



### **Class Information**

**Day and Time:** Monday 10:45-1:15

**Room Number:** E202

### **Contact Information**

**Instructor Name:** Dr. Jennifer Brooks

**Instructor Email:** jslbrooks@criswell.edu \*Please note the Difference from usual Criswell address.

**Instructor Phone:** 214-818-1324

**Instructor Office Hours:** M 1:30-4; T 12-1:45

### **Course Description and Prerequisites**

The six disciplines that comprise the Language Arts such as speaking skills, listening skills, reading skills, writing mechanics and conventions, displaying information, and being a discerning viewer of that same information are included in this course. Instructional strategies and planning literacy lessons that incorporate the Texas Essential Knowledge and Skills (TEKS) and appropriate developmental practices are key elements of this course.

### **Course Objectives**

**A. Cognitive Objectives**

- Discuss value of the six disciplines that comprise Language Arts.
- Explain the developmental steps for language acquisition in children.
- Demonstrate teaching activities appropriate for a variety of developmental levels of language attainment.
- Create developmentally appropriate teaching activities in the areas of listening, speaking, drama, reading writing, spelling, grammar, and handwriting.
- Using technology, design Lesson plans that integrate Language Arts with core curriculum.

**B. Affective Objectives**

- Discriminate between constructivist theory of education in public education and constructivism from a Christian world-view.
- Propose a plan for bringing multiculturalism into the Language Arts classroom.
- Demonstrate personal growth in the field of education with reading reflection submissions, class discussion, and debate of significant educational issues with peers.

**C. Texas Educator Standards:**

**Pedagogy and Professional Responsibilities EC–12 Standard I**

- The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Pedagogy and Professional Responsibilities EC–12 Standard II**

- The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC–12 Standard III

- The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC–12 Standard IV

- The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standard I

- All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II

- All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III

- All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV

- All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

- All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills(TEKS) into the curriculum.

Core Subjects EC-6 Standards:

English Language Arts and Reading EC–6 Standard I

- Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

English Language Arts and Reading EC–6 Standard II

- Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

English Language Arts and Reading EC–6 Standard III

- Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

English Language Arts and Reading EC–6 Standard IV

- Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

English Language Arts and Reading EC–6 Standard V

- **Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

English Language Arts and Reading EC–6 Standard VI

- **Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

English Language Arts and Reading EC–6 Standard VII

- **Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

English Language Arts and Reading EC–6 Standard VIII

- **Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

English Language Arts and Reading EC–6 Standard IX

- **Writing Conventions:** Teachers understand how young students use writing conventions and how to help students develop those conventions.

English Language Arts and Reading EC–6 Standard X

- **Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

English Language Arts and Reading EC–6 Standard XI

- **Research and Inquiry Skills:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

English Language Arts and Reading EC–6 Standard XII

- **Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate and produce.

## Required Textbooks

Carole Cox. *Teaching Language Arts: A Student- and Response-Centered Classroom*, 7th ed. Boston: Allyn and Bacon, 1999. ISBN 9780133066807

## Course Requirements and Assignments

### A. Reading

Read chapter and outline or write a one-page reflection for each week's reading.

**DUE 5/4**

### B. Language Experience Lesson

Write and deliver a 10-minute Language Experience lesson following the model from your text. Include a typed lesson plan formatted according to class instructions.

**DUE 2/10**

### C. Readers' Theatre Script

Select a high-quality children's picture book and write a Readers' Theatre Script based on the story. The script must consist of a least five (5) reading parts and be a minimum of two pages in length. Type the script. You will present the book in class on the due date.

**DUE 3/9**

**D. Novel Lesson Pack**

Select a high-quality children's novel and create a packet of 10 language arts extension lessons for it. Follow the format given in class. Type the lessons, place them in a folder with title page. Bring them to class with the novel and share your lesson ideas with your peers.

**DUE 3/23**

**E. Word Study**

Teach a reading lesson using the word study found in chapter eight of the textbook. Choose any level of reading and any reading skill to teach. The lesson will be 10 minutes in length and accompanied by a typed lesson plan.

**Due 2/17**

**F. Poetry Writing Lesson**

Teach a writing lesson using a piece of high-quality children's poetry. Choose which aspect of writing, grammar, or spelling you wish to teach. The lesson is to be approximately 10 minutes in length and be accompanied by a typed lesson plan.

**Due 4/6**

**G. Grammar Minilesson**

Teach a grammar minilesson, using a high-quality children's book (different than the selection from the Readers' Theatre selection). The lesson will be approximately 10 minutes in length and accompanied by a typed lesson plan.

**Due 4/13**

**H. Spelling and phonics Lesson**

Teach a spelling lesson using a phonics technique discussed in chapter 12. Choose which grade level and phonics rule you wish to teach. The lesson will be approximately 10 minutes in length and accompanied by a typed lesson plan.

**Due 4/20**

**I. Creative Writing Picture File**

Construct a file of pictures to be used in creative writing lessons. The file will include 5 categories with a minimum of 5 pictures in each. Each broad division may be focused to support a variety of literacy concepts that may be taught in the K-6 classroom. This project may be digital or hard copy. If Digital, place it in a Power Point. You will share your picture file ideas with your peers on the due date.

