**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th><strong>Course Number:</strong> LAE 3314</th>
<th><strong>Course Title:</strong> Teaching Language Arts in the Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Formal Admission to the Teacher Education Program</td>
</tr>
<tr>
<td><strong>Co-Requisites:</strong> EDE 3940</td>
<td></td>
</tr>
<tr>
<td><strong>Course Credit:</strong> 3</td>
<td><strong>Course Hours:</strong> 3</td>
</tr>
<tr>
<td><strong>College:</strong> Education</td>
<td><strong>Required Text(s):</strong></td>
</tr>
<tr>
<td><strong>Department:</strong> Elementary Education</td>
<td>Wood, M. <em>The Essentials of Elementary Language Arts</em>; Allyn &amp; Bacon Publishers, Current Edition</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong></td>
<td><strong>Term and Year:</strong></td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td><strong>Place and Time:</strong></td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td><strong>Telephone:</strong> (</td>
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<tr>
<td></td>
<td><strong>e-mail:</strong></td>
</tr>
</tbody>
</table>

**Course Description:**

This course includes a study of oral and written language, literacy development and the writing process from a wholistic perspective with an emphasis on meaningful teaching and learning. This course addresses ESOL Standards and the accommodations necessary to meet the linguistic needs of LEP students in the classroom. The content of this course is developed through an awareness and appreciation of the Language Arts by integrating listening, speaking, reading, and writing into the curriculum.
Course Purposes

The purpose of this course is to acquaint preservice teachers with the fundamental concepts and processes for teaching Language Arts in the Elementary School. The content of this course is developed through an awareness and appreciation of the Language Arts by integrating listening, speaking, reading, and writing into the curriculum. This course includes a study of oral and written language, literacy development and the writing process from a wholistic perspective with an emphasis on meaningful teaching and learning. This course also addresses ESOL Standards and the accommodations necessary to meet the linguistic needs of LEP students in the classroom.

FAMU Professional Education Unit Conceptual Framework

The Conceptual Framework (CF) in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

Attachments

• Conceptual_Framework_OutcomesFINAL103007.doc

DIVERSITY

• CF 1
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5,7</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>1.2 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5,7,9,10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>
## TECHNOLOGY

**• CF 2**

**Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF:</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4,12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 (S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>F: 1,4,10,12</td>
<td>I: 6,7</td>
</tr>
<tr>
<td>CF:</td>
<td>Know fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>2.3 (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>F: 2,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>Use fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>2.4 (K)</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>2.5 (S)</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF:</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>2.6 (S,D)</td>
<td>Facilitate access to technology for students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

## VALUES

**• CF 3**

**Through this focal area, the FAMU professional education candidate will:**

<table>
<thead>
<tr>
<th>CF:</th>
<th>Work with colleagues in a professional manner.</th>
<th>F: 6</th>
<th>I: 2,5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
<td>F: 11,6</td>
<td>I: 9,10</td>
</tr>
<tr>
<td>CF:</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>3.3 (S,D)</td>
<td>Be committed to individual excellence.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF:</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
<tr>
<td>3.5(D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 7,2</td>
<td>I: 5,10</td>
</tr>
</tbody>
</table>
CRITICAL THINKING

• CF4

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</th>
<th>F:4,7</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F:2,7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF:</td>
<td>4.3 (D)</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I:1,4</td>
</tr>
<tr>
<td>CF:</td>
<td>4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F:1,4</td>
<td>F8</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF 5

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF:</td>
<td>5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F:7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF:</td>
<td>5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF:</td>
<td>5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF:</td>
<td>5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
</tbody>
</table>
URBAN/RURAL EDUCATION

• CF6

• Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |

ACADEMIC LEARNING COMPACT

Within this framework, outcomes are grounded in the Florida Educator Accomplished Practices.

Subject Matter: Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines and content can be applied to real world integrated settings.

Communication: Graduates will acquire and use effective communication techniques with students and all other stakeholders.

Critical Thinking: Graduates will acquire and use appropriate techniques and strategies, which promote and enhance critical, creative and evaluative thinking capabilities of students.

Role of the Teacher: Graduates will work with various educational professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Technology: Graduates will use effective technological techniques to access electronic resources and support student learning and instructional management.

