

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC612
Issues and Models of Language Arts
Credit Hours = 3
Length of Course = 8 weeks
Prerequisite: EDUC503

Instructor Information

See course.

Course Description (Catalog)

This course is designed to assist teachers in the teaching of reading and language arts. We will focus on reading, writing, listening, and speaking. The emphasis will be on creating environments conducive to developing all students' skills in the four language arts using research-based instructional strategies. The course also focuses on differentiating instruction for students of varying literacy levels.

Course Scope

This course focuses on the interrelationships among reading, writing, listening, and speaking and how to effectively teach and assess them. The development of the language arts is a major means by which ideas are expressed and shared. In this course, you will be challenged to possess a working knowledge of these language arts aspects. You will leave this course with literature/research-based teaching practices and knowledge of the foundations and theoretical basis for literacy education, and the developmental characteristics of students as readers and writers. The coursework reflects standards advocated by the International Literacy Association (ILA).

Course Objectives

After successfully completing this course, you will be able to:

1. Analyze various literacy instructional models and their key principles. (CAEP RA.1/ILA 1, 2)
2. Apply appropriate theories and methods that enhance the development of reading, writing, listening, and speaking skills. (CAEP RA.1/ILA 1, 4)
3. Analyze instructional methods and materials that foster the reading - writing connection (CAEP RA.1/ILA 1)
4. Apply evidence-based instructional strategies to foster reading, writing, speaking, and listening growth through varied genres of children's literature (CAEP RA.1/ILA 4, 5)
5. Evaluate methods that support the stages of reading and writing development. (CAEP RA.1, ILA 4)
6. Apply effective technology tools to foster language arts skills. (CAEP RA.1/ILA 5)
7. Analyze barriers to language arts development (CAEP RA.1/ILA 3)

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8. Evaluate the writer's workshop method. (CAEP RA.1/ILA3)
9. Apply formal and informal assessments to evaluate language arts skills. (CAEP RA.1/ILA 3)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of each week and include discussion questions (accomplished in groups through a threaded discussion area) and various types of assignments. Assigned faculty will support students throughout this eight-week course.

Course Materials

Required Course Materials:

See required readings and resources in the weekly lessons of the course.

Evaluation Procedures

Assignments

Assignments during the course will involve analysis and application of language arts instructional theories and practices. Assignment types vary. Paper assignments will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers and assignments should be written following current APA format. For those not familiar with APA format for writing and publishing, please review this website <https://apastyle.apa.org/> and consider the purchase of the current APA Publication Manual.

Larger assignments include case studies and the midterm and final projects.

Discussions (Due Weekly): The Discussions will be employed as a forum for discussing issues of interest to the class through the web and should adhere appropriate “netiquette” and academic rigor. Rubrics in the course are provided for guidance.

Grade Instruments	% of Final Grade
Assignments	48%
Discussion Participation	30%
Midterm and Final Projects	22%
TOTAL	100%

The success of this course depends on an ability to have read the assigned readings closely, thought carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about the various theses and positions into the discussions. Being prepared by completing the readings prior to class ensures your productive participation.

In all participation and assignments I am looking for evidence of:

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- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and classroom management of schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

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Course Outline

8 Week Course

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Issues, Models, and Perspectives in Language Arts	<ul style="list-style-type: none"> Analyze various literacy instructional models and their key principles. Apply effective technology tools to foster language arts skills. 	<i>See weekly lesson for required readings.</i>	Introductions Discussion Discussion 1: Key Principles of Language Arts
2	Assessment and Data	<ul style="list-style-type: none"> Apply formal and informal assessments to evaluate language arts skills. 	<i>See weekly lesson for required readings.</i>	Discussion 2: Assessment and Data Week 2 Assignment: Assessment and Data

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<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
3	Vocabulary and Word Study	<ul style="list-style-type: none">Apply appropriate theories and methods that enhance the development of reading, writing, listening, and speaking skills.	<i>See weekly lesson for required readings.</i>	Discussion 3: Vocabulary and Word Study

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<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
4	Balanced Literacy and Approaches to Teaching Literature	<ul style="list-style-type: none"> Analyze various literacy instructional models and their key principles. Apply appropriate theories and methods that enhance the development of reading, writing, listening, and speaking skills. Apply evidence-based instructional strategies to foster reading, writing, speaking, and listening growth through varied genres of children's literature 	<i>See weekly lesson for required readings.</i>	Discussion 4: Teaching Reading Role-Play Weekly 4 Assignment: Vocabulary Research and Planning

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<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
5	Teaching Writing (& the Reading – Writing Connection)	<ul style="list-style-type: none"> Analyze instructional methods and materials that foster the reading - writing connection Evaluate methods that support the stages of reading and writing development. Apply effective technology tools to foster language arts skills. Apply formal and informal assessments to evaluate language arts skills. 	<i>See weekly lessons for required readings.</i>	Discussion 5: The Reading-Writing Connection Week 5 Assignment: Midterm Case Study - Stella
6	Writer's Workshop	<ul style="list-style-type: none"> Evaluate the writer's workshop method. Apply formal and informal assessments to evaluate language arts skills. 	<i>See weekly lesson for required readings.</i>	Discussion 6: Writer's Workshop Memo Week 6 Assignment: Children's Literature Database Assignment
<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
7	Listen and Speaking	<ul style="list-style-type: none"> Apply appropriate theories and methods that enhance the development of reading, writing, listening, and speaking skills. Apply evidence-based instructional strategies to foster reading, writing, speaking, and listening growth through varied genres of children's literature Apply effective technology tools to foster language arts skills. Apply formal and informal assessments to evaluate language arts skills. 	<i>See weekly lesson for required readings.</i>	Discussion 7: Listening, Speaking, Arts, and Technology Week 7 Assignment: Case Study – Writer's Workshop
8	Barriers to	<ul style="list-style-type: none"> Examine classroom implications of language arts learning barriers and related solutions. 	<i>See weekly lesson for required readings.</i>	Discussion 8: Attending to

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	Literacy Learning			Diversity: Top 10 List Final Project: Case Study – Student Development over Time
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