**Mississippi Valley State University**

**Department of Teacher Education**

*Holistic Transformer:*

*Transforming and developing scholars, reflective thinkers and facilitators, and responsible*

*professionals who will change and transform the Delta and society beyond.*

**ED 528 E01: Language and Communicative Arts**

Instructor: Class Meetings- Location/Time: Office Location:

Office Phone: E-mail Address: Office Hours:

COURSE DESCRIPTION: This course will analyze current methods, issues and trends in reading, speaking, and writing as they apply to various disciplines. Emphasis will be placed current research finds regarding the nature of interdisciplinary learning and teaching.

CREDIT HOURS: 3

PREREQUISITES: Admission to Graduate Program

COURSE CONTENT:

Required Text(s):

Tompkins, G. E. (2016). *Language Arts: Patterns of Practice.* Upper Saddle River, NJ: Pearson/ Merrill Prentice Hall.

Secondary/Supplemental Resources:

National Institute of Child Health and Human Development. (2000). Report of the

National Reading Panel. Teaching children to read: An evidence-based

assessment of the scientific research literature on reading and its implications for

reading instruction. (NIH Publication No. 00-4769). Washington, DC: U.S.

Government Printing Office.

The Council of Chief State School Officers. (2012): The Common Core State Standards Initiative. Washington, DC.

[www.corestandards.org](http://www.corestandards.org).

American Psychological Association. (2010). *Publication manual of the American psychological association.* Washington, DC: APA.

Major Areas of Study: The major areas of study include, but are not limited to:

1. children’s language learning process
2. six facets of language arts
3. evidence-based instructional practices

PURPOSE/RATIONALE: Employing the College of Education's Holistic Transformer Model (HTM), ED528 contributes to the education and training of pre-service and in-service teachers. Holistic Transformers model the academic skills associated with listening, speaking, reading, and writing. Therefore, Holistic Transformers are prepared to develop and employ a balanced and integrated approach to teaching.

GENERAL COURSE GOALS:This course is designed to provide K-8th grade teachers with knowledge and information that will allow them to successfully engage learners in personal, meaningful, functional activities. Teachers will be introduced to the six language arts and ways to integrate them into the curriculum. Key themes addressed may include: language variation, language choice, ideology, language policy and varieties of English. Best practice based instructional approaches to integrating the language arts will be emphasized.

MATRIX: LINKAGE OF THE HTM AND THE COURSE

The following course outcomes represent what teacher candidates will know and be able to do at the completion of this course as it relates to the Holistic Transformer:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **HTM** | **HTM** | **HTM** |
| **General Course Goals** | Scholar (Knowledge) | Facilitator & Reflective Thinker (Skills) | Responsible Professional (Disposition) |
| 1. Understand learning theories and value of language arts in education process. | 1.1, 1.2 | 2.1 |  |
| 2. Understand linguistic perspective on language | 1.1, 1.2 | 2.2 | 3.1, 3.2 |
| 3. Understand the impact of academic, cultural, and linguistic differences on teaching and learning language arts | 1.1, 1.2 | 2.2 | 3.1, 3.2 |
| 4. Effectively integrate textbooks, trade books, and electronic documents into language arts curriculum | 1.2 | 2.2 | 3.1, 3.2 |
| 5. Assess students' proficiencies and difficulties in language arts areas | 1.2, 1.4 | 2.2, 2.4 | 3.2, 3.4 |

**Outcome: Content**

**Candidate Proficiencies (Knowledge)**

**1.0 Scholar**

* 1. The candidate **synthesizes** in-depth knowledge of content in specific disciplines with

research-based practices in the teaching and learning process.

* 1. The candidate **plans** instruction and integrates technology appropriately based on best practices.
  2. The candidate **selects** reliable and valid assessments to measure student performance.
  3. The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.
  4. The candidate **identifies** appropriate technology that supports differentiated instruction.

**Outcome: Processes, Skills**

**Candidate Proficiencies (Skills)**

**2.0 Facilitator and Reflective Thinker**

**2.1** The candidate regularly **reflects** on the state, national, and professional curriculum

standards as a basis for continuously improving teaching and learning.