Planning: Graduates recognize the importance of setting high expectations and providing comprehensible instruction for all students.
OVERALL GOALS OF THIS COURSE

In keeping with the Florida Accomplished Practices, State and National Standards, the recommendations of professional organizations, the Conceptual Framework of the College of Education and the Department of Elementary Education, this course is intended to stimulate an interest in and an understanding of language learning as it relates to the cognitive, moral and social development of the child as well as language which is culturally and ethnically diverse including speakers of other languages (ESOL).

Goals

The Preservice Teacher will:

1. Develop an understanding of planning appropriate lessons in Language Arts
2. Gain an understanding and appreciation for the Writing Process
3. Recognize and value the appropriateness of technology for use in the Language Arts classroom
4. Gain knowledge and skill in using children's literature in the Language Arts
5. Gain knowledge of methods that provide for the language needs of students who are Limited English Proficient (LEP) and meet ESOL Guidelines
6. Develop an understanding and appreciation of the writing development of elementary school-aged children
7. Gain knowledge and understanding of course concepts
8. Gain an appreciation of the need for legible handwriting in the classroom
9. Gain an understanding of the oral and written language development of young children

Specific Behavioral Objectives

The Preservice Teacher will:

1. Demonstrate planning of appropriate lessons in the Language Arts
2. Demonstrate knowledge, understanding and appreciation for the Writing Process
3. Demonstrate knowledge of the use of technology in the Language Arts
4. Gain knowledge and skill in using children's literature in the Language Arts
5. Demonstrate knowledge of methods that provide for the language needs of students who are Limited English Proficient (LEP) and meet ESOL Guidelines
6. Demonstrate knowledge of the developmental stages of writing development of elementary school-aged children
7. Demonstrate knowledge and understanding of course concepts
8. Demonstrate proficiency in the use of manuscript and cursive handwriting
9. Distinguish between revising and editing
10. Identify characteristics of the modes of writing (e.g., narrative, descriptive,
11. Select the appropriate mode of writing for a variety of occasions, purposes, and audiences.

12. Identify elements and appropriate use of rubrics to assess writing.
INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

INTASC.1
STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
INTASC.1.A
K: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
INTASC.1.B
K: The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
INTASC.1.C
K: The teacher can relate his/her disciplinary knowledge to other subject areas.

INTASC.1.F
D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
INTASC.1.H
P: The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
INTASC.1.L
P: The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
INTASC.1.M
P: The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

INTASC.2
STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
INTASC.2.A
K: The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
INTASC.2.B
K: The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

INTASC.3
STANDARD: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC.3.A
K: The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

INTASC.3.C
K: The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

INTASC.3.D
K: The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

INTASC.3.F
D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

INTASC.3.G
D: The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of 'individually configured excellence.'

INTASC.3.K
P: The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

INTASC.3.L
P: The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

INTASC.3.Q
P: The teacher creates a learning community in which individual differences are respected.

INTASC.4
STANDARD: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC.4.A
K: The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem
solving, invention, memorization and recall) and how these processes can be
stimulated.

INTASC.4.B
K: The teacher understands principles and techniques, along with advantages and
limitations, associated with various instructional strategies (e.g. cooperative
learning, direct instruction, discovery learning, whole group discussion,
independent study, interdisciplinary instruction).

INTASC.4.C
K: The teacher knows how to enhance learning through the use of a wide variety
of materials as well as human and technological resources (e.g. computers, audio-
visual technologies, videotapes and discs, local experts, primary documents and
artifacts, texts, reference books, literature, and other print resources).

INTASC.4.D
D: The teacher values the development of students' critical thinking, independent
problem solving, and performance capabilities.

INTASC.4.F
P: The teacher carefully evaluates how to achieve learning goals, choosing
alternative teaching strategies and materials to achieve different instructional
purposes and to meet student needs (e.g. developmental stages, prior knowledge,
learning styles, and interests).

ESOL Standards

FL-ESOL.1
STANDARD: Conduct ESOL programs within the parameters, goals, and
stipulations of the Florida Consent Decree.

FL-ESOL.1.1
> Understand the history of the Florida ESOL Consent Decree, including federal
and state laws.

FL-ESOL.2
STANDARD: Recognize the major differences and similarities among the
different cultural groups in the United States.

FL-ESOL.3
STANDARD: Identify, expose, and reexamine cultural stereotypes relating to
LEP and non-LEP students.

