

University of Detroit Mercy
College of Liberal Arts and Education

CLASS: **EDU 448 - METHODS AND MATERIALS OF TEACHING READING/
LANGUAGE ARTS**

SEMESTER: TERM II, Winter 2004 – Sections M1&MG

INSTRUCTOR: Nancy Gibney, Ph.D.
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CREDIT: 3 SEMESTER HOURS

TIME: Monday, 6:40-9:10 – LB 315

TEXT: COMMUNICATION IN ACTION - TEACHING THE LANGUAGE ARTS.
EIGHTH EDITION. HENNINGS, DOROTHY. BOSTON, HOUGHTON
MIFFLIN COMPANY, 2002
HATCHET by Gary Paulsen

COURSE DESCRIPTION:

This course will focus on an integrated approach to teaching the language arts - speaking, listening, reading, writing, viewing and thinking, as part of the total curriculum. Students will be taught the theoretical background and instructional strategies needed to implement a language arts program in which children are actively involved in thinking and communicating. The course will link to the Michigan Curriculum Framework's English Language Arts standards and benchmarks.

COURSE OBJECTIVES:

At the completion of this course the student will be able to implement a language arts program that includes the following fundamental elements:

1. Integration of thinking, listening, speaking, writing, moving and reading into communication centered experiences based on literature of meaningful content from the social and natural sciences, and on first hand experiences with the world around you.
2. Use of varied creative activities that capture the imagination, achieve the full and productive involvement of students, and tap a variety of print and nonprint resources.
3. Use a variety of teaching strategies with students, before, during and after instruction to help them construct meaning from a variety of texts for a variety of purposes.
4. Organize an elementary classroom using a variety of personalized, small group and total class activities to meet the differing needs of all students.
5. Understand the nature of reading as a constructive process that involves interactions among reader, text and context.
6. Understand ways of fostering the development of literacy, the aesthetic appreciation of it, and appreciating the interpretation and evaluation of others.
7. Understand diverse factors that affect language arts instruction.
8. Use themes learned from children's and adolescent literature to help them learn the importance of behaving in moral and ethical ways
9. Understand how to collaborate effectively with other individuals.

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10. Recognize the value of reading aloud to students and providing them with sustained silent reading and writing opportunities.
11. Understand that reflective thought leads to professional excellence, personal growth, and adopt its use as a habit in teaching the Language Arts.
12. Understand the variety of ways students can respond to literature.
13. Understand writing as a process of constructing meaning for learning purposes.
14. Understands the purposes, types, and structural elements of different genres of literature.
15. Understands the criteria and procedures for evaluating language arts materials and curricula.
16. Understand and be able to integrate the Michigan Curriculum Framework's English Language Arts standards and benchmarks.

ATTENDANCE & OTHER POLICIES:

1. Students are expected to come to class on time and to stay *until the class has ended*. After your first absence, three/four points for each session missed will be subtracted from your total point value. Points will also be deleted for coming late to class. Occasionally, an unannounced "pop quiz" will be given during the first or last ten minutes of class. These quizzes **will not be able** to be made up.
2. Young children will not be permitted to attend class with you. Please make arrangements to have your children attend the child care center.
3. Keep a duplicate of all work submitted. The instructor is not responsible for any papers said to be turned in but not located.

CONCEPTUAL FRAMEWORK:

The content of this course will revolve around the education department's Mission and Conceptual Framework which addresses the following dimensions of the role of the educator:

- A *scholar* who use the research-knowledge base for teaching integrated with the liberal arts and sciences disciplines;
- An *inquirer* who is skilled decision-making and in ethical, critical, and reflective thinking; and
- A *moral agent* whose values reflect those of the University of Detroit Mercy and the Department of Education's Professional Code of Ethics.