**2.2** The candidate **designs and implements** unit and daily lesson plans that incorporate

rigorous instructional strategies and infuses technology appropriately to enhance

student learning.

**2.3** The candidate **administers** formative and summative assessments to measure student

learning outcomes and to facilitate data-based decisions about instruction.

**2.4** The candidate **develops** adaptive instruction plans to meet the educational and social

needs of all students in collaboration with community and parental support.

**2.5** The candidate **infuses/integrates** appropriate technology into lessons to enhance

student learning.

**Outcome: Dispositions**

**Candidate Proficiencies (Dispositions)**

**3.0 Responsible Professional**

**3.1** The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.

**3.2** The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.

**3.3** The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.

**3.4** The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

**3.5** The candidate **incorporates** new technology based resources for instruction and

professional productivity

COURSE OBJECTIVES:At the end of the semester, the graduate student should be able to:

A: Objective –Knowledge: Teacher as Scholar

1. Understand children’s language learning process. (HTM 1.1, 2.1, 3.1) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (TGR 1, 4, 9)
2. Understand the theories of Piaget’s constructivist framework in learning and Vygotsky’s social context of learning. (HTM 1.1, 2.1, 3.1) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (TGR 1, 4, 9)
3. Understand the benefits of instructional planning. (HTM 1.2, 2.2, 3.2) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (ISTE 2.b, 4.c, 4.c, 5.c, 6.a, 6.d) (TGR 1, 4, 9)

B: Objective – Skills: Teacher as Facilitator and Reflective Thinker

1. Understand the impact of academic, cultural, and linguistic differences on teaching and learning language arts. (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)
2. Effectively integrate textbooks, trade books, and electronic documents into language arts curriculum. (HTM 1.2, 2.2, 3.2) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (ISTE 2.b, 4.c, 4.c, 5.c, 6.a, 6.d) (TGR 1, 4, 9)
3. Assess students' proficiencies and difficulties in language arts areas. (HTM 1.3, 2.3, 3.3) (CAEP 1.2, 1.3) (INTASC 6) (TIAI 5, 8) (CAEP K-6 3.a, 3.b) (TGR 3)
4. Implement best practices including technology best practices in teaching language arts. (HTM 1.2, 2.2, 3.2) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (ISTE 2.b, 4.c, 4.c, 5.c, 6.a, 6.d) (TGR 1, 4, 9)

C: Objective – Disposition: Teacher as Responsible Professional

1. Continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)

Note: HTM stands for the Holistic Transfer Model; CAEP standards for the Council for the Accreditation of Educator Preparation; INTASC stands for the Interstate New Teacher Assessment and Support Consortium; TIAI stands for the Teacher Intern Assessment Instrument; CAEP K-6 standards for the CAEP 2018 K-6 Elementary Teacher Preparation Standards; ISTE stands for the International Society for Technology in Education (ISTE) standards; and TGR stands for the Teacher Growth Rubric.

TECHNOLOGY INFUSION:

Hardware.

|  |  |
| --- | --- |
| Operating System: | Windows 98, 2000, 2007, NT, XP or a Macintosh System 8.1 or higher |
| Processor: | 200 MHz or higher |
| Memory: | 32 MB of RAM |
| H Drive Space: | 100 MB free disk space |
| Modem: | 28.8 kbps or higher |
| Monitor: | 800x600 resolution |

Software:

|  |  |
| --- | --- |
| Internet Access: | Any Internet Service Provider |
| Browser: | Internet Explorer, Netscape 4.7 or higher\*, AOL 5.0 or higher\*\* |
| Application | Recommend Microsoft Word or application file name .doc or docx |
| Audio & Video: | RealPlayer, Quick Time |

Note: If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course), contact Presidium Learning, Inc 1-877-654-8333 or Mr. Mack A. Pendleton at (662) 254-3114 as well as your instructor.

CLINICAL AND FIELD EXPERIENCE:Clinical and Field experience is not a required component for this class.

INSTRUCTION STRATEGIES: Classroom time will be devoted to small and large group activities, team work, lectures, power point presentations, mini-workshops, videos, and special presentations from students, and invited professionals.

