Syllabus for
ELE 314—Reading and Language Arts
3 Credit Hours
Fall 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

A study of the scope and sequence of skill development in language arts (listening, speaking, reading, writing, viewing, and visually representing for students in grades 1-6). Emphasizes the interrelationship of language arts with the entire elementary curriculum, thus using an integrated teaching approach.
Prerequisites: None

II. COURSE GOALS

The purpose of this course is designed to enable the student to study important aspects of language instruction.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives
As a result of successfully completing this course, the preservice teacher will be able to do the following:
1. Describe the basic needs of children as related to oral and written communication (IS 5, 9, 12; ACEI 2.1).
2. Evaluate curricular materials for effective use in teaching reading and language arts (IS 9, 12, 13; ACEI 2.1).
3. Integrate literature and poetry into the reading program (IS 13; ACEI 2.1).
4. Demonstrate appropriate teaching strategies in language arts: listening, speaking, reading, writing, grammar, and its usage (IS 5; ACEI 2.1).
5. Utilize the language arts in teaching in the content areas (IS 5; 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7; ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1).
6. Explain how children learn language arts, how to actively engage students in learning, and create a supportive learning environment. (IS 6; ACEI 1, 2.1, 3.2, 3.4).
7. Outline the language development of a child (IS 9).
8. Describe various types of teaching strategies used for developing listening skills (IS 6, 9, 12; ACEI 2.1).
9. Discuss several activities used for engaging elementary students in talking (IS 6, 9, 12; ACEI 2.1).
10. Describe how to incorporate drama into the language arts curriculum (IS 6, 9, 12; ACEI 2.5, 3.1).
11. Outline and elaborate on the steps of the writing process (IS 6, 9, 12; ACEI 2.1).

12. Plan different kinds of journal-writing activities appropriate for elementary students (IS 5, 6, 9, 12; ACEI 2.1).
13. Discuss the components of the reading process (IS 6, 9, 12; ACEI 2.1).
14. Discuss methods of teaching word recognition skills and vocabulary development (IS 6, 9, 12; ACEI 2.1).
15. Outline procedures for improving comprehension skills (IS 5, 6, 9, 12; ACEI 2.1).
16. Describe the major approaches to literacy instruction, including computer applications (IS 5, 6, 9, 12; ACEI 2.1, 3.5).
17. Compare textbooks in the content areas with basal readers (ACEI 2.1- 2.7, 3.1).
18. Discuss the informal assessment of reading (IS 14; ACEI 2.1).
19. Discuss methods of reporting student progress to parents and professionals (IS 10; ACEI 5.2).
20. Explain strategies for classroom organization and management in the reading/language arts classroom (IS 16; ACEI 2.1).
21. Explain the connection of reading and writing (IS 9; ACEI 2.1).
22. Discuss instructional activities for informational reading and writing: research reports, newspapers, letters, and life stories (IS 6, 9, 12, 13; ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7).
23. Explain strategies used for teaching spelling (IS 5, 6, 9, 12; ACEI 2.1).
24. Discuss how to teach grammar integrated with reading and writing (IS 5, 6, 9, 12, 13; ACEI 2.1).
25. Discuss the challenges of teaching reading and language arts to students with special needs, such as the mildly handicapped, language-different, and gifted students (IS 5, 6, 9, 12; ACEI 3.1, 3.2).
26. Plan learning activities appropriate for elementary students that can be used in a thematic unit that is integrated across the curriculum (IS 5, 6, 9, 12, 13; ACEI 2.1-2.7, 3.1).

B. Objectives for Students in Teacher Preparation Programs
The course objectives for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission for Teacher Preparation. This course meets the following competencies: IS 5-10, 12-14, 16, EC 2, 5, 6, 9, 10, 12, and ECh 1-11.
1. Institutional Standards (IS)
    IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
    IS 6: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
    IS 7: The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues
    IS 8: The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.

IS 9: The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.

IS 10: The candidate demonstrates an understanding of the legal aspects of education

IS 12: The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.

IS 13: The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.

IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.

IS 16: The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.

