WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

COURSE SYLLABUS

Division: Teacher Education
Program Area: Elementary Education
Course: ELE 3300: Language Arts Pre-primary-8
Credit: 3 semester hours
Term: Winter, 2014
Location: WSU—300 Educ.
Time: (Tuesdays) 9:35am--12:20pm
Instructor: Patricia Vandelinder
Phone #: (586) 944-8925
Office Hours: Upon Requests
Email: pvandelinder@yahoo.com       WSU: as7190@wayne.edu

Course Description:
Literacy theory and its application to language arts instruction in elementary and middle schools: reading, writing, speaking, listening, viewing, and visually representing. Implications of multiculturalism, special needs, and English language learners.

Course Outcomes:
Note: Elementary Education Standards (MDE, 2008) that apply to the following outcomes are identified by Std. Test Objectives for the Michigan Test for Teacher Certification (Effective October 2013) are identified as MTTC.

As a result of this course, students will be able to:

1. Identify and describe instructional strategies for supporting grade ps–8 children’s growth in oral and nonverbal communication for a wide range of purposes and in integrated contexts (Std. 1.1.11, 1.1.2, 1.1.10, 1.1.14, 1.1.15; MTTC 1, 2, 4, 5, 7);
   Text: Chapters 1, 5, 9, 11, 14 Assessment: Exam and Literary Strategy Lessons

2. Identify and describe instructional strategies for supporting grade ps – 8 children’s growth in written communication for a wide range of purposes and in integrated contexts (Std. 1.1.8, 1.1.10, 1.1.12, 1.1.14, 1.1.15, 1.1.20; MTTC 1, 2, 4, 6, 7);
   Text: Chapters 3, 4, 6, 9, 10, 11 Assessment: Writing Process Piece and Reflective Paper; Literary Strategy Lessons; Exam

3. Identify and describe instructional strategies for revising and editing writing (Std. 1.1.8, 1.1.9, 1.1.11, 1.1.13, MTTC 4, 5, 6);
Assessment: Writing Process Piece and Reflective Paper; Exam

4. Identify and describe characteristics of language and language forms, language variety, and the dynamic, changing nature of language (Std. 1.1.1; MTTC 1, 7);  
   Text: Chapters 5, 12  
   Assessment: Exam and Response to Readings

5. Apply the MDE ELA Standards and Grade Level Content Expectations (GLCEs) to classroom practice (all ELA Stds);  
   Text: Chapters 1-14  
   Assessment: Writing Process Piece and Reflection Letter; Responses to Readings; Literary Strategy Lessons

6. Design and describe effective teaching strategies to meet the needs of diverse learners (Std. 1.1.9, 1.1.15, MTTC 1, 4, 7);  
   Text: Chapters 2, 3, 4, 8, 12  
   Assessment: Responses to Readings; Literary Strategy Lessons; Exam

7. Use knowledge of developmental processes in the language arts in planning, implementation, and assessment (Std. 1.1.15, 1.1.6, 1.1.8, 1.1.9, 1.1.17, 1.1.18; MTTC 1, 2, 3, 4);  
   Text: Chapters 1, 2, 6, 7  
   Assessment: Exam and Literary Strategy Lessons

8. Develop, describe, and use a wide range of assessment tools for a variety of purposes, e.g. observation, self-assessment, performance, rubrics, standardized tests. Use assessment to inform instruction (Std. 1.1.15, 1.1.16, 1.1.18; MTTC 4);  
   Text: Chapters 2, 7  
   Assessment: Literary Strategy Lessons; Exam

9. Identify and describe instructional strategies for grade ps – 8 children for spelling and vocabulary development (Std. 1.1.5, 1.1.9, 1.1.18; MTTC 1, 2, 3, 4, 6);  
   Text: 5, 12  
   Assessment: Exam and Response to Readings

10. Access technological tools for communication and embed digital technologies throughout classroom practice (Std. 1.1.14; MTTC 4, 5, 6, 7).  
    Text: Chapters 5, 13  
    Assessment: Responses to Readings; Literary Strategy Lessons

Required Texts:

References:
8. Related professional journals: *The English Journal, Language Arts, The Reading Teacher, Voices in the Middle*
9. An outstanding resource for lesson plans and materials is [www.readwritethink.org](http://www.readwritethink.org)

**Professional organizations:**

For writing assistance consult: [http://leo.stcloudstate.edu](http://leo.stcloudstate.edu) Organization, format, composition, and grammar tips.

