

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
Department of Education Instruction & Leadership

Language Arts I (Pre K-3)
ELEMENTARY EDUCATION 4553

Professionals for the 21st Century: Competent, Committed, and Ethical

Instructor
Instructor's Email
Instructor's Phone Number
Instructor's Office

TITLE: Language Arts I (Pre K - 3)

PREREQUISITES:

GPA of 2.5 or higher
Background check for the current year
Completion ELED 3513 and ELED 3523
Passing score on OGET

CATALOG DESCRIPTION: Designed specifically for the undergraduate Elementary Education and Early Childhood teacher candidate. This course includes integration of the language arts: listening, speaking, reading, writing, viewing, and visual representation. Integration of grammar, spelling, vocabulary, handwriting and word processing instruction into the writing process is included. This course focuses on emergent and developing learners in pre-k, kindergarten, and primary grades (1-3).

PORTFOLIO COMPONENT: The teacher candidate will place the following artifacts in the Teacher Education Portfolio – Module III: Spelling and Writing Development Analysis and competency reflection form. For further information on portfolio requirements, refer to the Teacher Preparation Portfolio Undergraduate Handbook available online.

MAJOR GOALS:

1. Candidates will develop knowledge and understanding of the language arts: listening, speaking, reading, writing, viewing, and visual representation. ACEI 2.1
2. Candidates will demonstrate knowledge and understanding of appropriate ways to teach and actively engage students in using the language arts across the curriculum. ACEI 1.0, 2.1, 3.1, 3.4
3. Candidates will develop knowledge and understanding of the writing process, and appropriate ways to teach and practice the writing process across the curriculum.

4. Candidates will develop knowledge and understanding of ways to teach and integrate grammar, spelling, vocabulary, handwriting, and word processing instruction into the writing process. ACEI 1.0, 2.1, 3.1
5. Candidates will demonstrate knowledge of poetry forms and figurative language appropriate for preschool and primary students. ACEI 2.1
6. Candidates will demonstrate knowledge and understanding of standard English grammar, capitalization, and punctuation. ACEI 2.1
7. Candidates will demonstrate knowledge and understanding of appropriate ways to teach spelling to primary grade children. ACEI 1.0, 2.1, 3.1
8. Candidates will demonstrate the ability to write and teach correct manuscript and cursive writing. ACEI 2.1
9. Candidates will demonstrate knowledge and understanding of how to adapt language arts instruction and application across the curriculum for students with diverse needs. ACEI 3.2
10. Candidates will demonstrate knowledge and understanding of how to assess spelling and writing development in emergent and developing spellers and writers. ACEI 4.0

DEMONSTRATION OF COMPETENCIES:

(InTASC) Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

ACEI 1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Instruction: Candidates will learn the stages of spelling development and how students differ in their levels of development and patterns of learning in relationship to the English language arts.

Assessment: Candidates will demonstrate this competency as they develop a plan of action to enhance their students' spelling and writing development, handwriting, conventions of print, and use of standard English.

(InTASC) Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

ACEI 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situation, materials, and ideas

ACEI 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

Instruction: Candidates will review how to format a friendly letter, conventions of print, spelling, standard English usage and how to adapt sentence construction and vocabulary to meet the needs of diverse learners

Assessment: This competency will be considered achieved if candidates demonstrate a high level of competency in friendly letter format, conventions of print, spelling, standard English usage, and can adapt sentence construction and vocabulary to meet the needs of diverse learners.

(InTASC) Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

ACEI 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Instruction: Candidates will learn about handwriting, conventions of print, use of standard English, and the stages of spelling development. Candidates will also learn how to analyze and categorize temporary spellings to determine a student’s level of spelling development.

Assessment: This competency will be considered achieved if candidates accurately analyze and categorize the temporary spellings used by their student. Candidates will also assess handwriting, conventions of print, and use of standard English.

(InTASC) Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

Instruction: Candidates will learn appropriate strategies to enhance spelling development, handwriting development, use of standard English, and conventions of print based on the needs of diverse learners.

Assessment: This competency will be considered achieved if candidates develop an appropriate plan of action addressing spelling development, handwriting development, use of standard English, and conventions of print.

CONCEPTUAL FRAMEWORK: Professionals for the 21st Century: Competent, Committed, and Ethical

The teacher education program at Southeastern Oklahoma State University is dedicated to producing competent, committed, and ethical educators who can successfully work with diverse students. A professional for the 21st century is prepared to effectively utilize technology in planning and delivering instruction to diverse students while motivating and assessing all students. The theme statement Professionals for the 21st Century: Competent, Committed, and Ethical establishes the role of the candidates as they develop partnerships with professionals, parents, and the community in order to facilitate the education of all students in a caring, non-discriminatory and equitable manner.