FL-ESOL.3.1
> Apply ethnolinguistic and cross-cultural knowledge to classroom management
techniques.

FL-ESOL.3.2
> Identify teacher behaviors that indicate sensitivity to cultural and linguistic
differences.

FL-ESOL.3.3
> Identify different sociolinguistic language functions (e.g., formal, informal,
conversational, and slang).

FL-ESOL.3.4
> Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).

**FL-ESOL.4**

STANDARD: Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction.

**FL-ESOL.4.1**

> Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.

**FL-ESOL.4.2**

> Adapt items from school curricula to cultural and linguistic differences.

**FL-ESOL.5**

STANDARD: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

**FL-ESOL.5.1**

> Identify the principles, characteristics, and terminology of current first and second language acquisition theories.

**FL-ESOL.6**

STANDARD: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

**FL-ESOL.6.1**

> Identify major methodologies and current trends in ESOL teaching.

**FL-ESOL.6.2**

> Identify characteristics and applications of ESOL approaches.

**FL-ESOL.6.4**

> Plan a Language Experience Approach lesson appropriate for LEP students.

**FL-ESOL.9.1**

> Match instructional approaches with language learning theories.

**FL-ESOL.9.2**

> Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).

**FL-ESOL.10**

STANDARD: Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.

**FL-ESOL.10.1**

> Categorize basic concepts of phonology (e.g., stress, intonation, juncture, and pitch) as they apply to language development.

**FL-ESOL.10.2**

> Determine phonemic characteristics (e.g., consonants, blends, vowels, diphthongs) in a given word.

**FL-ESOL.10.4**

> Recognize phonographemic differences (e.g., homophones and homographs).

**FL-ESOL.10.5**

> Identify structural patterns in a given word (e.g., root words, affixes, compound words, and syllables).
FL-ESOL.10.6
> Apply principles of English morphology as they relate to language acquisition.

FL-ESOL.10.7
> Compare characteristics of idiomatic expressions, slang, and Standard American English.

FL-ESOL.10.8
> Determine principles of morphological interference between English and other languages.

FL-ESOL.10.9
> Categorize and analyze the structure of English sentences.

FL-ESOL.10.11
> Determine principles of syntactic interference between English and other languages.

FL-ESOL.11
STANDARD: Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading and writing.

FL-ESOL.11.1
> Identify essential skills for teaching listening.

FL-ESOL.11.2
> Identify essential skills for teaching speaking.

FL-ESOL.11.3
> Identify essential skills for teaching reading.

FL-ESOL.11.4
> Identify essential skills for teaching writing.

FL-ESOL.11.5
> Apply multi-sensory ESOL strategies for instructional purposes.

FL-ESOL.13
STANDARD: Evaluate, design and employ instructional methods and techniques appropriate to learners’ socialization and communication needs, based on knowledge of language as a social phenomenon.

FL-ESOL.13.1
> Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).

FL-ESOL.13.5
> Identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact).

FL-ESOL.13.6
> Identify culture-specific features of content curricula.

FL-ESOL.13.7
> Apply multi-sensory ESOL strategies for instructional purposes.

FL-ESOL.14
STANDARD: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

FL-ESOL.15
STANDARD: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle and high school levels.

FL-ESOL.16
STANDARD: Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

FL-ESOL.16.3
> Develop appropriate curricula for ESOL levels.

FL-ESOL.17
STANDARD: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.

FL-ESOL.21
STANDARD: Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.

FL-ESOL.22
STANDARD: Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

FL-ESOL.24.1
> Demonstrate effective lesson planning by providing multi-level ESOL activities for individual, small group, and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources). Ä, Ä

Florida Educator Accomplished Practices (FEAPs)

FEAP.2.1
EXPECTATION: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

FEAP.2.2
STANDARD: Communication -- Uses effective communication techniques with students and all other stakeholders.

FEAP.2.PRE.c
> Sample Key Indicator: Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

FEAP.2.PRE.g
> Sample Key Indicator: Provides opportunities for students to learn from each other.

FEAP.3.2.e,f
STANDARD: Continuous Improvement -- Engages in continuous professional quality improvement for self and school.

FEAP.4.2
STANDARD: Critical-thinking -- Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

FEAP.4.PRE.a
> Sample Key Indicator: Provides opportunities for students to learn higher-order thinking skills.

