



PHILADELPHIA
BIBLICAL
UNIVERSITY

School of Education
Te261/.01 Integrated Language Arts
Associate Professor Patricia L. Rahn
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Fall 2003 MW(F Lab) 9:00-9:50 am

SYLLABUS

I. DESCRIPTION OF COURSE

A course designed to help students recognize the interrelationships among the language arts. Methods and materials for teaching the language arts to elementary children are examined and used. The foundations of reading instruction are examined. This is a lab course that meets three times per week for two credits.

II. GENERAL CURRICULUM OBJECTIVES - The student will:

- A. Demonstrate an understanding that personal learning theory determines the effectiveness of language arts instruction. 1*, 2*, 3*
 - B. Identify the individual language arts and their interdependent relationship. 1*, 4*
 - C. Demonstrate a knowledge of the influence of the historical, cultural, and theoretical background of the language arts.
 - D. Examine teaching methods and materials appropriate to the teaching of the language arts. 4*, 6*
 - E. Develop a beginning understanding of instructional strategies for reading in the elementary school. 4*, 6*
 - F. Apply various methods of evaluation for selecting appropriate classroom materials. 5*, 6*
 - G. Identify various methods of evaluating student progress in each of the language arts. 5*, 6*
 - H. Identify the role of the language arts in all other curriculum areas. 9*
 - I. Adjust language arts instruction to meet the special needs of academically gifted and learning disabled children. 6*
 - J. Read and become familiar with professional journals in the area of language arts. 12*
 - K. Plan and promote a safe, caring, loving, learning community in which individual, family, and community differences are respected, high expectations are promoted for all, positive rapport is created through effective instructional management, and behavioral expectations are consistent, clear, and fair. 7*
- * Taken from the Specific Program Goals for all Teacher Education programs in the School of Education. (Handbook)

III. SPECIFIC OBJECTIVES - The student will be able to:

- A. Develop a philosophy of teaching the language arts with particular attention to interrelationships. II.A,B,C,K
- B. Design and display a bulletin board. II.D
- C. Develop a unit of instruction and teach one (1) lesson to the class. II.D,E,G
- D. Review, critique, and summarize an article in the area of the language arts. II.J
- E. Evaluate language arts materials for the elementary school. II.D,F
- F. Demonstrate consistent cursive, manuscript, and D'Nealian handwriting skills. II.D
- G. Demonstrate competency on a test of grammar knowledge. II.D
- H. Present a travelog for a selected country as part of the activities related to the Paula Danziger books. II.B,D,E,H

IV. REQUIREMENTS that demonstrate learning and the fulfillment of the course objectives:

- A. Handwriting sample. You must submit the sentence **Paul said, "The quick brown fox jumped over the lazy dog."** in manuscript, cursive, and D'Nealian in both small and capital letters. All students must submit these sentences on Friday, October 17. Samples that are resubmitted for another grade must be submitted by Wednesday, November 19. Turn in all past graded samples with your new samples. Due: October 17, November 19, if desired. III.F
- B. Develop a language arts bulletin board and display it on a 4' X 4' board. Specifics given in class. III.B
- C. Develop a unit plan and a series of related lessons. The unit is due the class period following your in-class teaching. Specifics given in class. III.A,C,E
- D. Teach one 15-minute lesson from your unit to the whole class. Specifics given in class. III.C
- E. A grammar test will be given that is based on the grammatical knowledge in the Heath Series Language Arts Teacher Resource Binder: *Beginning of the Year Test* and *End of Year Test*. You should be able to answer any of these questions PLUS have an understanding of any of the terms used, such as, predicate nominative and modal. You are encouraged to take both tests and then to refer to the Teacher's Edition, pages xiiia - xiiid and 455a - 455d for answers and the test objectives that you may need to review. The entire boxed set from D.C. Heath, Level 8, is on closed reserve in the LRC. The catalog number on the box is Curr. 372.6 H 35la 1988 Gr. 8 c.1. Although we will spend some time in class discussing the actual grammar, you are encouraged to study the grammar that you do not know. Exam: Monday, November 13. III.G
- F. Following the model given in Paula Danziger's book, *Amber Brown is Not a Crayon*, develop a 10-minute oral and visual presentation of a country that can be added to the "passports". Additional information given in class. III.H

V. INFORMATION RESOURCES AND TECHNOLOGY NEEDED

- A. Specific course requirements and clarifications will be available on e-mail. Students should check their e-mail regularly.
- B. Texts
Danziger, Paula. *Amber Brown Is Not A Crayon*. NY: Scholastic, 1994.
Danziger, Paula. *Amber Brown Wants Extra Credit*. NY: Scholastic, 1996.
Tompkins, Gail E. *Language Arts: Content and Teaching Strategies*. 5th ed. NJ: Merrill Prentice Hall, 2000.

VI. COURSE POLICIES AND PROCEDURES

- A. Methods will include lecture, discussion, group activities, audiovisual demonstrations, and demonstration lessons.
- B. Assignments - Percent of Final Grade

Midterm Examination	20%	<u>Grading Scale</u>	
Final Examination	20%		
Grammar Examination	10%	100-93	A
Unit Plan	20%	92-85	B
Teaching Experience	10%	84-77	C
Bulletin board	5%	76-70	D
Handwriting Samples	10%	69- 0	F
Travelog	5%		

C. Assignments

Adherence to due dates is the mark of an organized, mature student; therefore, the following policies regarding assignments will be followed.

1. Assigned textbook chapters should be read before class time on the dates listed in the syllabus.
2. All written assignments, except the handwriting samples, should be typed and should follow the PBU Writing Guide.
3. No assignments will be accepted after Friday, December 5, at 2:59 pm.
4. All assignments must be handed in at the beginning of the class period; assignments turned in after that time will be considered late. A grade will be deducted for each class period that the assignment is late.
5. Any assignment submitted any time after the beginning of the class should indicate the time and date submitted.
6. Any assignment not submitted will be given a grade of zero.

D. Absence Policy

No more than four 50-minute classes (including excused absences) may be missed during the semester. For every absence beyond the maximum, the final grade will drop five points. It is the student's responsibility to obtain information about the material and experiences missed during the class.

VII. TENTATIVE CLASS SCHEDULE

WEEK OF	CHAPTER	ASSIGNMENT	TOPIC
August 25 September 1	Chapters 1 and 2		Learning and the Language Arts and Teaching and Assessing Language Arts
September 8	Chapter 3		The Reading and Writing Process
September 15 and 22	Chapter 12 Chapter 13 Chapter 14	Developing Legible Handwriting	Learning to Spell Conventionally Learning about Grammar and Usage
September 29	Chapter 15		Putting It All Together
October 6	Chapter 6		Personal Writing
October 15 (W and F)	Chapter 9	Handwriting Samples Due: October 17	Reading and Writing Stories
October 20 October 27	Chapter 10	Midterm Examination Monday, October 20 Chapters 1 - 3, 6, 12-15	Reading and Writing Information
November 3	Chapter 11	Grammar Test Monday, November 3	Reading and Writing Poetry
November 10-M and F	Chapter 5		Looking Closely at Words
November 17	Chapter 7	Last day to resubmit handwriting samples Wednesday, November 19	Listening to Learn
November 24	Chapter 8		Sustaining Talk in the Classroom
December 1	Chapter 4		Emergent Literacy
December 8	Final Exam	TBA	