**Due 4/27**

**J. Activity Pack**

Create a teaching activity for each of the ten (10) language arts areas, for a total of ten activities. These will cover the areas of listening, speaking, drama, media, reading, writing, grammar, punctuation, handwriting, and spelling. These are to be in a folder with a title page, typed, and 12-point font. Be prepared to share your ideas with your peers.

**Due 5/4**

**K. Integrated Teaching Unit**

Select a concept of study in Bible, science, math, or social studies. Plan a unit consisting of 10 language arts lesson. Lessons are to be student-centered and follow any of the teaching models in your text. You are to incorporate a variety of high-quality children's literature in a minimum of 5 of the lessons. Each lesson plan is to follow the form distributed in class. Type the lessons in 12-point font. Place them in a folder with title page. You will present your unit

and teach one lesson on the day of the final exam. The lesson is to be 10 to 15 minutes in length and be student-centered.

**Due 5/11**

Weight of Assignments

- Reading 5%
- Lessons
  - Language Experience 5%
  - Word Study 5%
  - Poetry Writing 5%
  - Grammar 5%
  - Spelling/Phonics 5%
- Readers' Theatre Script 10%
- Creative Writing File 10%
- Activity Pack 10%
- Novel Unit 10%
- Teaching Unit 10%
- Literacy Concept Map 20%

**Course/Classroom Policies and Information**

- **Class Participation**  
Each student brings a variety of gifts and life experience to each class. All students should participate and assert themselves into the flow of discussion so that others will benefit.
- Since everyone who attends class, including the professor, bears the *imago dei*, everyone will be treated with respect and dignity. Evaluations from the professor to the students and from the students to each other will be given and received with sensitivity and grace.
- **Discrimination Policy**  
The institution does not discriminate in the operation of any of its programs and activities because of the student's disability. To avoid discrimination, the student is responsible for informing the course instructor of any disabling condition that will require modifications.
- Students needing educational support or services should contact the Student Services at 214-818-1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Delete section if not needed or enter policies and/or information applicable to your course or classroom.
- **Late Work**  
Students may turn work in on Canvas at any time before the due date. Therefore, missing class does not excuse late work. All assignments submitted late will receive a 5-point reduction per day.
- **Absences**  
Student must attend at least 80% of all class time in order to pass this course. Absences cause the student to miss valuable instruction time. Moreover, peers who are in class are unable to benefit from valuable contribution of the missing student.

- Tardies  
Three instances of tardiness of fifteen minutes or less equals one absence. The tardy student is responsible for notifying the professor of his/her presence in writing at the end of class. Students who wish to depart early should clear it with the professor.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also

available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Week & Date	Topic	Assignment Due
1 1/27	Who's who? Introduction of teacher & students What's what? Student-centered Language Arts Education Constructivism with a Christian world View	Find a Language Play Activity and bring to class next week. Practice it so you are ready to lead the class next week.
2 2/3	What affects Language Development in Children?	Skim Ch. 1 of Text Read & Journal Ch. 2 <b>Language Play Activity</b>
3 2/10	Cultural Diversity in the Language Classroom	Read & Journal Ch. 3 <b>Language Experience Lesson</b>
4 2/17	Learning to Read & Write	Read & Journal Ch. 4 <b>Word Study Lesson</b>
5 2/24	Listening Talking & Critical Thinking	Read & Journal Ch. 5
6 3/2	Teaching Drama	Read & Journal Ch. 6
7 3/9	Literature as a Textbook	Read & Journal Ch. 7 <b>Share Reader's Theatre Script</b>
<b>3/16</b>	<b>Spring Break – Enjoy a good children's book.</b>	
8 3/23	Reading Methods	Read & Journal Ch. 8 <b>Novel Lesson Pack</b>
9 3/30	Writing Methods <b>Test 1: Pitch Your Idea for Literacy Concept Mapping</b>	Read & Journal Ch. 9
10 4/6	Cross-curricular Reading & Writing Writing to Process	Read & Journal Ch. 10 <b>Poetry Writing Lesson</b>
11 4/13	Don't Forget Grammar Punctuation & Handwriting	Read & Journal Ch. 11 <b>Group Grammar Mini-Lesson</b>
12 4/20	Spelling is not Dead Phonics/Spelling Lesson Presentations	Read & Journal Ch. 12 <b>Phonics/Spelling Lesson</b>
13 4/27	Technology in the Language Arts Classroom Overheads, Power Points, Computers, Oh My!	Read & Journal Ch. 13 <b>Creative Writing File</b>



14 5/4	Cross-curricular language The Advantage of Themes	Read & Journal Ch. 14 <b>Language Arts Activity Pack Notes Due</b>
15 5/11	Finals Week <b>Test 2: Literacy Concept Map Presentation</b>	<b>Teaching Presentations</b>

## Bibliography

Cox, Carole. *Teaching Language Arts: A Student- and Response-centered Classroom*, 7th. ed. Boston: Allyn and Bacon, 1999.

Heacox, Diane. *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis: Free Spirit, 2002.

Kubiszyn, Tom and Gary D. Borich. *Educational Testing and Measurement: Classroom Application and Practice*, 10th ed. San Francisco: John Wiley and Sons, Inc., 2013.

Linn, Robert L. and M. David Miller. *Measurement and Assessment in Teaching*, 9th ed. Upper Saddle River, NJ: Pearson Prentice Hall, NJ, 2005.