FEAP.4.PRE.b
> Sample Key Indicator: Identifies strategies, materials, and technologies which she/he will use to expand students' thinking abilities.

FEAP.4.PRE.c
> Sample Key Indicator: Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

FEAP.4.PRE.d
> Sample Key Indicator: Poses problems, dilemmas, and questions in lessons.

FEAP.4.PRE.g
> Sample Key Indicator: Demonstrates and models the use of higher-order thinking abilities.

FEAP.5.2
STANDARD: Diversity -- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

FEAP.5.PRE.c
> Sample Key Indicator: Recognizes the cultural, linguistic and experiential diversity of students.

FEAP.5.PRE.d
> Sample Key Indicator: Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.

FEAP.5.PRE.f
> Sample Key Indicator: Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

FEAP.5.PRE.i
> Sample Key Indicator: Selects and introduces materials and resources that are multicultural.

FEAP.6.2

FEAP.6.PRE.g
> Sample Key Indicator: Maintains honesty in all professional dealings.

FEAP.7.1
EXPECTATION: Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

FEAP.7.2
STANDARD: Human Development and Learning -- Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

FEAP.7.PRE.a
> Sample Key Indicator: Recognizes developmental levels of students and identifies differences in a group of students.

FEAP.7.PRE.b
> Sample Key Indicator: Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

FEAP.7.PRE.e
> Sample Key Indicator: Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.

FEAP.7.PRE.f
> Sample Key Indicator: Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

FEAP.8.1
EXPECTATION: The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

FEAP.8.2
STANDARD: Knowledge of Subject Matter -- Demonstrates knowledge and understanding of the subject matter.

FEAP.8.PRE.b
> Sample Key Indicator: Increases subject matter knowledge in order to integrate the learning activities.

FEAP.8.PRE.c
> Sample Key Indicator: Uses the materials and technologies of the subject field in developing learning activities for students.

FEAP.8.PRE.d
> Sample Key Indicator: Acquires currency in her/his subject field.

FEAP.10.1
EXPECTATION: Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

FEAP.10.2
STANDARD: Planning -- Plans, implements, and evaluates effective instruction in a variety of learning environment.

FEAP.10.PRE.a
> Sample Key Indicator: Identifies student performance outcomes for planned lessons.
FEAP.10.PRE.b
> Sample Key Indicator: Plans and conducts lessons with identified student performance and learning outcomes.
FEAP.10.PRE.f
> Sample Key Indicator: Plans activities that utilize a variety of support and enrichment activities and materials.
FEAP.10.PRE.l
> Sample Key Indicator: Plans and conducts lessons that are interdisciplinary.
FEAP.12.PRE.b
> Sample Key Indicator: Uses technology tools on a personal basis.
FEAP.12.PRE.e
> Sample Key Indicator: Uses technology in lesson and material preparation.
FEAP.12.PRE.i
> Sample Key Indicator: Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.
FEAP.12.PRE.j
> Sample Key Indicator: Uses digital information obtained through intranets and/or the Internet (i.e., e-mail, research).

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

FL-FTCOMP.00.1
STANDARD: Knowledge of various types of assessment strategies that can be used to determine student levels and needs (Assessment)
FL-FTCOMP.00.1.1
> Identify appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning.
FL-FTCOMP.00.2
STANDARD: Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (Communications)
FL-FTCOMP.00.2.1
> Identify appropriate techniques for leading class discussions (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).
FL-FTCOMP.00.2.2
> Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions).
FL-FTCOMP.00.2.3
> Identify nonverbal communication strategies that promote student action and performance.

FL-FTCOMP.00.2.4

> Choose effective communication techniques for conveying high expectations for student learning.

FL-FTCOMP.00.3

STANDARD: Knowledge of strategies for continuous improvement in professional practices for self and school (Continuous Improvement)

FL-FTCOMP.00.3.1

> Identify professional development experiences that will enhance teacher performance and improve student achievement.

FL-FTCOMP.00.4

STANDARD: Knowledge of strategies, materials, and technologies that will promote and enhance critical and creative thinking skills (Critical Thinking)

FL-FTCOMP.00.4.1

> Identify a variety of instructional strategies, materials, and technologies that foster critical thinking.

FL-FTCOMP.00.4.2

> Identify a variety of instructional strategies, materials, and technologies that foster creative thinking.