STUDENT EVALUATION:The graduate student will be evaluated based on class participation, quality of assignments, and attendance of class (Course Objective A, B, C).

1. Grading Scale:

Outstanding effort and performance 90-100=A

Satisfactory effort and performance 80-89=B

Mediocre effort and performance 70-79=C

Minimal effort and performance 65-69=D

Failure to meet the intent of the assignment 0-65=F

1. Grading Procedures are performance based (Rubrics will be provided to you during the course of study).
2. Research summary. Read and summarize a total of five (5) research articles related to

specific topics. The selected research studies should be published within five years. The length of summary for each article is ≥1 page in APA format. Write ONE summary on the research study that is relevant to the course content or the following topics that were rated as the most important five topics surveyed by the International Literacy Association 2018. (the **15**-point rubric).

Early Literacy

Strategies for Differentiating Instruction

Equity in Literacy Education

Teacher Preparation

Access to Books and Content

1. Group projects. Participate as part of a group in a simulated mini-lesson of a language arts program. The composition of the lesson should incorporate all six facets of an effective language arts program integrated into a structured lesson. The group will develop a two-week lesson plan and role play one day of instruction. (No worksheets) (the **15**-point rubric).
2. PowerPoint Presentation: use one of the three theories as guide: Schema theory, cognitive structures by Piaget, social context of learning by Vygotsky and their implications for learning language arts (choose one theory) to illustrate how children learn a language (the **10**-point rubric)
3. Mid-term: chapter exam (the **25**-point rubric)
4. Final exam: chapter exam (the **25**-point rubric)
5. Positive attitude, participation in class discussion/activities, survey completion, and emailing to the instructor about his/her bio and contact information (the **10**-point rubric)

We reserve the right to curve letter grades, but will only curve them to your advantage.

1. Attendance Policy: The student is expected to log in to the class daily to read, participate discussion, and upload the assignments. Unless appropriate documentation is provided, any student missing three (3) weeks discussion will automatically find that their final course grade is lowered a letter. Please see MVSU undergraduate catalog on pp. 46-47 for university class attendance policy.
2. Make-Up Policy: When possible, student with an excused absence be allowed to make-up work. Graduate candidates are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes, copies and other assignment information prior to returning to class so as to be prepared for full class participation. Late work will result in a loss of points.

ADA SYLLABUS STATEMENT:Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located in the Social Science Building Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mrs. Kathy Brownlow, via phone or email at 662-254-3443 or kbrownlow@mvsu.edu.

PLAGIARISM/ACADEMIC INTEGRITY:Plagiarism is the intentional or careless use of someone else’s language, ideas, information or original work without acknowledging the source and presenting it as one’s own. Please see the sanctions for the academic integrity violations, MVSU undergraduate catalog pp. 112-114.

CALENDAR OF ACTIVITIES/COURSE TENTATIVE SCHEDULE

Week Date Topics

Wk 1 1/8 Log in on the blackboard to start to explore the course syllabus and requirements

Wk 2 1/15 Learning and the Language Arts

Wk 3 1/22 Teaching and Assessing Language Arts

**Short bio due**

Wk 4 1/29 Emergent Literacy

Wk 5 2/5 Oral Language: Listening and Talking

Wk 62/12 Written Language: Reading and Writing

**PowerPoint Presentation on How Children Learn a Language due**

Wk 72/19 Visual Language: Viewing and Visually Representing

Wk 8 2/26 Building Vocabulary

Wk 9 3/5 **Mid-term exam**

Wk 103/12 **Spring Break Holiday**

Wk 113/19Comprehending and Composing Stories

**Research summary complete**

Wk 123/26Investigating Nonfiction

Wk 13 4/2 Exploring Poetry

Wk 14 4/9 Language Tools: Grammar, Spelling, and Handwriting

**Group Project on Two Weeks Simulated Mini Lesson Complete**

Wk 15 4/16 Putting It All Together

Wk 16 4/23 Overview

Wk 17 4/30 **Final exam**

REFERENCES:

Educational Journal:

*The* *Literacy* *Teacher* (International Literacy Association)

*Journal of Adolescent and Adult Literacy* (International Literacy Association)

*Literacy Research Quarterly* (International Reading Association)

