

Course: EDUC 301 Language Arts for Teachers

Credit Hours: 3

Scheduled hours per week

Lecture: 3

Lab: 0

Other: 10 (Field Experience hours per semester)

Catalog Course Description: The study of language development and the strategies for language arts instruction in early and middle-childhood education. This is a foundational course exploring the six language arts along with writing and technology integration.

Pre-requisites: ENGL 131 or 132 and ENGL 403, Admission to Teacher Education Program

Co-requisites: Field Experience

Course Learning Outcomes:

1. Recognize major theories of reading and writing processes and development. (*WVPTS 1A, 2A, 3A*), (*InTASC 1, 4, 5*), (*ACEI 1.1, 2.1*), (*PRAXIS 5622 I.A.1, I.A.2, I.A.3, I.A.4, I.A.5, I.B.1, II.B.1*), (*PRAXIS 5203 II.D.2, II.D.3, III.A.2, III.A.3*), (*PRAXIS 5002 I.A.1, I.A.2, I.A.3, I.B.1*), (*ISTE 1c*), (*CAEP 1.1, 1.3*), (*Assessment: Exam, Written assignment*)
2. Explain language and reading development across elementary years. (*WVPTS 1A, 2A, 3A*), (*InTASC 1, 2, 3, 4, 6*), (*ACEI 1.1, 2.1*), (*PRAXIS 5622 I.A.4, I.A.5, II.3, II.A.5, II.B.1, II.B.3*), (*PRAXIS 5203 II.A.4, II.D.2, II.D.3, III.A.2, III.A.3*), (*PRAXIS 5002 I.A.1, I.A.2, I.A.3*), (*CAEP 1.1, 1.3*), (*Assessment: Exam, Written assignment*)
3. Explain the research and theory about effective learning environments that support individual motivation to read and write. (*WVPTS 2A, 2B, 2C, 2F*), (*InTASC 2, 3, 4, 5*), (*ACEI 1.1, 2.1*), (*PRAXIS 5622 I.C.2, I.C.3*), (*PRAXIS 5203 II.A.5*), (*ISTE 5b, 5c*), (*CAEP 1.1, 1.3, 2.3*), (*Assessment: Exam, Written assignment*)
4. Use multiple sources of information to guide instructional planning to improve reading achievement of all students. (*WVPTS 2D, 2F, 4B, 4D*), (*InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*), (*ACEI 1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 4.0, 5.1*), (*PRAXIS 5622 II.A.6, II.A.7, III.A.1, III.A.2, III.A.3, III.A.4, III.A.5, III.A.6*), (*ISTE 5b, 5c*), (*CAEP 1.1, 1.3, 1.4, 2.3*), (*Assessment: Exam, Lesson plans, Written assignment*)
5. Explain how the reading and writing curriculum is related to local, state, and professional standards. (*WVPTS 1C, 1D, 4B, 4D*), (*InTASC 1, 7*), (*ACEI 1.1, 2.1, 3.1*), (*ACEI 1.1, 2.1, 3.1*), (*PRAXIS 5622 II.A.1*), (*CAEP 1.1, 1.3, 1.4, 2.3*), (*Assessment: Exam, Lesson plans, Written assignment*)
6. Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction. (*WVPTS 3A, 3B, 3C, 3D, 4B, 4D, 5I*), (*InTASC 1, 4, 5, 6, 7, 8, 9, 10*), (*ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4.0*), (*PRAXIS 5622 II.B.1, II.B.2, II.B.3, II.B.4, II.B.5, II.B.7, II.B.8, II.B.11, II.B.12, III.A.1, III.A.2, III.A.3, III.A.4, III.A.5, III.A.6*), (*PRAXIS 5203 II.A.1, II.A.2, II.A.4, II.A.6, II.A.7, II.B.2, II.5, II.C.1, II.C.5, II.D.2, II.D.3, II.D.6, III.A.1, III.A.2, III.A.3*), (*ISTE 5b, 5c*), (*CAEP 1.1, 1.3, 1.4, 2.3*), (*Assessment: Exam, Lesson plans*)
7. Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. (*WVPTS 3A, 3B, 3C, 3D*), (*InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9*), (*ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4.0*), (*PRAXIS 5622 II.A.6, II.A.7*), (*ISTE 3a, 3b, 3c, 4b, 4c, 5a, 5b, 5c, 6b, 6c*), (*CAEP 1.1, 1.3, 1.4, 2.3*), (*Assessment: Exam, Lesson plans, Written assignments*)
8. Model and teach students routines for establishing and maintaining positive social environments. (*WVPTS 2B, 2C, 2D, 2E*), (*InTASC 2, 3, 7, 8*), (*ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4.0*), (*PRAXIS 5622 I.C.2, I.C.3, II.C.10*), (*ISTE 5c*), (*CAEP 1.1, 1.3, 1.4, 2.3*), (*Assessment: Exam, Lesson plans*)
9. Display positive reading and writing behaviors and serve as a model for students. (*WVPTS 3B, 3D, 5I*), (*InTASC 3, 7, 8*), (*ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4.0*), (*PRAXIS 5622 II.D.1, II.D.3, II.D.4*), (*CAEP 1.1, 1.3, 2.3*), (*Assessment: Exam, Lesson plans*)
10. Demonstrate effective use of technology for improving student learning. (*WVPTS 3A*), (*InTASC 4, 5, 7, 8*), (*ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4.0*), (*PRAXIS 5622 II.A.6, II.A.7*), (*ISTE 5a, 5b, 5c, 6b*), (*CAEP 1.1, 1.3, 1.4, 1.5, 2.3*), (*Assessment: Exam, Lesson plans*)

Topics to be studied:

1. Investigating what makes a good teacher of reading
2. Creating a literacy rich environment
3. Examining oral language development
4. Exploring the four cueing systems in reading
5. Developing a foundation for fluent readers: Phonological/phonemic awareness, phonics, fluency
6. Cultivating children’s curiosity for words: Teaching vocabulary
7. Helping children to construct meaning: Comprehension strategies
8. Teaching the structure of narrative text and expository text across the curriculum
9. Supporting children’s voices through writing
10. Teaching literacy in an explicit and systematic way

Relationship of Course to Program or Discipline Learning Outcomes:

This course focuses on the six pillars that support the philosophical framework, *Architects of the Future*. Through “Architects of the Future” (planning, teaching skills, interpersonal skills, decision making skills, professional commitment, and diversity) teacher candidates connect the theories of the effective teaching of reading and writing, implementing strategies that elementary school teachers use to teach reading and writing. The field experience component of this course provides an opportunity for teacher candidates to teach within the context of a Professional Development Partnership School. This experience provides opportunities to demonstrate professional commitment and to practice the skills of planning, teaching, interpersonal skills, integration of cultural diversity, and decision making for the enactment of that commitment.

This course meets the following General Education Outcome(s):	
Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	X
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
5/3/2016	

Special requirements of the course:

1. Attend a field experience (10 hours) in a local Professional Development School and teach lessons created by the teacher candidate.
2. Complete two graded lesson plans (submit in LiveText or its affiliate).

3. Submit field experience paperwork (in LiveText or its affiliate).
4. Complete a Zaner-Bloser handwriting correspondence course.
5. Have a current LiveText (or its affiliate) subscription and use BlackBoard for course requirements.
6. Begin 25 hour professional development requirement.
7. Submit a background check.

Additional information:

N/A

Prepared by: Dr. Cheryl Mader

Date: Updated 12.11.17