Course:	ED 342 D & ND Teaching Elementary Language Arts
Credit:	3 hours
Semester:	Spring 2025, Session 1 & 2 (January 13 – May 9)
Time:	9:30 – 10:50 a.m., Tuesday & Thursday
Instructor:	Dr. Karen Hange karen.hange@calvary.edu Office: 124 Education Building

I.   DESCRIPTION

This course explores the major approaches and techniques for teaching elementary language arts with specific practices for listening, speaking, reading, writing, viewing, and visually representing. Instructional approaches, assessment practices and technology applications to integrate the teaching of language arts across multiple disciplines including literature circles and thematic units will be introduced. Strategies for developing critical thinking and problem-solving in language arts from research-based practices will be examined. (Prerequisite: ED190 or permission from the Education Department program director; must be officially admitted to Teacher Education program)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.

II.   DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate.   Students should graduate with a desire to be lifelong learners and servant-leaders.

III.   OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recognize that **Christ is the central** theme of the Bible with every event and narrative account supporting that premise, and that reading literacy supports Bible literacy.

    a.   PLO-1; MTS 1, 2, & 4

    b.   Assignments: B, 1

2. Identify strategies to meet the needs of linguistically **diverse students** and other special populations that result in students becoming competent, effective users of language.
   a. PLO- 1, 2, 4; MTS 1, 2, 5, 6, 7, 9
   b. Assignments: A, B, C, 1, 3, 6

3. Understand the importance of **creating environments** that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation in the elementary language arts classroom.
   a. PLO- 1, 2, 6; MTS 5, 8
   b. Assignments: B, 1, 3, 4, 6, 7

4. Develop an understanding of state and national **language arts standards** and their impact on how the language arts are taught in elementary classrooms.
   a. PLO-2, 5, 6; MTS 1, 3, 4, 7
   b. Assignments: A, 1, 5

B. Specific competencies to be achieved. The student will:

1. Recognize the importance of **writing** clearly and effectively using correct grammar, spelling, and handwriting.
   a. PLO- 2, 5, 6; MTS 1, 3, 4, 6, 7
   b. Assignments: B, 2, 4

2. Recognize the importance of **speaking** clearly and effectively using professional English.
   a. PLO- 2, 5, 6; MTS 1, 3, 4, 6, 7
   b. Assignments: 1, 5

3. Recognize the value of **visual literacy** and dramatic interpretation to enhance communication.
   a. PLO- 2, 5, 6; MTS 1, 3, 4, 6, 7
   b. Assignments: B, 3, 7

4. Distinguish between the four **types of listening** and develop activities that will engage students in a variety of communication techniques.
   a. PLO- 2, 5, 6; MTS 1, 3, 4, 6, 9
   b. Assignments: B, 1, 3, 4, 5, 6

5. Design language arts **unit plans and daily lessons** that will engage students in all six aspects of the language arts curriculum demonstrating understanding of a variety of instructional strategies to support language arts instruction.
   a. PLO-1, 2, 3, 6; MTS 1, 2, 3, 4, 6, 7
   b. Assignments: A, 1, 3, 7

6. Utilize **technology-based resources** to facilitate developmentally appropriate student learning in the elementary language arts classroom.
   a. PLO- 2, 5, 6; MTS 1, 2, 6, 7, 8
   b. Assignments: B, 6, 7

IV.   MATERIALS required for this course:

A. Bible (see note in course policies)

B. Other Textbooks

Tompkins, Gail E. *Language Arts: Patterns of Practice, 9th ed*. Pearson, 2016.
(ISBN-13: 978-0133917970) Available through Amazon as e-book or print.
Available through Pearson as a rental for $43.96 for the semester.
https://www.pearson.com/store/en-us/pearsonplus/p/9780133917970.html

C. Other

International Literacy Association website: **http://www.literacyworldwide.org/**

National Council of Teachers of English website: **www.ncte.org**

Missouri Language Arts Learning Standards: https://dese.mo.gov/sites/default/files/curr-mls-standards-ela-k-5-sboe-2016.pdf

Reading Rockets https://www.readingrockets.org

V.   REQUIREMENTS

Weekly Assignments

A. Reading
Read the assigned textbook chapters according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. There will be between two and three chapters of reading per week.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. ***While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared you will be when you enter your future classroom!***

B   Weekly Reflection Blog
Blog writing is a way to journal in a meaningful way your growth in the field and provide writings that will spark interest and encouragement for others as you work toward becoming an experienced teacher. Each chapter of the textbook has questions that will be selected for students to journal about. Instructions will be given in CANVAS for creating a blog. Students will be expected to post their blog entry by the due date so that peers can respond in a timely fashion. No late posts will be accepted.

C. **Quizzes** -- A quiz will be posted on CANVAS to review the material from each week's readings. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

Assignments & Projects

1. **Language Arts Lesson Demonstration**

Locate a Teacher Edition of a Language Arts/Reading program from a recognized curriculum company. (Calvary University Library has many options to choose from). Select a story and view the language arts connections that support that story. Choose 4-5 options and prepare a lesson demonstration centered around that story with all 6 of the language arts components present. This demonstration should be 20-25 minutes.