RESEARCH OR PROJECT COMPONENT: Pen Pal Project: Candidates exchange friendly letters with a primary grade student. Then, candidates will analyze the students' letters for spelling development, handwriting development, use of standard English, and conventions of print. Based on this analysis, candidates will develop a plan of action addressing each of these areas. This plan of action and the teacher education competency reflection form will be uploaded to Chalk and Wire. **Teacher candidates who do not upload the required documents to Chalk and Wire by the date specified will receive an "I" in this course and may not proceed to the next language arts course.**

FIELD COMPONENT: Candidates will exchange friendly letters with primary grade students.

DIVERSITY COMPONENTS:

Cultural and Linguistic Component: Candidates will study language and cultural differences and their implications in the development of spelling and use of standard English.

Students with Exceptionalities Component: Candidates will study categories of exceptionalities that may be encountered in the PreK, K, and primary classroom and general ways to address accommodations and modifications for those students to enhance literacy development.

Other Diversity Issues Component: Candidates will study how some disabilities may affect spelling development, handwriting development, conventions of print, and use of standard English.

TECHNOLOGY COMPONENT: Teacher candidates will use word processing to construct their plan of action and teacher education competency reflection form and upload them to Chalk and Wire.

PERFORMANCE ACTIVITIES: The reading materials listed below will provide a focus for the course and information useful for class discussions, activities, and lectures.

1. Use of adopted textbooks: *Early Childhood Language Arts*. Jalongo, Mary R. 2014. Pearson. ISBN-13: 9780133358445.
2. Class participation
3. Lecture and discussion on outlined topics

ASSESSMENT:

1. Two section exams (100 points each)
2. Comprehensive final exam (100 points)
3. Pen Pal Project (50 points)
4. Poetry Book, Part 1 (20 points)

Exam dates will be announced in class. Students may not pass this class without having completed ALL assignments at an acceptable level.

Portfolio documents MUST be submitted by the assigned date or the candidate will receive an “I” for this course and will not be allowed to progress to the next language arts course.

Students will be penalized 10% of the grade on late assignments and exams taken after scheduled dates. Exams will be rescheduled at the convenience of the instructor. Quizzes cannot be made up or rescheduled. Acceptance of assignments turned in late will be at the discretion of the instructor.

Grading Scale:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D

Methods of Evaluation: Objective type exams that also include discussion questions will be used as one form of evaluation. Written expression (includes mechanics) will be evaluated as part of every grade. The final will be comprehensive. The final grade will be an average of total points possible in the class, including the quizzes, tests, projects, participation, attendance, and assignments.

In-class, unannounced, quizzes and/or activities may be given at the discretion of the instructor. These cannot be made up.

SUPPLEMENTARY READINGS OR ACTIVITIES: As assigned by instructor.

SPECIAL ACCOMODATIONS:

*****Current Statement*****

Equal Opportunity Statement

In Compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and other Federal Laws and Regulations, Southeastern Oklahoma State University does not discriminate on the basis of race, color, national origin, sex, sexual identity, sexual orientation, age, religion, handicap, disability, or status as a veteran in any of its policies, practices or procedures, this includes but is not limited to admissions, employment, financial aid, and educational services.

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) states: No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..." Southeastern Oklahoma State University does not discriminate on the basis of sex in its education programs or activities, in compliance with Title IX and the U.S. Department of Education's regulations at 34 C.F.R. §§ 86.1 et seq. Individuals who believe they have been discriminated against on the basis of sex may contact S.E.'s Title IX Coordinator at 580-745-3090, titleix@se.edu, or PMB 2750.

STUDENTS' OBLIGATIONS & REGULATIONS

Each student assumes an obligation to obey all rules and regulations made by the University, to preserve faithfully all property provided by the State for his/her education, and to discharge his/her duties as a student with diligence, fidelity, and honor.

The term —student includes all persons enrolled at the university, both full-time and part-time, pursuing undergraduate, graduate, or professional studies. Persons who are not officially enrolled for a particular term but who have a relationship with the university are considered —students. This definition includes but is not limited to incoming freshmen, transfer students, anyone participating in university sponsored programs and activities for students, and persons who enroll for courses from time to time. Failure to observe the following regulations will subject the student to disciplinary action:

1. Acts of Dishonesty. No student shall commit acts of dishonesty, including but not limited to the following:

- a. Cheating, plagiarism, or other forms of academic dishonesty.
- b. Furnishing false information to any university official, faculty member, or office.
- c. Forgery, alteration or misuse of any university document, record or instrument of identification.
- d. Falsifying or participating in the falsification of any university record.
- e. Any other acts of dishonesty which adversely affect the university pursuit of its objectives.

