



On-Campus Course Syllabus

REA 401 L1

EC-6th Language Arts Methods

Spring 2025

Class Information

Day and Time: TUE/THUR 1:45-3:00

Room Number: E 202

Contact Information

Instructor Name: Mrs. Danette Morrison

Instructor Email: dmorrison@criswell.edu

Instructor Phone: 214-430-4440

Instructor Office Hours: [By Appointment](#)

Course Description and Prerequisites

The six disciplines that comprise the Language Arts are included in this course: speaking skills, listening skills, reading skills, writing mechanics and conventions, displaying information, and being a discerning viewer of that same information. 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.

(Prerequisite: EDU 301)

Course Objectives

1. Discuss the characteristics of an effective Language Arts program.
2. Explain the developmental steps for language acquisition in children.
3. Demonstrate teaching activities that are appropriate for specific developmental levels of language attainment.
4. Explain the role that multiculturalism and language diversity has played in the educational process in Texas.
5. Create developmentally appropriate teaching activities in the areas of listening, speaking, drama, reading, writing, spelling, grammar, and handwriting.
6. Demonstrate the use of technology in language arts lessons.
7. Incorporate language arts skills into a core curriculum subject lesson planning.

Required Textbooks

Cox, C., Teaching Language Arts: A Student-and Response-Centered Classroom, 7th edition, Pearson, 2013.

- ISBN-10 : 0133066800

Course Requirements and Assignments

2 inch Binder and dividers(2) eight packs.

*****Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.**

1. Novel Lessons Pack: You will create a “pack” of 10 language arts extension lessons to accompany a high quality children’s novel. Each lesson is to follow the format given in class. These lessons are to be in a folder with a cover page, typed, and 12cpi. You must have the novel the day the pack is due and be prepared to share your ideas with your peers.

DUE: 2/13/25

POINTS: 15 points

2. Language Experience Lesson: Following the model from your text, you will teach a language experience lesson. The lesson will need to be approximately 10 minutes in length. You will submit a typed lesson plan at the time of the presentation. The format for the lesson plan will be covered in class.

DUE: 2/20/25

POINTS: 5 points

3. Reader’s Theater: You will write a reader’s theater using a high-quality children’s picture book. The reader’s theater must consist of at least five (5) reading parts and be a minimum of two pages in length. This assignment is to be typed and 12cpi. You will need to present the book at the time the assignment is due.

DUE: 2/27/25

POINTS: 5 points

4. Word Sorts: You will teach a reading lesson using a word sort activity as discussed in your text. You may choose any level of EC-6th reading and any reading skill to teach. The lesson is to be approximately 10 minutes in length and be accompanied by a typed lesson plan.

DUE: 3/4/25

POINTS: 5 points

5. Creative Writing Picture File: You will construct an electronic creative writing picture file. You are to have a set of 5 file categories with a minimum of 5 pictures in each file. Within these broad divisions you may focus your selections to support any of a variety of Literacy concepts that may be taught in the K-6th grade programs.

DUE: 3/13/25

POINTS: 5 points

6. Poetry Writing Lesson: You will teach a writing lesson using a piece of high-quality children's poetry. You may choose which aspect of writing, spelling, grammar, or punctuation you wish to teach. The lesson is to be approximately 10 minutes in length and be accompanied by a typed lesson plan.

DUE: 3/27/25

POINTS: 5 points

7. Spelling with Phonics: You will teach a spelling lesson using a phonics technique discussed in your text. You may choose which grade level and phonics rule that you wish to teach. The lesson is to be approximately 10 minutes in length and be accompanied by a typed lesson plan.

DUE: 4/10/25

POINTS: 5 points

8. Grammar Minilesson: You will teach a grammar minilesson, following the model from the text, using a highquality children's picture book. (This may not be the same selection used for the Reader's theater assignment.) The lesson is to be approximately 10 minutes in length and be accompanied by a typed lesson plan.