2. **Printing Practice**

Handwriting is a very important educator skill that is developed with practice. Using the guides presented in class, students will submit 10 pages front and back on writing paper supplied by the instructor for both print and cursive handwriting practice. Students will also practice whiteboard writing daily during classtime.

3. **File Folder Games—2 games**

Construct **two** learning games that can be stored in a file folder to be used in your future classroom that will reinforce language arts concepts. Students will take their prepared games to a local school to play and interact with elementary students.

4. **Articulate an Argument**

Within the area of language arts, there are many conflicting opinions about the value and importance of various components. Students will select a topic from a list provided on CANVAS and write a 1,000 word paper that articulates an argument in support or against that specific component to be delivered in class. Specific details for this assignment will be provided on CANVAS. Topics could include the following:

- Inventive spelling
- Low-Stakes writing
- Diagramming Sentences
- Word Study/Root Words instruction
- Graphic Novels
- Cursive Writing Instruction
- Science of Reading principles

5. **Poetry Performance**

Students will select two poems to memorize and present to the class using visual supports and gestures. Poems must be approved by the instructor and should include one recent children's poet and one poet from the past. Poem should be 2-3 minutes in length.

6. **Movie Critique: Akeelah & The Bee**

Watch the movie Akeelah & The Bee and observe the teacher supports that were provided. Notice both positive and negative experiences and write a reflection paper of 600 words that includes ideas you may incorporate in your future class.

7. Pinterest Project—80 ideas

Students will collect ideas and organize them in folders on Pinterest.
Include **80 ideas** that you could be used in your future classroom from the following categories:

- Writing Prompts (creative, informational, persuasive, descriptive, etc.)
- Writing Process
- Listening activities (efferent, discriminative, aesthetic, and critical)
- Visual literacy ideas
- Language arts games & activities
- Word Wall ideas
- Language arts apps and websites
- Spelling homework and practice
- Grammar rules
- Oral presentations & Speaking ideas
- Language arts bulletin board ideas

Must have at least 6 ideas from each of the categories listed above with a total project count of 80 ideas.

VI. METHODS

A. Teaching
1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing

B. Grading

1. Weight given to assignments:

Language Arts Teaching Demo (2 x 75 each)	150 points
Printing Practice	100 points
File Folder Games (2 games created)	100 points
Poetry Performance	40 points
Pinterest Project	50 points
Movie Critique	75 points
Articulate An Argument with Presentation	125 points
Chapter Quizzes (11 chapters x 10 points)	110 points
Creation of Blog on WordPress	50 points
Weekly Blog Posts (10 weeks x 20 points)	200 points
Weekly Participation in Class or Online	500 points
Total points for the class	1500 points

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2. Late Assignments

Late assignments may be reduced by one letter grade at the discretion of the teacher.

3. Letter / Numerical Grade Scale
The grading scale listed in the current College Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements
Education majors must maintain a high standard for GPAs to successfully complete their program. Educations majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. *This course must be passed with a grade of "C" or higher depending on the student's GPA in Professional and Content Area courses. Receiving a grade lower than a "C" will mean that this course must be repeated.*

B. The Bible as Required Textbook
The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification. (Note: Turn-It-In.com will be used to verify assignment integrity.)

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D. Academic Activity & Participation
Students must engage in the weekly in-class session(s).

Students who are enrolled as in-person students are expected to be punctual and present in-person for each class session.

Students who are enrolled as online students will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities BEFORE THE NEXT CLASS SESSION.

E. Class Participation
Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement
Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide
All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association,* 7th edition.

H. The Clark Academic Center
The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

About Changes to this Syllabus*: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VIII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	Jan 14 & 16	Learning & Language Arts Chapter 1	Assign: Weekly Readings Schedule & Overview of Syllabus & Projects
2	Jan 21 & 23	Teaching & Assessing Language Arts Chapter 2	Due: Pinterest Project

3	Jan 28 & 30	**No Class on Tuesday--COGE**	
4	Feb 4 & 6	Student Presentations	Due: Articulate an Argument due on Monday, February 3
5	Feb 11 & 13	Emergent Literacy Chapter 3	
6	Feb 18 & 20	Oral Language Chapter 4	
7	Feb 25 & 27	Written Language Chapter 5	Due: File Folder Games
8	Mar 4 & 6	Visual Language Chapter 6	
	Mar 11 & 13	SPRING BREAK	
9	Mar 18 & 20	Movie: Akeelah & The Bee	Movie Review
10	Mar 25 & 27	Building Vocabulary Chapter 7	
11	Apr 1 & 3	Comprehending & Composing Stories Chapter 8	Due: Printing Practice
12	Apr 8 & 10	Investigating Non-Fiction Chapter 9	Teaching Experience # 1
13	Apr 15 & 17	Exploring Poetry Chapter 10	
14	Apr 22 & 24	Language Tools: Grammar, Spelling, & Handwriting Chapter 11	Due: Poetry Performance
15	Apr 29 & May 1	Putting It All Together Chapter 12	
16	May 6 & 8	Teaching Experiences & Wrap-Up	Due: Teaching Demonstration #2