ASSIGNMENTS:

All assignments are to be submitted on the date indicated. **All assignments must be typed** or they will not be accepted. Submitted assignments **may not be done over**; they may only be **submitted once**. **Late assignments will not be accepted unless it is an emergency situation which was discussed and approved beforehand with the instructor. No exceptions will be made if this is not followed. Any student submitting work as their own which is determined to have not been written by that student will receive a grade of "F". This also includes assignments previously submitted in other courses.**

**The instructor encourages students to consult with her whenever necessary during the semester.

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GENERAL METHODOLOGY:

- Lecture
- Discussion
- Strategy demonstrations
- Individual/small group activities and presentations
- Outside speakers
- Technology/AV
- Hands on activities

COURSE REQUIREMENTS:

The following are the requirements due this semester. The specifics of the assignments will be discussed in class. Please proofread your work for spelling and grammatical errors. Such needless errors will adversely affect your grade (Each error beyond five will lower your grade by one-half a letter grade).

1. CHAPTER BOOK THEMATIC UNIT - INTEGRATING LITERATURE THROUGHOUT THE CURRICULUM

Each student will be responsible for developing a thematic unit which will be centered around literature for extending and enriching learning across the curriculum using a chapter book. Details will be provided.

2. JOURNAL REVIEW ASSIGNMENT

Review two different Language Arts/Reading journals. Each review should be approximately 500 words and double spaced.

- A. Identify your resource by using the APA bibliographical format
- B. The following information should be included in subheading format:
 - i) The **reason why** you chose the topic you did for review
 - ii) The second section of the article should be a **summary** of it.
 - iii) The third section of the article should be a **critique** of it. What did you think of the article - was it biased, realistic, etc.
 - iv) The fourth section should explain how you can **implement** the information you learned in your future classroom.
- C. Attach a copy of the journal article to each review. Make sure you make additional copies for yourself. All articles must be typed and double spaced.
- D. Articles should be taken from 1995-2003 sources, but older materials may be used only with prior approval of the instructor.
- E. Journal article suggestions - study strategies; listening; writing (composition, creative, process writing, handwriting, journals); spelling; grammar or usage; comprehension - critical thinking strategies; literature (response groups - integrated literature units; thematic units; vocabulary; assessment; word recognition skills; use of technology to enhance literacy skills, etc.
- F. You must give a creative presentation of one of your article evaluations involving the class in some aspect of your presentation

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- G. Journal Article References (Examples)
The Reading Teacher
Focus on Exceptional Children
Language Arts
Research in the Teaching of English
The Horn Book
Theory into Practice

3. EXAMINATIONS

The Mid Term will be in the form of a Teaching in Action Vignette, which will require you to analyze, apply, plan, create, explain and synthesize what you have learned from reading the book and classroom discussions.

4. CREATIVE BOOK PRESENTATION

Select a favorite story you would like to share through a **creative presentation not a lesson to be taught**. You may want to consider the following ideas as different ways you can present your book; pantomime, flannel board, drama, reader's theater, puppets, props, video/audio tapes, singing, using musical instruments, etc. Each presentation should be about 10 minutes in length. You will be asked to present this to the class you are placed in at Sabbath Elementary School, our class, etc. **You will need to include the bibliographical information on your book, a summary of the story using a story map format and the type of presentation you will be presenting. This is to be recorded on a 5by 8 index card. A copy of the book needs to be shown when giving your presentation**

5. FIELD BASED/SERVICE LEARNING EXPERIENCE

If you are not currently teaching full time you will be required to spend a **minimum of 24 hours** in a classroom at Sabbath Elementary School in River Rouge. The hours must be verified by your supervising teacher. During this experience you will be able to observe a 4th – 6th grade teacher teaching reading/language arts, work with small groups of children, individual students, and present your creative book presentation as well as lessons from your thematic unit. Opportunities for analysis and reflection on pedagogical practices will be required. Details to be announced in class.

6. CHAPTER PRESENTATIONS: TEACHING IN ACTION VIGNETTES

You will be assigned a chapter from our textbook and required to explain the vignette and involve the class in participating in it in some way. Your presentation must include how the teacher in the vignette utilizes the 4Principals of Language Arts as well as how the lesson could be modified, etc. Details to be announced in class.