DUE: 4/17/25

POINTS: 5 points

9. Literacy PowerPoint: You will prepare and present a PowerPoint version of a favorite children's trade book. This may be a complete picture book or a chapter from a children's novel. The presentation is to be a minimum of 12 slides and must incorporate either a recorded narration or a musical accompaniment. Each slide must also contain an illustration and the book's text. You will present your project in class but must also submit an electronic copy, for grading purposes, to the instructor.

DUE: 4/24/25

POINTS: 10 points

10. Activity Pack: You will create a teaching activity for each of the ten (10) language arts areas, for a total of ten (10) 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 12cpi. Be prepared to share your ideas with your peers.

DUE: 5/6/25

POINTS: 10 points

11. Class Notes: All chapter outlines are to be completed by you during the semester. Class discussions will cover portions of the notes. However, it is understood, that time constraints do not permit completion of all outlines during class. Therefore, it is your responsibility to complete the remainder of the outlines during your own studies of the text material.

DUE: 5/8/25

POINTS: 5 points

12. Teaching Unit: After choosing a concept of study in Bible, science, math, or social studies, you will plan a unit consisting of ten (10) language arts lessons. 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 five (5) of the lessons. Each lesson plan is to follow the form distributed in class, be typed, and 12cpi. They are to be in a folder with a title page. You will present your unit and teach one of the lessons on the day of the Final Exam. The lesson is to be 10 to 15 minutes in length and be student centered.

DUE: 5/15/25

POINTS: 15 points

13. Quizzes: TWO quizzes will be administered during the semester. They will cover material from the text and class discussions.

DUE: 3/6/25 & 5/8/25

POINTS: 5 points each/Total of 10 points

Course/Classroom Policies and Information

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.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to

demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
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 instructors 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 close of the term or semester in which the grade was awarded, 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.

Course Policy on the use of Artificial Intelligence (AI)

Students are permitted to use Artificial Intelligence (AI) for the sole purpose of brainstorming ideas, refining research questions, organizing thoughts, checking grammar and style. Therefore, students are required to document and cite any AI assistance used in their work. Students are not allowed to use Artificial Intelligence for writing entire assignments, impersonating students in discussions, or completing group work without consent.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

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.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/21/25	Syllabus Explanation		
1/23/25	Getting Back to Basics		Parts of Speech & Paragraphs
1/28/25	Teaching Language Arts	Chapter 1	
1/30/25			
2/4/25	Assessing Language Arts	Chapter 2	
2/6/25			
2/11/25	Literature and Integrated Teaching	Chapter 3	
2/13/25			Novel Lesson Plan Pack
2/18/25	Language Development & Emergents	Chapter 4	
2/20/25			Language Experience Lesson
2/25/25	Engaging English Learners	Chapter 5	
2/27/25			Reader's Theater
3/4/25	Reading Process	Chapter 6	Word Sort
3/6/25	Test # 1		
3/11/25	The Writing Process?	Chapter 7	
3/13/25			Creative Writing File
3/17/25	Spring Break		

3/21/25			
3/25/25	Writing	Chapter 8	
3/27/25	Speaking		Poetry Writing Lesson
4/1/25	Viewing & Visually Representing	Chapter 9	
4/3/25			
4/8/25	Spelling	Chapter 10	
4/10/25			Phonics/Spelling Lesson
4/15/25	Grammar, Punctuation, Handwriting	Chapter 11	
4/17/25			Group Grammar Minilesson
4/22/25	Reading/Writing Literary Texts	Chapter 12	
4/24/25			Literary PowerPoints
4/28/25	Reading/Writing Informational Text	Chapter 13	
5/1/25			
5/6/25	Language Across the Curriculum		Language Arts Activity Pack
5/8/25	Test # 2		Notes Due
5/13/25	Unit Work		
5/15/25	Unit Day (Final Exam)		Unit Due

Selected Bibliography

Hennings, D., *Communication in Action: Teaching Literature-Based Language Arts*, Houghton-Miffling, Boston, MA, 2002.

Lemov, D. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass. 2010. ISBN 9780470550472

Tiedt, P., *Language Arts Activities for the Classroom*, Allyn & Bacon, Boston, MA, 2001.

Templeton, S., *Teaching the Integrated Language Arts*, Houghton-Miffling, Boston.