Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes:
Undergraduate credit [x]  Graduate credit [ ]  Professional credit [ ]

1. School/Division  School of Education
2. Academic Subject Code  EDUC

3. Course Number  E371  (must be cleared with University Enrollment Services)
4. Instructor  Holm/Youngs

5. Course Title  Language Arts and Reading II
Recommended Abbreviation (Optional)  (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Spring 2005
7. Credit Hours: Fixed at  3.0  or Variable from  _________ to  _________
8. Is this course to be graded S-F (only)? Yes  No [x]
9. Is variable title approval being requested? Yes  No [x]
10. Course description (not to exceed 50 words) for Bulletin publication:  This course focuses on the theory.
    instructional methods, materials, technology, and assessment strategies related to
    listening, speaking, reading, and writing for students in grades 3-6. Comprehension,
    critical analysis, writing and integration of ideas presented in various print forms
    across subject matter are emphasized.

11. Lecture Contact Hours: Fixed at  3.0  or Variable from  __________ to  __________
12. Non-Lecture Contact Hours: Fixed at  __________ or Variable from  __________ to  __________
13. Estimated enrollment:  75  of which  0 - 5  percent are expected to be graduate students.
14. Frequency of scheduling: Fall-Spring  Will this course be required for majors?  Yes
15. Justification for new course:  To meet new licensing requirements for Middle Childhood.
16. Are the necessary reading materials currently available in the appropriate library?  Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other
    materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is
    necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be
    overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments
    directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus
    consulted.

Submitted by:

[Signature]
Department Chairman, Division Director

Date  2/4/04

Approved by:

[Signature]
Dean

Date  4/27/04

Dean of Graduate School (when required)

[Signature]

Date

Chancellor/Vice-President

Date

University Enrollment Services

[Signature]

Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining
four copies and attachments to the Campus Chancellor or Vice-President.

Linda Chen  10/19/04

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
Indiana University South Bend
SCHOOL OF EDUCATION

COURSE INFORMATION
Title: Language Arts and Reading II
Number: E371
Section:

Mission Statement
We prepare teachers and professionals in related fields to be competent, ethical, and reflective practitioners who have the knowledge, skills, and dispositions to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world.

Instructor: Dr. Dan Holm or Mrs. Diane Youngs
Phone: (574) 237-4853 or (574) 237-6591
Office: NS 357 or NS 367
Office Hours:
e-mail: dholm@iusb.edu or dyoungs@iusb.edu

COURSE DESCRIPTION(s)

This course focuses on the theory, instructional methods, materials, technology, and assessment strategies related to listening, speaking, reading, and writing for students in Grades 3-6. Comprehension, critical analysis, writing, and integration of ideas presented in various print forms across subject matter are emphasized.

COURSE PREREQUISITES
Prerequisites: TEP, G205, L390 or E449, Block I courses E370, E327, E333 and E335/M101.

Co-requisite courses: E325, K305, and M301.

REQUIRED TEXTS

Harvey, Stephanie and Goudvis, Anne. Strategies that Work Teaching Comprehension to Enhance Understanding. Stenhouse Publishers (2000).
SPECIAL STATEMENTS
This course is taken in conjunction with E325 Social Studies in the Elementary School, K305 Teaching Exceptional Learners in the Elementary Classroom, and M301 Laboratory/Field Experience. These four Block II courses stress planning and implementing integrated content instruction for students with diverse learning needs using research-based best practices. Technology is an integral instructional tool for these courses.

IUSB English Language Arts Content Standards for Middle Childhood Generalist

Teachers of Middle Childhood demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. They teach children to read with a balanced instructional program that includes an emphasis on the use of letter/sound relationships (phonics), the context (semantic and syntactic), and meaningful text.

Commitment to Diversity
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms.

Commitment to Technology
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences.

COURSE OBJECTIVES Students will be able to: (IUSB MC Standards)

Knowledge and Dispositions Objectives
1. Define the professional vocabulary used in language arts.
2. Explain the connections and developmental interactions among the language arts.
3. Describe how children develop oral and written language ability in middle childhood.

Knowledge, Dispositions and Performance Objectives
4. Identify and use children’s literature to teach language arts across content area curricula.
5. Develop and implement language arts lesson plans and instructional activities for students with diverse learning needs in grades 3-6 based on the Indiana Academic Standards for English/Language Arts (2000).
6. Identify and implement developmentally appropriate word recognition, vocabulary, and comprehension strategies for a variety of print forms across content areas.
7. Identify and implement listening, speaking, and writing strategies across content areas.
8. Describe and implement a variety of instructional modifications designed to meet individual students’ learning needs for content area reading.
9. Use computer and Internet technologies for language arts instruction across content areas.
10. Develop and utilize formal and informal assessments as a basis for planning and evaluating instruction.
11. Evaluate a basal reading program for one grade level.
12. Prepare an integrated, standards-based thematic unit of instruction.

