10 points each = 250 points
PowerPoint reflections: 9@10 points each = 90 points
Five 1-day lesson plans: 5@20 points each = 100 points
Supervised Tutorial at OGLE = 50 points
Presentation of Integrated Unit in class = 20 points
Integrated Unit: 30 points on rubric x 5 = 150 points
Basal Mini-Unit: 30 points on rubric x 2 = 60 points
Intime video reflection = 40 points
Completion of Handwriting and Grammar Tests = 20 points
Attendance and Participation = 20 points
Total Points: 800

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>800-744</td>
<td>A</td>
</tr>
<tr>
<td>680-743</td>
<td>B</td>
</tr>
<tr>
<td>600-679</td>
<td>C</td>
</tr>
<tr>
<td>560-599</td>
<td>D</td>
</tr>
<tr>
<td>0-559</td>
<td>F</td>
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</tbody>
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IX. CLASS ATTENDANCE AND ASSIGNMENTS:

Attendance for each class meeting is important. Classes involve the clarification of directions for assignments, coverage of subject content, class discussions, and participation in group activities. All absences will be recorded in the class record. Credit may not be received for class if absences exceed college policy of 25%.

As a courtesy to the instructor and participants, cell phones should be turned to silent.

All assignments are due on the day designated. Late assignments will result in lowering of points by 10% for each late day. Assignments will not be accepted if they are more than one week late.

Assignments are to be typed, unless otherwise indicated. All assignments must reflect appropriate
level of work and should be free of grammatical, typographical, and spelling errors. ALL ASSIGNMENTS MUST BE COMPLETED TO GET CREDIT FOR THE COURSE.

**TENTATIVE CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Nov. 12 &amp; 14</td>
<td>Begin to work on assignments that are due on Monday.</td>
</tr>
<tr>
<td>Nov. 19 &amp; 21</td>
<td>Happy Thanksgiving</td>
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</tbody>
</table>
| Nov. 26 & 28| *1st 1 day lesson plan (D2L)  
*Power point reflection (D2L)  
*3 Think Sheets (Classroom Procedure, Daily Routines & Classroom Signals) |
| Dec. 3 & 5  | *2nd 1 day lesson plan (D2L)  
*Power point reflection (D2L)  
*3 Think Sheets (Class building, Student Jobs, & Teambuilding) |
| Dec. 10 & 12| *3rd 1 day lesson plan (D2L)  
*Power point reflection (D2L)  
*3 Think Sheets (Communication Boosters, Character Education & Class Meetings) |
| Dec. 17 & 19| *4th 1 day lesson plan (D2L)  
*Power point reflection (D2L)  
*3 Think sheets (Cooperative Roles, Cooperative Learning & Dr. Kagan’s approach to Coop. Learning) |
| January 14 & 16 | *5th 1 day lesson plan (D2L)  
*Power point reflection (D2L)  
3 Think sheets (Brain-Based Learning, Think-Pair-Share & Mind Mapping) |
| January 21 & 23 | *Integrated Unit Due (D2L)  
*Power point reflection (D2L)  
2 Think sheets (Graphic Organizers & Multiple Intelligences) |
| January 28 & 30 | *Power point reflection (D2L)  
*2 Think sheets (Memory Systems & Memory and Mnemonics) |
| February 4 & 6 | *Power point reflection (D2L)  
*2 Think sheets (Differentiated Instruction & Emotional Intelligence)  
*Basal Mini Unit |
| February 11 & 13 | *Power point reflection (D2L)  
*2 Think sheets (Think Trix & |
Student teaching applications are due by March 1.
Graduation applications for August 2013 are due by March 31.

Americans with Disabilities Act
Students with disabilities, who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Student Support Services on the Hattiesburg campus, student services on the Tradition campus, and the director of Pre-Nursing on the New Orleans campus.

College Statement on Academic Integrity:
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offence. Academic dishonesty is considered unethical and in violation of William Carey College’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s Policies and Procedures manual and in the student handbook, The Lance.

Disaster Plan Statement:
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

REFERENCES AND BIBLIOGRAPHY

PROFESSIONAL JOURNALS AND MAGAZINES
The Reading Teacher (International Reading Association)
Journal of Reading (International Reading Association)
Reading Research Quarterly (International Reading Association)
Language Arts
Reading Improvement
Phi Delta Kappan
The Journal of Special Education
School Library Journal

Mississippi Reading Journal
TESOL Quarterly
Educational Leadership

www.mde.k12.ms.us

BIBLIOGRAPHY


Portsmouth, NH: Heinemann Publishers.


### Lesson Plan Evaluation Rubric

<table>
<thead>
<tr>
<th>Components</th>
<th>Unacceptable</th>
<th>Emerging</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
<td></td>
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<tr>
<td>Common Core Standards (ACEI Standards 3.1)</td>
<td>Standards are not written as outlined by MDE or are not included.</td>
<td>Standards are used but are written for language arts only or may not cover enough for a thorough lesson.</td>
<td>Standards are used &amp; are written for language arts plus 1 content area.</td>
<td>Common Core standards are used for the lesson and include language arts plus 2 content areas &amp; are written correctly.</td>
</tr>
<tr>
<td><strong>Objectives/Specific Learning Outcomes</strong> (ACEI Standards 3.1)</td>
<td>Objectives are not written using Blooms taxonomy and/or do not relate to Standards.</td>
<td>Objectives are listed and may relate to Standards, may not be developmentally appropriate and Blooms taxonomy not always used.</td>
<td>Objectives are developmentally appropriate &amp; mostly relate to CCSS Blooms taxonomy used.</td>
<td>Interprets CCSS to write developmentally appropriate, performance based objectives for lessons.</td>
</tr>
<tr>
<td><strong>Procedure &amp; Materials</strong> (ACEI Standards 3.1)</td>
<td>Activities listed but they are difficult to follow &amp; do not relate well to objectives. No materials list &amp; no technology.</td>
<td>Not easy to follow, few relate to objectives, activities do provide learning opportunities (not enough teaching to cover the objectives). Limited materials listed &amp; limited technology.</td>
<td>Somewhat clear &amp; with a few exceptions relate to objectives. Somewhat easy to follow. (Needs more teaching) Materials listed &amp; some technology evident.</td>
<td>Clearly listed &amp; clearly relates to objectives. Clear evidence of introduction, development &amp; closing; easy to follow. Both teacher centered &amp; student centered. Materials, supplies &amp; technology clearly listed.</td>
</tr>
<tr>
<td><strong>Assessment</strong> (ACEI Standards 4.0)</td>
<td>No procedure for evaluation listed.</td>
<td>Procedures for evaluation are listed but do not match objectives.</td>
<td>Evaluation procedures are listed, &amp; are somewhat appropriate to the objectives. Uses</td>
<td>Procedures for evaluation are listed &amp; are appropriate to the objectives. Documentation is used &amp; referred to in the</td>
</tr>
<tr>
<td>Differentiated Instruction (ACEI Standards 3.2)</td>
<td>observation only.</td>
<td>lesson plan.</td>
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<tr>
<td>No differentiated activity is listed.</td>
<td>Not all areas for differentiated instruction are listed or not related to an objective.</td>
<td>All areas addressed for differentiated instruction are listed but not clearly related to an objective.</td>
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<tr>
<td>Comments: Total Points:</td>
<td>Differentiated instruction activities listed which clearly relates to at least one objective. (Enrichment, remediation &amp; accommodation addressed)</td>
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