

ED 311 LANGUAGE ARTS METHODS AND MATERIALS FOR
ELEMENTARY TEACHERS
ED 316 ELEMENTARY READING INSTRUCTION I

CATALOG DESCRIPTIONS:

ED 311 A survey of theories, strategies and activities for incorporating the language arts throughout the elementary school curriculum. A predetermined number of practicum hours in the elementary school are required. PRQ: Admission to Teacher Education and ED 230.

ED 316 A study of the reading process; an introduction to various methods of reading instruction, classroom organization, and assessment techniques. A predetermined number of practicum hours in the elementary school is required. PRQ: Admission to Teacher Education and ED 230.

STUDENT OBJECTIVES (aligned with Michigan's Curriculum Frameworks for K-12, English Language Arts Content Standards and Benchmarks, 1996 and Michigan Reading Instruction for the Certification of All Elementary Teachers Standards available on the Web at http://www.michigan.gov/documents/ReadingInstructionElementaryStandardsSBEJuly_02_35652_7..doc (MRICETS, 2002 – referenced below by the number of the standard).

These courses are designed to help each teacher candidate gradually begin moving from the role of student to the role of teacher. The emphasis will be on 1) developing a strong knowledge foundation in the area of language arts; 2) translating that knowledge into instructional practice; and 3) becoming a reflective educator who consistently studies and learns from his/her own practice. The focus of the courses is literacy instruction and assessment in the primary grades.

Upon completion of these courses, the student should know and be able to:
Develop an understanding of and an ability to implement a balanced literacy program based on sound research of learning theory and the reading/writing processes, including basic skills and strategies crucial to integrating the English language arts. (MRICETS, 2002, 3,5)

Become familiar with, evaluate, define and support one's own beliefs regarding various theoretical and instructional approaches to integrating the English language arts. (MRICETS, 2002, 2)

Identify and plan relevant instruction to develop print skills (e.g., phonemic awareness, phonics, fluency, and the four cueing systems), vocabulary

knowledge, and comprehension strategies in both the English language arts and content area subject matter. (MRICETS, 2002, 4,7,8, 9, 13,18,26,27, 29,30,31,40)

Select appropriate Michigan grade level objectives (based on Michigan's Curriculum Frameworks) for the language arts and prepare lessons to meet those objectives that engage students (based on Michigan's Teaching and Learning Standards) (MRICETS, 2002, 6,14, 32,33,41)

Understand and use a variety of instructional management techniques including approaches such as individualized learning (e.g., workshops or journal writing), small group learning (e.g., cooperative groups, guided reading groups, or flexible skill groups), and whole group instruction (e.g., shared reading, interactive writing, or author studies) to meet diverse student and instructional needs. (MRICETS, 2002, 12,17,18,40)

Understand ways in which needs of students vary (e.g., cultural differences, English as a second language, learning disabilities, or gifted/talented abilities) and plan instruction that builds on the strengths of diverse learners and accommodates for individual learning needs, enabling all students to meet lesson objectives. (MRICETS, 2002, 10,11, 14,15,16)

Understand the developmental nature and stages of literacy development (e.g., emergent, early, transitional, and self-extending readers) and apply this knowledge in planning appropriate lessons (MRICETS, 2002, 6,7)

Demonstrate and apply knowledge of the craft of reading and writing through analysis of text structures, author craft, illustrations, mechanics, and voice in developing their own and others' writing and responses to reading. (MRICETS, 2002, 32,33,34,35,36,37)

Define and plan for learning as a process of individual and group inquiry that expands student knowledge and skills in diverse as well as similar ways based on curriculum requirements and student needs. (MRICETS, 2002, 39,41,42)

Develop the characteristics of a professional teacher including exhibiting professional behavior at all times during class and in the field (see attributes of professional behavior in syllabus), displaying high quality literacy skills on all oral, visual, and written work, using appropriate study skills to complete course requirements, and using professional communication skills with peers, instructors, teachers, administrators, and parents. (MRICETS, 2002, 1,28,38,43,44)

Understand subject matter and current research.

Demonstrate accurate, appropriate, and comprehensive knowledge about the subjects taught to the degree needed to effectively teach the curriculum.

Engage students in practical activities that demonstrate the relevance, purpose, and function of the subject matter.

Manage assignments and time efficiently.

Apply knowledge of human growth, development, and learning theory.

Is familiar with and able to use a variety of illiteracies, materials, and resources.

Select, create, and incorporates appropriate instructional techniques, technology, and materials needed for instruction.

** DISABILITY SERVICES

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and University guidelines.

** Academic dishonesty is sufficient cause for failure of these courses.

ACADEMIC SERVICE LEARNING THROUGH FIELD EXPERIENCES

Superior Hills Elementary School is a learning community that welcomes the support services offered by ED 311-316 students. Our goal is to blend course objectives with community service to meet academic goals. Each student will contribute approximately 36 hours of service in the school. Through service, class discussion, and individual or group reflection, our curriculum goals will be clarified and enhanced.

Students will be assigned various placements in elementary classrooms throughout the semester. Tuesday from 8:40-11:20 students will spend in classrooms at Superior Hills Elementary School, Mrs. Barb Ojibway, Director of Field Experiences, will arrange and supervise this experience.

While in the classrooms, students are expected to conduct themselves in a professional manner at all times. Each classroom experience is unique, and it is the student's responsibility to take the initiative and make the most of the experiences. You are there to learn 1) about children, 2) about managing a classroom for optimal learning, 3) about how language arts is integrated throughout the curriculum, and 4) about how one teaches literacy to ensure success for all children.

Students planning to teach the language arts must demonstrate high quality use of standard English, both orally and in written work. If this is an area of difficulty for you, seek help at the Writing Center on campus and/or purchase the text *Write Right: An English Handbook*, Phi Delta Kappa, 408 N. Union Street, Bloomington, Indiana 47402-0789 [800-766-1156]. Cost: approximately \$20.00