OFFICIAL SYLLABUS

DISCIPLINE: EDUC
COURSE: 304

A. Catalog Entry
EDUC 304: Teaching Language Arts.

(3) Three hours lecture
Prerequisite or Co-requisite: EDRD 314

Course Description:
Designed to provide teacher candidates with the knowledge, skills, and dispositions essential to implementing a comprehensive approach to language arts instruction in Pre-K through grade 6 classrooms, the course focuses on principles and practices of comprehensive approaches to language arts instruction including literacy acquisition and development, the social context of literacy, literacy assessment, the needs of English language learners, critical literacy, and the integration of the language arts - oral language (speaking and listening), reading, writing, word study, and visual literacy - through the use of best practice strategies and high quality children’s literature.

B. Detailed Description of Content of Course
Designed to provide teacher candidates with the knowledge, skills, and dispositions essential to implementing a comprehensive approach to language arts instruction in Pre-K through grade 6 classrooms the course focuses on:

I. Principles and Practices of Comprehensive Approaches to Teaching and Learning the Six Language Arts
- Integration of listening, speaking, writing, reading, viewing, and visual representation in the PK-6 grade classroom
- Working towards national, state, and local literacy standards by which students will be assessed
- Understanding the relationship between assessment practices and developmentally appropriate literacy instruction
- Understanding and implementing best practice teaching and learning approaches for literacy

II. Language Acquisition Theory and Developmentally Appropriate Literacy Instruction
- Theorists such as Vygotsky and Piaget
- Development of oral language and communication skills
- Understanding the relationship between literacy development PK-6 and developmentally appropriate practice

III. The Social Context of Literacy
- Accepting, valuing, and reinforcing students’ diverse home language and discourse styles
- Understanding and implementing literacy instruction that is culturally responsive

IV. Principles and Practices of Second Language Acquisition Theory
Theorists such as Krashen and Cummins
- Characteristics of the stages of second language development and second language learners
- Understanding and implementing best practice approaches to second language literacy instruction

V. Principles and Practices of Writing Instruction
- Theorists such as Lucy Calkins, Ralph Fletcher, and Nancie Atwell
- Characteristics and stages of writing development
- Assessment and evaluation of writing process, author’s craft, and conventions/mechanics
- Utilization of assessment results for planning instruction
- Understanding and implementing best practices for writing instruction including writers’ workshop

VI. Principles and Practices of Word Study
- Theorists such as Donald Bear, Marcia Invernezzi, Shane Templeton, Francine Johnston, and Pat Cunningham
- Characteristics and stages of word study development
- Assessment and evaluation of word study skills
- Utilization of assessment results for planning instruction
- Understanding and implementing best practices for word study instruction

VII. Professional Competencies
- Professional use of standard forms of the English language in oral and written forms
- Professional use of technology to support student learning and home-school communication

C. Detailed Description of Conduct of Course
The course format will include modeling, lecture, demonstration, small group work, active student participation, reflection papers, philosophy statements, analysis of case studies, analysis of developmental stages, lesson planning, performance assessment, and writing samples created by the teacher candidates.

D. Goals and Objectives of the Course
Goals, objectives, and assignments in this class address NCATE Standards:
- 1b - Pedagogical Content Knowledge and Skills for Teacher Candidates
- 1g – Professional Dispositions for All Candidates.

Objectives below also refer to the following standards:
- Association of Childhood Education International (ACEI)
- International Society for Technology Education, National Educational Technology Standards for Teachers (ISTE/NETS-T)
- Virginia Department of Education Program Status Matrix – 2007 Early/Primary Prek-3 Education, Elementary Education, PreK-6, and Middle Education, 8VAC20-542-80 (VPS)
- Virginia Department of Education Program Status Matrix – 2007 Elementary Education PreK-6, 8VAC20-542-110 (VGC)
Having successfully completed this course, the teacher candidate will:

a. Articulate a model of comprehensive literacy instruction and applications for the classroom, including an appreciation for and integration of a variety of literature. (ACEI: 2.1, 3.1, 5.1; VPS: 1[a,b], 2[a])

b. Become familiar with and use local, state, and national language arts standards in planning instruction for PK-6 students throughout the six Language Arts. (ACEI: 2.1, 3.1, 3.2, 3.3, 3.4, 3.5; VGC:2[a]; VPS:1[a])

c. Study and apply principles of visual literacy to reading, writing, and word study. (ACEI 2.1)

d. Understand and apply principles of language acquisition theory including oral language development and the role of oral language in literacy learning, including teaching approaches such as shared/choral reading, storytelling, drama (VPS:2.2[a,d])

e. Understand and apply principles that support culturally responsive literacy instruction. (ACEI 3.2, VPS:2)

f. Acquire knowledge of the characteristics of English Language Learners and skill in using appropriate strategies for teaching English Language Learners (ACEI: 1.0, 3.2; VGC:2[a] ; VPS:1[f]; VPS:2.2[c])

g. Demonstrate knowledge of the stages of writing development and skill in teaching developmentally appropriate writing instruction (ACEI: 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; VGC:2[a]; VPS:1g, 2.4[a,b,c])

h. Use knowledge of assessments, literacy standards, and writing instruction to plan best practice approaches to writing instruction that is developmentally appropriate. (ACEI 4.0, VPS:1[g], 2.4[a,c])

i. Demonstrate knowledge of the stages of word study development and skill in teaching developmentally appropriate and systematic word study instruction including orthographic principles and vocabulary development. (ACEI: 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; VPS:1[g], 2.1[a,b], 2.3b, 2.4[b])

j. Use multiple assessment tools and analyze results in order to plan instruction for word study that is developmentally appropriate. (ACEI 4.0; VPS:1[g])

k. Use of professional and standard forms of the English language in oral and written forms. (ACEI 2.1)

l. Integrate the K-12 ISTE National Education Technology Standards for Teachers. (ISTE/NETS-T: 1-5; VGC:2[a]; VPS:1[b,j], 2.5)

E. Assessment Methods

Assessment in this course is both formative and summative and will include:

- Analysis of participation and active engagement in whole and small group work using student self-reflection tools and teacher created rubrics.
- Evaluation of content, mechanics, and conventions of written assignments including reflection papers, lesson plans, and the family newsletter.
- Analysis and evaluation of student created lesson plans based on grade appropriate VA SOL, including the following components – objectives, procedures, assessments, considerations and accommodations for both the learning and culturally diverse student.
- Observation of micro-teaching lessons on a variety of language arts topics including strategies for working with English Language Learners, use of multicultural literature, writing, and word analysis.
- Demonstration of technology utilization for communication, instruction, development of instructional materials, and research.
- Key NCATE Performance Assessment: A specific technology requirement is the development of a family newsletter based on principles of visual literacy and written communication utilizing word processing and/or publishing technology tools.

F. Other Course Information

None

G. Review and Approval

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<td></td>
<td>Course description change, course syllabus change</td>
<td>Holly Robbins, Dana Rose, Glenna Gustafson</td>
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