2. Elementary Education Competencies (ACEI 1, 2.1, 2.2, 2.3, 2.4, 2.4, 2.6, 2.7, 3.1, 3.4, 3.5, 5.2)

The pre-service teacher will understand the following:

ACEI 1 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.

ACEI 2.1 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 situations, materials, and ideas.

ACEI 2.2-2.7
Candidates can design and implement integrated age-appropriate inquiry lessons to teach science, mathematics, social studies, the arts, health and physical education to build student understanding in related areas.

ACEI 3.1 Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

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

ACEI 3.4 Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

ACEI 3.5 Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active

inquiry, collaboration, and supportive interaction in the elementary classroom.

ACEI 5.2 Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

    A.   Required Materials
        1.   Textbooks
            Thompkins, G. E. (2013). *Language arts: Patterns of practice* (8th ed.). Columbus, OH: Prentice Hall. ISBN 13:9780132685757.
        2.   Other
            None

    B.   Optional Materials
        1.   Textbooks
            None
        2.   Other
            None

V.   POLICIES AND PROCEDURES

    A.   University Policies and Procedures
        1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
        2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
        3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
        4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
        5.   Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
            a.   The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
            b.   By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

    B.   College of Education Policies and Procedures
        1.   Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been

taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.

2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
   a. Inform the professor before the event.
   b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
   c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.

5. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.

6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her

responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or less before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class more than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.

7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.

8. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the School of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.

9. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a $15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.

10. Extra Credit—Students should not expect extra credit to help raise a grade.

11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures
   1. Evaluation Procedures
      a. Grading scale:
         A=89.5%-100.0%
         B=79.5%-89.4%
         C=69.5%-79.4%%
         D=59.5%-69.4%
         F=55.4% and below
      b. Emphasis is on exceeding the minimum criteria for each project.
      c. Students are evaluated on the basis of performance on the following:

(1) Examinations (GC 1-5, 7, 8, 10, 12; EC 2, 5, 6, 9, 10, 12; ECh 1-12)

(2) Group and individual projects (GC 1, 2, 3, 4, 5, 7, 8, 12, 14; EC 5, 6, 9, 10, 12; ECh 1, 3-6, 10-12)

(3) Presentations (GC 1, 2, 3, 4, 5, 7, 8, 10, 12, 14; EC 2, 5, 6, 9, 10, 12; ECh 1, 8)

d. Grade components:
Participation and attendance
Activities 1-21
Reference Manual
Quizzes (4)
Journal
Midterm
Final

2. ePortfolio Requirements
The following items are recommended as useful intermediate level ePortfolio artifacts:
a. Integrated Language Arts Unit
b. Videotaping of lesson presentation

VI. COURSE CALENDAR

Week	Activities	Prior to Class
1	Writing Process/Handwriting	Chapter 13(pg 391-393)
2	How Children Learn	Chapter 1
3	Teaching and Assessing Language Arts	Chapter 2
4	Patterns of Practice	Chapters 2
5	Emerging Into Literacy	Chapter 3
6	Personal Writing	Chapters 4
7	Listening to Learn/Sustaining Talk	Chapters 5
8	Reading/Writing Process and Building Vocabulary	Chapter 6 & 8
9	Visualization/Building Vocabulary continued	Chapter 7
10	Using Literature/Elements of Story/Fiction/Non-Fiction	Chapter 9 -10
11	Reading/Writing Poetry	Chapter 11
12	Spelling/Grammar	Chapters 12-13 (374-390)
14	Putting it All Together	Chapter 14
15	Putting it All Together continued/Review	Chapter 14
16	Final Examinatin	

Course Inventory for ORU's Student Learning Outcomes
ELE 314—Reading and Language Arts
Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1—Spiritually Alive Proficiencies/Capacities**				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		
2	**Outcome #2—Intellectually Alert Proficiencies/Capacities**				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives				X
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	**Outcome #3—Physically Disciplined Proficiencies/Capacities**				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	**Outcome #4—Socially Adept Proficiencies/Capacities**				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship	X			
4E	Leadership capacity	X			