*Language Arts* (National Council of Teachers of English)

*Journals of Literacy Research* (National Reading Conference)

Educational Websites:

http://www.corestandards.org the Common Core State Standards

http://www.ala.org/ the American Library Association

https://www.linguisticsociety.org/ Linguistic Society of America

http://www.caepnet.org Council for the Accreditation of Educator

Preparation

http://www.literacyworldwide.org International Literacy Association

https://www.iste.org/standards/computational-thinking the International Society for Technology in Education (ISTE) standards

http://www.ed.gov Every Student Succeeds Act (ESSA)

United States Department of Education

http://www.mde.k12.ms.us Mississippi Department of Education

http://webster.commnet.edu/apa/index.htm

Publication Manual of the American

Psychology Association

http://www.mvsu.edu/library/online\_resources.php

EBSCO host, ID/pwd: magn1309

**www.mvsu.edu** Mississippi Valley State University website

Other References Include:

Aukerman, M. (2015). How should readers develop across Time? Mapping Change without a deficit Perspective. *Language Arts, 93*(1), 55-62.

Dutro, E. (2017). Let's Start with Heartbreak: The Perilous Potential of Trauma in Literacy. *Language Arts, 94*(5), 326-337.

Gardner, N. S., Smith, N. (2016). [Math and ELA meet at the Common Core.](http://web.a.ebscohost.com/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie4499%2f7KexSLek63nn5Kx58du%2bTK2ntkewpq9Onqm4TbSwsFCexss%2b8ujfhvHX4Yzn5eyB4rOrT7Sur0u2p69MpOLfhuWz44ak2uBV3%2bbmPvLX5VW%2fxKR57LOvSbGot0uurrQ%2b5OXwhd%2fqu37z4uqM4%2b7y&hid=4101" \o "Math and ELA meet at the Common Core. )  *Phi Delta Kappan 97*(6)*.* 53-56. DOI: 10.1177/0031721716636874.

Godley, A. J., Reaser, J. M., Kaylan, G. (2015). [Pre-service English Language Arts teachers’ development of Critical Language Awareness for teaching.](http://web.a.ebscohost.com/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie4499%2f7KexSLek63nn5Kx58du%2bTK2ntkewpq9Onqm4TbSwsFCexss%2b8ujfhvHX4Yzn5eyB4rOrT7Sur0u2p69MpOLfhuWz44ak2uBV3%2bbmPvLX5VW%2fxKR57LOvSa%2bmt0%2byrrU%2b5OXwhd%2fqu37z4uqM4%2b7y&hid=4101)  *Linguistics & Education, 32, Part A.* 41-54. DOI: 10.1016/j.linged.2015.03.015.

Kiefer, B., Davila, D., Price-Dennis, D., Roser, N., Sibberson, F., Wilson, F., & Zapata, A. (2015). 2015 Charlotte Huck Award for outstanding fiction for Children. *Language Arts, 93*(2), 134-146.

Kamil, M. L., Pearson, P. D., Moje, E. B., & Afflerbach, P. P. (2011). *Handbook of reading*

*research (Vol. IV).* New York: Taylor & Francis.

Low, D. E., & Bartow J, K. (2018). Literature circle roles for discussing graphica in Language Arts classrooms. *Language Arts, 95*(5). 322-331.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. (*NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Pantaleo, S. (2011). Middle years students' collaborative talk about The Red Tree: 'A book that really works your mind'. *Australian Journal of Language & Literacy, 34*(3), 260-278.

Quast, E., & Bazemore-Bertrand, Sh. (2019). Exploring Economic Diversity and Inequity through Picture Books. *Reading Teacher, 73*(2), 219-222.

Schmitterer, A., & Schroeder, S. (2019). Young children's ability to distinguish thematic relations: Development and predictive value for early reading. *Cognitive Development, 50*, 22-35.

Wang, Y., Shuttlesworth, D., Morris, S. F. (2016). Improving teachers’ quality of teaching reading through professional development. US-China Education Review B,6(9), 532-541. DOI: 10.17265/2161-6248/2016.09.

Disclaimer: The information and schedule of events contained in this syllabus are subject to change.