COURSE PERFORMANCE TASKS (IUSB MC Performance standards)
1. You are required to keep a learning log for this course. You may write by hand in your learning log each week, covering what you find important in the textbook readings, class discussion and activities and any questions you want clarified at the beginning of each class. Learning logs will be collected three times during the semester on a rotating basis. (5.1 P)
2. You will select an article from The Reading Teacher or Language Arts professional journals and write a 2-3 page critique that includes a summary of the article, your reaction to it, and possible classroom applications. Or, you may use an article found at www.readingonline.org for this assignment. (9.1 P)
3. You will prepare a language arts strategy lesson using the M301 lesson plan template and present the teaching strategy in class. Make a copy of your lesson plan for each classmate. (1.1 P and 4.1 P)
4. There will be two children’s books that you will read during this course. I will select the first book, and you will select the second book. Class time will be used for grand conversations and literature circle groups of three to four students so that you may experience these two literacy strategies first-hand. (3.7 P, 4.3 P, 6.2 P)
5. You will “test drive” 3 language arts and content area computer software programs. You will write a two-to-three page critique of the software you examined, briefly explaining what skills are covered; what you liked about the software from both a student and a teacher’s point of view; what you didn’t like about the software; and, how you could utilize the software in your own classroom. Please note whether the software is for Windows, Mac, or both. (4.5 P and 6.5 P)
6. You will visit 10 Internet web sites of your choice from the list provided in class. Select the five you think will be most useful for you and your future students. Briefly describe what each web site is about or the information that can be found there and why the site is beneficial for you. Please also list the other five sites you visited but did not choose to write about. (4.5 P and 6.5 P)
7. Working in groups of three to five, you will become familiar with one grade level of a basal program. Your group will collaborate on a paper that evaluates the components of the program. In addition to the written evaluation, your group should plan a presentation that lasts no longer than 10 minutes. This presentation should include the positive and negative aspects of the basal program as well as a creative demonstration based on one of the text selections from the basal. Each member of the group is expected to participate in the presentation and the composition of the paper. (2.3 P, 4.1 P and 7.1 P) **Required Artifact for LiveText**

8. You will develop an integrated, standards-based thematic unit of instruction based on a text set of children’s literature. You will have the option of doing this project individually, in pairs, or in triads. You will share your thematic unit with the class. The presentation should last 10-15 minutes and should include one activity that involves the participation of your classmates/audience. (1.3 P, 7.2 P, 10.1 P)

9. You will develop an annotated bibliography of the text set used for your thematic unit. The bibliography should include a minimum of 12 books, a short summary of each book, and the reading level(s) for which each book is appropriate. (1.3 P)

10. You will develop five language arts lesson plans using children’s literature to teach specific language arts or content area concepts. Lesson plans must include adaptations or modifications made for students with diverse or special learning needs. All lesson plans must be developmentally appropriate and referenced to the 2000 Indiana Academic Standards for English/Language Arts and/or the appropriate content area. These lessons will be implemented during the M301 Laboratory/Field Experience. (2.2 P, 3.1 P, 3.2 P, 4.5 P)

**UNIVERSITY POLICIES**

Electronic mail (email) is the official means of communication with students at Indiana University South Bend.

A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication.

It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated please make an appointment with me as soon as possible. My office hours are:......”

All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at [http://campuslife.indiana.edu/Code](http://campuslife.indiana.edu/Code).
**Field Experience Note:** You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

**STUDENT EVALUATION**

Students must attain a grade of “C” or better in all required education courses.

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Points</th>
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<tbody>
<tr>
<td>Learning Logs (15 weeks X 5 points each)</td>
<td>75</td>
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<tr>
<td>Journal Article Critique</td>
<td>10</td>
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<tr>
<td>Strategy Lesson</td>
<td>15</td>
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<tr>
<td>Children’s Literature Activities</td>
<td>20</td>
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<tr>
<td>Software Evaluation</td>
<td>30</td>
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<tr>
<td>Website Evaluation</td>
<td>10</td>
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<tr>
<td>Basal Project</td>
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<tr>
<td>Thematic Unit</td>
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<tr>
<td>Annotated Bibliography</td>
<td>25</td>
</tr>
<tr>
<td>Language Arts Lessons (5 @ 15 points each)</td>
<td>75</td>
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</tbody>
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Total Points Possible 400

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>375-400</td>
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<td>350-374</td>
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<tr>
<td>325-349</td>
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<tr>
<td>250-274</td>
<td>C+</td>
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<tr>
<td>Below 250</td>
<td>F</td>
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TENTATIVE CLASS SCHEDULE

Week 1 Introduction/overview; foundations and approaches to teaching language arts
Week 2 Organizing the learning environment; language, learning, and diversity
Week 3 Listening and talking
Week 4 Teaching with text, literature, and literacy
Week 5 Word recognition and vocabulary
Week 6 Writing
Week 7 Assessing reading and writing
Week 8 Basal projects sharing
Weeks 9 and 10 Content literacy
Weeks 11 and 12 Comprehension
Week 13 Poetry
Week 14 Mechanics of writing
Week 15 Spelling
Finals Week Thematic Unit sharing
BIBLIOGRAPHY


IUSB MC PERFORMANCE STANDARDS COVERED IN THIS COURSE

1.1 P The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.

1.2 P The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

1.3 P The teacher develops, evaluates, and uses interdisciplinary curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

2.1 P assess individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral and physical) and that leads to the next level of development.