Students engaging in the following actions, among others, are subject to disciplinary action by Southeastern Oklahoma State University:

1. Interference by any means, directly or indirectly, with functions and/or activities of the University or with its educational or service programs, either by breach of the peace, force, violence, noise disturbances, disorderly conduct, physical obstruction, or unauthorized occupation of premises, and failure or refusal to comply with directions of University officials, faculty, or staff acting in the performance of their duties.
2. Dishonesty, such as cheating, violating the integrity of examinations, plagiarism, or knowingly furnishing false information to the University or staff for official University records or during University investigations.
5. Classroom misconduct including disrespect for faculty, fellow students, or disruption of classes by any means. Faculty members are authorized to dismiss disrespectful or disorderly students from classes pending other action, and it shall be a further offense for any student not to leave a classroom when told to do so by a faculty member.
20. Actions not committed on University property may also be subject to University disciplinary action in cases where a clear and distinct interest of the University is involved or affected. This includes, but is not limited to, offenses related to the security and welfare of persons and/or property or the integrity of the educational process.

These statements are taken from the current Student Handbook available on the Southeastern website: se.edu.

SYLLABUS ADDENDUM

CLASS ATTENDANCE:

1. Your enrollment in this class brings the assumption that you will attend every class meeting. Roll is taken promptly at the beginning of every class meeting. If you must be absent, it is your responsibility to get notes and assignments from a student who was in class.
2. BE ON TIME!!! Late arrivals are disruptive and communicate a lack of courtesy and respect.
3. Children are not allowed to attend class meetings.
4. Tape recorders are not allowed.
5. Some release time may be given for library assignments.
6. All cell phones must be turned off!

OTHER IMPORTANT INFORMATION:

1. All students must have an email address (SE) which they check regularly.
2. Students missing in-class activities will not be allowed to make them up.
3. All outside assignments must be typed and formatted according to the following:
 - A. Text should have uniformly dark print using 12-point font.
 - B. Text should be double spaced.
 - C. Use left-justification only.
 - D. All pages should be stapled in the top left corner.
 - E. All pages should be numbered.

4. Make up work: It is my assumption that ALL work will be turned in on time. Assignments are due at the beginning of the class period on the due date. **Late assignments are accepted at the discretion of the professor and, if accepted, scores will be reduced by one grade level (10 points).** Assignments past due over one week will not be accepted. Missed exams will be made up at a time agreed on by the student and the professor. There is no provision for make-up of in-class activities.
5. The final exam will be comprehensive.
6. **Written expression (including punctuation, grammar, sentence structure and spelling) will be evaluated as part of EVERY grade.**
7. In order to pass this class, students must show phonics proficiency by passing the phonics exam by a score of 70 or above.

BLACKBOARD: This is a Blackboard supported class. It is the responsibility of each student to check Blackboard and his/her student email account for announcements and download necessary documents and review posted videos as assigned by the instructor.

PROFESSIONALISM: An important component of this course is your demonstrated ability to grow as a professional educator. As such, you are expected to submit work that represents your own best effort. You are responsible for turning in all required assignments according to the schedule. Assignments must conform to university policies governing academic dishonesty. In addition, as a professional educator, you are constantly seen as a model for your students; therefore, it is imperative that you strive to communicate well both orally and in written exercises.

Hats are not to be worn in class (both genders). As you begin your professional courses, you need to begin the transition toward dressing professionally. Professional dress is very important for observations, student teaching, job interviews, and ultimately, your professional career.

ACADEMIC INTEGRITY: There is a zero-tolerance policy concerning plagiarism and/or duplication of another individual's work. Besides making you feel horrible, you will receive a zero and the policy will be enforced under the guidelines of Academic Honesty Policy for the University. Students are expected to work individually and turn in their own work. Any violation of academic honesty will be reported to the Office of Student Affairs. The policies regarding academic misconduct are set forth in the institution's Student Code of Responsibilities and Conduct.

OTHER COURSE POLICIES: The instructor reserves the right to make adjustments to the syllabus, course calendar, and/or grading policy as needed in order to meet the instructional goals of the class. Students will be notified of any adjustments to the syllabus.

Students must earn a grade of C or better in ELED 4513, ELED 3533, and ELED 3543 to proceed to ELED 4523 (Language Arts in the Intermediate and Middle Grades).