

GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION

COURSE SYLLABUS

COURSE TITLE: Methods of Teaching Language Arts
COURSE NUMBER: ELED 302
CREDIT HOURS: Three (3)
INSTRUCTOR: Toddy Kelly
TRIMESTER: Fall 1997



Catalog Description:

Introduces prospective teachers to content, methodology, and materials for elementary school language arts. Explores options for making instructional decisions. *Prerequisites:* Admission to Teacher Education, EDUC 320, 321, 322, ENGL 401 or 531, and concurrent enrollment in ELED 301 and 303.

Required Text:

Tompkins, G.E., and Hoskisson, K., Language arts: Content and teaching strategies, New York: Macmillan Publishing Co., 1991.

Instructional Objectives:

Given the student's participation in lectures, discussions, demonstrations, field experiences, data collection and analysis activities, he/she should be able to:

1. explain the function of the English language as a system of communication;
2. state the implications for language arts instruction of students being speakers of a non-standard dialect of English;
3. develop strategies for building oral language through choral reading, creative dramatics, and vocabulary expansion activities;
4. describe the stages of the writing process;
5. prepare, present, and justify lessons demonstrating approaches for teaching personal, narrative, and expository writing skills;
6. state the relationship between formal grammar instruction and children's writing growth;
7. prepare, present, and justify lessons demonstrating appropriate instruction in handwriting and spelling;
8. describe methods of assessing children's language abilities;
9. discuss advantages of integrated language lessons across the curriculum;
10. discuss methods of adjusting language arts lessons for students with special needs.

Evaluation/Grading:

| <u>Method</u> | <u>Percentage of Grade</u> |
|--|----------------------------|
| Active Class Participation (Individual & Collaborative Contributions) | 15% |
| Response Journal | 20% |

Methods of Teaching Language Arts

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| Writing Profile | 5% |
| Oral Language Lesson Plan/Presentation | 5% |
| Pre-approved Lesson Plans and Reflections (Writing Process Lesson and follow-up lesson in spelling, handwriting, grammar, and/or mechanics or a poetry writing lesson) | 20% |
| Writing Center | 35% |
| | <hr/> 100% |

Grading Format:

A = 93 - 100%
B = 85 - 92%
C = 78 - 84%
D = 71 - 77%
F = 0 - 70%

Attendance Policies:

Class attendance and punctuality are mandatory. Absences, tardiness, and leaving class early may result in lowering of the student's grade. Any absence must be reported by telephone to the professor before it occurs. Students with more than two absences must meet with the instructor to obtain permission to continue with the class.

Response Journal:

Each student will respond to each of the assigned readings in Tompkins/Hoskisson. Entries should reflect thoughtful interaction with the reading assignment.

Writing Profile:

This reflective, three to five page paper will be a first-person account of your own attitudes about and experiences with the writing process and writing instruction.

Oral Language Lesson Plan/Presentation:

Explanation and rubric will be provided.

Lesson Plans and Reflections:

Explanations and forms will be provided. Lesson plans must be approved by the cooperating teacher and the course instructor prior to implementation. After teaching lessons, reflect on your experience. Complete and submit a reflection form for each lesson taught. Keep samples of students' work from the lesson.

Writing Center:

Plan a Writing Center for your grade level which includes appropriate directions and a minimum of three activities.