2.2 P The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

2.3 P The teacher assesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

3.1 P The teacher identifies, designs, and implements instruction appropriate to the students’ stages of development, learning styles, strengths, and needs.

3.2 P The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that addresses different learning and performance modes.

3.3 P make appropriate provisions (in terms of time and circumstances for work, tasks assigned, and communication and response modes) for individual students who have particular learning differences or needs, and accesses appropriate services or resources to meet exceptional learning needs.

3.6 P create a learning community in which individual differences are respected.

3.7 P The teacher encourages students to understand, question, and interpret ideas from diverse perspectives.

4.1 P The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet students’ needs.
4.2 P The teacher constantly monitors and adjusts strategies in response to learner feedback.

4.3 P The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4.4 P develop a variety of clear, accurate presentations and representations of concepts, using alternate explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking.

4.5 P The teacher uses developmentally appropriate resources and instructional strategies (e.g. small group projects, open-ended questioning, group discussion, problem solving, collaborative learning, inquiry experiences, technology, and play) to engage children in active learning opportunities that develop intellectual curiosity, solve problems, make decisions, and become successful learners.

5.1 P The teacher is reflective about his/her classroom practice and continually assesses and evaluates the effects of his/her instructional choices in view of his/her understanding about learning theory and personal beliefs about teaching and learning.

5.2 P apply the concepts of learning and inquiry to create learning experiences that inspire the excitement of learning and foster risk-taking and collaboration.

5.4 P engage students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading student to ask questions and pursue problems that are meaningful to them.

5.5 P organize, allocate, and manage the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

5.6 P maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

5.7 P help the group develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

6.1 P model effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received.)
6.2 P The teacher supports and expands learner expression in speaking, writing, and other media.

6.3 P The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

6.5 P The teacher uses a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities.

7.1 P As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activates students’ prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

7.2. P The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

7.3 P respond to unanticipated sources of input, evaluate plans in relation to short-and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

8.2 P The teacher appropriately uses and interprets a variety of formal and informal assessment techniques (e.g. observation, portfolios or student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies.

8.4 P Uses assessment information to enhance his/her knowledge of learners, to monitor student progress and performance, to communicate with parents, to support children in self-assessment, and to modify teaching/learning strategies.

9.1 P The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

10.1 P The teacher can identify and use community resources to foster student learning.
IUSB Knowledge, Dispositions Standards covered in this course. IUSB pre-service teachers:

1.1 K understand fundamental concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) s/he teaches.

1.1 D realize that subject matter knowledge is not a fixed body of facts, but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

1.2 D appreciate multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

2.1 K understand the theories and processes of development in all developmental domains in all children 7-12 years of age.

2.1 D appreciate individual variation within each area of development, show respect for the diverse talents of all learners, and are committed to help them develop self-confidence and competence.

2.2 K recognize that while there are commonalities among children, each child is unique and require developmentally appropriate learning opportunities in inclusive settings.

2.2 D are committed to supporting children in their development and continuous progress (intellectual, physical, emotional, social, aesthetic, and ethical).

3.1 K assess individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral and physical) and that leads to the next level of development.

3.1 D believe that all children can learn at high levels and persists in helping all children achieve success.

3.2 K understand that there is variation among any group of children and respect this diversity in how s/he approaches the curriculum.

3.6 D are responsive to classroom events and the needs of individual children, adjusting curriculum as necessary.

4.1 K understand principles and techniques, along with advantages and limitations associated with various instructional strategies and models.

4.1 D value the development of students' curiosity, critical thinking, independent problem solving, and performance capabilities.
4.2 K. know how to stimulate active learning through the use of a wide variety of materials as well as human and technological resources.

4.2 D value flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

4.3 K vary his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4.3 D Value the importance of learning theory, pedagogy, information technology, subject matter, curriculum development, student development, and the community in planning and implementing instruction.

4.4 D know that effective classroom management is a process that enhances what and how children learn.

4.5 D recognizes that classroom practice must be current and supported by research.

5.1 K know how to help people work productively and cooperatively with each other in complex social settings.

6.1 K understands communication theory, language development, and the role of language in learning.

6.1 D recognize the power of language for fostering self-expression, identity development, and learning.

6.2 D value many ways in which people seek to communicate and encourage many modes of communication in the classroom.

7.1 K understand learning theory, subject matter, curriculum development, and student development, and know how to use this knowledge in planning instruction to meet curriculum goals.

7.1 D value both long term and short term planning.

7.2 K know how to take contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) into account in planning instruction that creates as effective bridge between curriculum goals and students' experiences.

7.2 D believe that plans must always be open to adjustment and revision based on student needs and changing circumstances

7.3 K know when and how to adjust plans based on student responses and other contingencies.
7.3 D value curriculum planning and delivery of instruction as a collegial activity.