FL-FTCOMP.00.5.2

> Select materials and strategies that encourage learning about diverse cultural groups.

FL-FTCOMP.00.6

STANDARD: Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (Ethics)

FL-FTCOMP.00.6.1

> Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations.

FL-FTCOMP.00.7

STANDARD: Knowledge of how to apply human development and learning theories that support the intellectual, personal, and social development of all students (Human Development and Learning)

FL-FTCOMP.00.7.3

> Identify activities to accommodate different learning needs, developmental levels, and experiential backgrounds.

FL-FTCOMP.00.7.4

> Apply knowledge of learning theories to classroom practices.

FL-FTCOMP.00.8

STANDARD: Knowledge of subject matter incorporating reading strategies and literacy as they apply across the curriculum to increase learning (Subject Matter)

FL-FTCOMP.00.8.2

> Identify references, materials, and technologies appropriate to the subject and the learner abilities.

FL-FTCOMP.00.8.3

> Identify strategies that encourage multidisciplinary studies.
FL-FTCOMP.00.9
STANDARD: Knowledge of strategies to create and sustain a safe, efficient, supportive learning environment (Learning Environment)

FL-FTCOMP.00.10
STANDARD: Knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with State and district standards (Planning)

FL-FTCOMP.00.10.1
> Determine instructional long-term goals and short-term objectives appropriate to student needs.

FL-FTCOMP.00.10.2
> Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area.

FL-FTCOMP.00.10.3
> Identify materials based on instructional objectives and student learning needs and performance levels.

FL-FTCOMP.00.11
STANDARD: Knowledge of collaborative strategies for working with various education professionals, parents, and other appropriate participants in the continual improvement of educational experiences of students (Role of the Teacher)

FL-FTCOMP.00.11.5
> Identify the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study).

FL-FTCOMP.00.12
STANDARD: Knowledge of strategies for the implementation of technology in the teaching and learning process (Technology)

FL-FTCOMP.00.12.1
> Identify appropriate software to prepare materials, deliver instruction, assess student achievement, and manage classroom tasks.

FL-FTCOMP.00.14
STANDARD: Knowledge of specific approaches, methods, and strategies appropriate for students with limited English proficiency (ESOL)

FL-FTCOMP.00.14.2
> Identify ESOL approaches, methods, and strategies (e.g., materials adaptation, alternative assessment, and strategy documentation) appropriate for instruction.

FL-FTCOMP.00.14.3
> Identify and apply cognitive approaches, multisensory ESOL strategies, and instructional practices that build upon students abilities and promote self-worth.

Topical Outline
Course Outline
I. The Language Arts - Listening, Speaking, Reading & Writing
II. Purposes of Language
III. Examining One's Own Writing Process
IV. The Writer's Workshop
V. Children's Written Language Development
VI. Planning Language Arts Lessons (using Children's Literature)
VII. The Writing Process
VIII. FCAT Writing/FLORIDA WRITES!
IX. The Mechanics of Writing - grammar, spelling, punctuation, etc.
X. Assessment in the Language Arts

Teaching Methods

The instructor utilizes an array of instructional techniques designed to build a foundation of knowledge and skill. Course material will be covered through direct instruction by the instructor and discussion by the students. Audiovisual materials including videotapes, overhead transparencies, and materials for young children will be incorporated in instruction.

The Writer's Workshop approach will also be used in this class. In Writer's Workshop, preservice teachers are expected to spend time writing, select their own topics, formats, styles, etc. for writing, share their writings. Provide feedback to their peer in writing conferences and group share and are also expected to publish at least one piece of writing in a class book.

The highest level of learning, application and analysis, will be facilitated through a required field experience and clinical discussion sessions. During field placement, students will apply best practices within daily lessons, care, and activities. During clinical practice sessions, specific, real-life examples from students’ field experiences will be presented and discussed.