**Course Requirements:**

1. Responses to readings (homework) 15%
2. Exams (midterm and final) 30%
3. Literary Strategies 20%
4. Writing Process Piece 25%
5. Professionalism 10%

**Assignment Descriptions:**

1. **Response to Readings** (15%)
The responses will take various formats, e.g. reflection and analysis of course readings and exploratory practice with instructional strategies. Responses to assigned readings must include key ideas and points to ponder, e.g. pose a question and offer an answer along with your reasons for that answer; note points of confusion and offer your thoughts on possible explanations; make connections to other topics in the text. Responses will be used to generate small and large group discussion. Length: ¾ - 1 page.

2. **Exams** (30%: 15% midterm, 15% final)
The midterm will cover content in Tompkins and class sessions from weeks 1 – 7. The final will cover material from weeks 8-14, in addition to skills developed throughout the course.

3. **Literary Strategy Lessons** (15%)
Develop three (3) Literary Strategy Lessons for one book (picture book or chapter book, either fiction or nonfiction), as described in Tompkins (see pp. 20-22 as well as descriptions of a Literature Focus Unit on pages 58-60 and pages 405-
Expectations for this assignment will be discussed during the first two class sessions, demonstrated in class, and integrated throughout readings and discussions of assigned chapters. Your lessons need to follow the WSU College of Education lesson plan format, and show use of strategies that meet the needs of diverse learners, multiple forms of assessment, and integrated technology.

At least one of your lessons must involve writing; one must involve viewing/visually representing, and one must involve listening/speaking. (Lessons can combine requirements, e.g. writing, visually representing.) Art and music activities can be integrated into lessons.

The format of this project will follow the five stages of the Reading Process and your lessons will be incorporated into three different stages of choice. In addition, you will describe accommodations for one particular student’s needs in each of the three lessons.

You will share your finished project with a small group.

3. **Writing Process Piece and Reflective Paper** (25%)
   You will engage in the writing process following the writing workshop model described in Tompkins. To gather and develop ideas, you will create entries in a writer’s notebook, both during in-class writing workshop and outside of class. Your final piece of writing can be a personal narrative or an informational piece that you will take through the process of writing: prewriting, drafting, revising, editing, proofreading, and publishing. One of your key responsibilities during workshop will be to participate in peer conferences, during which you offer feedback and suggestions for revision of your peers’ writing.

   Criteria for grading involve all steps in the writing process noted above. Your finished composition will be evaluated based on elements of style, voice, content, organization, and grammar, usage, mechanics, and spelling. Final drafts will be shared in an Authors’ Celebration.

   You will accompany your final draft with a reflective paper (3 pages) that describes the decisions you made as a writer as you developed your piece, e.g. what you considered as you developed and refined your piece, and examples of how and why you made the revisions. Your paper also must include a discussion of implications of your experience for your teaching, including references to Michigan State Standards and Common Core State Standards.

   A pocket folder(s) is required for your collection of writings.

4. **Professional Commitment (preparation, participation, and attitude)** (10%)
   This course has been designed on the belief that learning occurs best with the support of others. Active participation and discussion are vital features of a community of learners. The class will benefit collectively and as individuals if
each member:
   a. Attends class regularly and is present for the full class period. (More than 
      2 absences will result in grade reduction, including attendance at the first 
      class, whether or not you are registered at that time.) Absences of parts of 
      class, e.g. late arrivals/early departures, will be recorded and will 
      contribute to your total number of absences);
   b. Is willing and able to discuss the week’s assignments (readings complete, 
      assignments current);
   c. Maintains a mind open to the ideas and perspectives of others;
   d. Is willing to share knowledge and ideas.
   e. Refrains from using digital devices for personal use during class.