7. Opportunities for extra credit will also be provided throughout the semester.

***TERM PAPER (Graduate students only)**

A five to ten page paper on a current topic in the area of reading and language/arts instruction. Find five to ten different resources dealing with one of the topics from the list given to you. The majority of the references are able to be from professional journal articles. They should be no earlier than 1995. You are to present a scholarly investigation of the topic. Basic outline of the paper:

- a. State the key ideas the paper will deal with and why you chose the topic.
- b. State what your resources have to contribute. In some cases it will make sense to completely deal with one source before introducing the others; in other cases you may want to compare and contrast the two sources. In

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either event, it must be made clear (by referencing context) which source is the basis for which conclusion; tell what you have learned about the topic in question; in most cases it will make sense to talk about how the sources add to the textbook, class notes, etc. Weaknesses or shortcomings of the articles may also be discussed.

- c. Explain how information learned can be applied to your classroom experience etc.

*** You are required to give a brief report to the class summarizing what you have learned and what your main sources contributed to your knowledge of the topic.

PROFESSIONAL ORGANIZATIONS TO JOIN/PUBLICATIONS TO READ

Students are encouraged to become members of professional organizations:

- Michigan Reading Association
- International Reading Association
- National Council of Teachers of English
- Association for Supervision and Curriculum Development
- Wayne County Reading Council
- Metropolitan Detroit Reading Council
- University of Detroit Mercy Optimist Club

<u>ASSIGNMENTS</u>	<u>POINTS</u>	<u>DUE DATE</u>
Reading/Lang.Art Journal Reviews	20	1-26
MID TERM	20	2-16
THEMATIC UNIT (CHAPTER BOOK)	50	4-12
CREATIVE BOOK PRESENTATION	36	2-9
CHAPT. VIGNETTE PRESENTATION	14	
PARTICIPATION	<u>10</u>	
	150	
GRADUATE PAPER	30	4-19

GRADING

UNDERGRADUATE

- A 138-150
- B 120-137
- C 105-119
- D 90-104
- F 89 or below

GRADUATE STUDENTS

- A 165-180
- B 144-164
- C 126-143
- D 108-125
- F 107 or below

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TENTATIVE CALENDAR

The professor reserves the right to alter/add readings and other assignments to the syllabus to provide the best learning opportunities for students. It is your responsibility, if you have missed a class, to find out what changes have been made.

M

- 1-5 Introduction to Course
Interactive Model of Reading
Introduce chapter book – Hatchet by Gary Paulsen
- 1-12 Chapter 1: Teaching for Communication
Lesson Plan introduction
- 1-19 Chapter 2: Diversity in the Multicultural Classroom
Chapter book needed for instructor approval
- 1-26 Chapter 3: Language and Children's Early Language Development
- Journal Review Due - Presentations Begin
- Rough draft of thematic statement and focus question due (thematic unit)
- 2-2 Chapter 4: Literature For Life
Rough draft of lesson plan due for character web
- 2-9 Chapter 5: Listening for Meaning
Take home midterm
Creative Book Presentations due-Presentations begin
- 2-16 Chapter 6: Creative Oral Expression
Midterm due / rough draft of lesson plan due for word map
- 2-23 Chapter 7: Oral Language as a Bridge to Literacy & Higher Order Thought
Rough draft of lesson plan due for Venn Diagram
- 3-1 Spring Break
- 3-8 Chapter 8: Reading w/Meaning
Rough draft of lesson plan due for KWLL
- 3-15 Chapter 9: Writing As Idea Making
Rough draft of lesson plan due for any content area
- 3-22 Chapter 10: Writing Processes in a Workshop Environment
- 3-29 Chapter 11: Language Conventions and Writing
- 4-5 Chapter 12: Spelling, Dictionary Use and Handwriting
- 4-12 Thematic Units due/presentations begin
- 4-19 Finish thematic unit presentations
Graduate papers due/presentations