Methods of Evaluation

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<thead>
<tr>
<th>Standards</th>
<th>Name of the Artifact 1</th>
<th>Name of the Artifact 2</th>
<th>Name of the Artifact 3</th>
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<tr>
<td>Technology Reviews</td>
<td>Zaner-Bloser Certificates</td>
<td>Writing Sample Report</td>
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<td>PEU CF 2.1;2.3;2.4;2.5</td>
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<td>1.1-1.2;3.3-3.5;5.4;5.6;6.1-6.2</td>
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<td>FEAP 1,2,4,12</td>
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<td>INTACS I:1,6</td>
<td>I:9</td>
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<td>ACEI 3c</td>
<td>5a</td>
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*Legend: PEU CF= Professional Educational Unit Conceptual Framework; FEAP=Florida Educator Accomplished Practices; FASAC=Florida Adopted Subject Area Competencies; INTACS= Interstate New Teacher Assessment and Support Consortium; ESOL=English For Speakers of Other Languages; FTCE= Florida Teacher Certification Examinations; FELE=Florida Educational Leadership Examination; NAEYC=National Association for the Education of Young Children; NASP=National Association of School Psychologist; CACREP=Council for Accreditation of Counseling and Related Education Programs; BTECG=Business Teacher Education Curriculum Guide and Program Standards. NASPE= National Association for Sport and Physical Education.

UNIVERSITY POLICIES

Dispositions Statement: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

Policy Statement on Non-Discrimination: It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national
origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy:** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

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**TENTATIVE COURSE CALENDAR**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ACTIVITY</th>
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<tr>
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<td>Syllabus &amp; Introductions</td>
<td>Atwell: Chapters 4-7</td>
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<td>FTCE Pretest</td>
<td>Wood: Chapter 1</td>
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<td>The Language Arts</td>
<td>Wood: Chapters 2-3</td>
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<td>Purposes of Language</td>
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<td>How I Write: Examining Your Own Writing Process</td>
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<td>Orientation to Writer’s Workshop</td>
<td>Atwell: Chapter 4-7</td>
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<td>Wood: Chapter 4</td>
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<td>1st WRITER’S WORKSHOP</td>
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<td>Children’s Language Development</td>
<td>Wood: Chaps. 1-</td>
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<td>*How I Write Paper Due</td>
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<td>Planning Integrated Lessons Sunshne State Standards</td>
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**MIDTERM EXAM**

Atwell: Chapters 4-7

Wood: Chapters 1,2,3,4 & 7

**WRITER’S WORKSHOP**

The Writing Process

Wood: Chapters 5-6

**WRITER’S WORKSHOP**

FLORIDAWRITES+/FCAT WRITING

FCAT WRITING GUIDEBOOK

**WRITER’S WORKSHOP**

FCAT WRITING (Continued)

FCAT WRITING GUIDEBOOK

**WRITER’S WORKSHOP**

Spelling Development

Wood: Chapters 5-6

**WRITER’S WORKSHOP**

Mechanics of Writing

Baugh: *Essentials of English Grammar*

**WRITER’S WORKSHOP**

Writing Development Across the Grades

Wood: Chapters 5-6

**BRING YOUR STUDENT’S WRITING SAMPLES TO CLASS TODAY!**

**Final Draft for Writer’s Workshop**

Due for Publication

**CLASS PHOTO**

Presentation of Student’s Writing

*Student Writing Samples & Samples by Grade Level

Written Report Due*

Assessment of the Language Arts

**FINAL REFLECTIONS ON**

Group Share

**WRITER’S WORKSHOP**

**FINAL EXAM**

Wood: Chapters 4,5,6,7

FCAT Writing Guidebook
REFERENCES


Some Suggested Web Sites for Kids
Starfall.com    Kidsspell.com    Pbskids.org
Storylineonline.net    Brainpopjr.com    Scholastic.com
Rif.org/readingplanet    Funschool.com    Nickjr.com
Funbrain.com    Primarygrades.com
Some Suggested Educational Publishers Websites

wiley.com           hmco.com
pearsoned.com        eduplace.com
prenticehall.com     harcourt.com
allynbacon.com

Some Suggested CD-Rom Programs & Games

101 Dalmatians Animated Storybook; Disney Interactive
Madeline Thinking Games; Encore Software
Winnie the Pooh Kindergarten; Toddler; First Grade, etc.; Disney Interactive
Arthur’s Thinking Games; The Learning Company
Winnie the Pooh & Tigger Too Animated Storybook; Disney Interactive
Clifford the Big Red Dog; Scholastic
Sesame Street Learning Games; Encore Software
Mickey Mouse Preschool; Kindergarten; First Grade, etc.; Disney Interactive