**Evaluation and Grading:**

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 – 100</td>
<td>A</td>
<td>74-77</td>
<td>C</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>70-73</td>
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<tr>
<td>88-89</td>
<td>B+</td>
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<td>D+</td>
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<td>B</td>
<td>64-67</td>
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<tr>
<td>80-83</td>
<td>B-</td>
<td>60-63</td>
<td>D-</td>
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<tr>
<td>78-79</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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**College of Education Grading Policy**

The College of Education faculty members strive to implement assessment measures that 
reflect a variety of strategies in order to evaluate a student’s performance in a course. For 
undergraduates and post-degree students, C grades will be awarded for satisfactory work 
that satisfies all course requirements; B grades will be awarded for very good work, and 
A will be reserved for outstanding performance. Please note that there is a distribution of 
grades from A-F within the College of Education.

**Academic Dishonesty -- Plagiarism and Cheating** (edited statement from the DOSO’s 
web site):

Academic misbehavior means any activity that tends to compromise the academic 
integrity of the institution or subvert the education process. All forms of academic 
misbehavior are prohibited at Wayne State University, as outlined in the Student Code of 
Conduct [http://www.doso.wayne.edu/student-conduct-services.html](http://www.doso.wayne.edu/student-conduct-services.html). Students who 
commit or assist in committing dishonest acts are subject to downgrading (to a failing 
grade for the test, paper, or other course-related activity in question, or for the entire 
course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating**: Intentionally using or attempting to use, or intentionally providing or 
  attempting to provide, unauthorized materials, information or assistance in any academic 
exercise. Examples include: (a) copying from another student’s test paper; (b) allowing 
  another student to copy from a test paper; (c) using unauthorized material such as a 
  "cheat sheet" during an exam.
- **Fabrication**: Intentional and unauthorized falsification of any information or citation. 
  Examples include: (a) citation of information not taken from the source indicated; (b)
listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include:
  (a) failure to use appropriate referencing when using the words or ideas of other persons;
  (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

### Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/pdf-policies/students.pdf

### Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

- The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.

### Student Disabilities Services

- (edited statement from the SDS web site): If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

**Religious Observance Policy**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Class Schedule**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course</td>
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<tr>
<td>Week 2</td>
<td>Patterns of practice: teaching and assessing language arts CCSS</td>
<td>Chapters 1, 2, 14 Response to Readings 2, 14</td>
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<tr>
<td>Week 3</td>
<td>Reading and writing workshops</td>
<td>Chapter 6</td>
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<tr>
<td>Week 4</td>
<td>Emergent literacy</td>
<td>Chapter 3</td>
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<tr>
<td>Week 5</td>
<td>Personal writing/ journals Spelling</td>
<td>Chapter 4</td>
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<tr>
<td>Week 6</td>
<td>Listening and talking</td>
<td>Chapter 5</td>
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<td>Week 7</td>
<td>Midterm Exam</td>
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<td>Week 8</td>
<td>Viewing and visually representing</td>
<td>Chapter 7</td>
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<td>Week 9</td>
<td>Vocabulary</td>
<td>Chapter 8</td>
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<tr>
<td>Week 10</td>
<td>Investigating nonfiction and story genres</td>
<td>Chapters 9 &amp; 10</td>
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<tr>
<td>Week 11</td>
<td>Spelling, grammar, and handwriting</td>
<td>Chapters 12 &amp; 13</td>
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<tr>
<td>Week 12</td>
<td>Making poetry come alive</td>
<td>Chapter 11</td>
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<tr>
<td>Week 13</td>
<td>Authors’ Celebration</td>
<td>Process Writing Piece and Reflective Paper due</td>
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<tr>
<td>Week 14</td>
<td>Literary Strategy Lesson sharing Review</td>
<td>Literary Strategy Lessons due</td>
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<tr>
<td>Week 15</td>
<td>Final Exam</td>
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