William Paterson University  
College of Education  
Department of Elementary and Early Childhood Education  

COURSE OF STUDY  

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application  

1. COURSE TITLE AND NUMBER OF CREDITS: ELCL 603 Language Arts in the Elementary School, 3 graduate credits  

2. COURSE DESCRIPTION:  
The English language arts curriculum in the elementary school including linguistic history, literature, listening and speaking, grammar and usage, writing and reading, spelling and mechanics, poetry and dramatics. Emphasis is on whole-language programs that reflect individuality and creativity of the student and teacher.  

3. PREREQUISITES: None  

4. COURSE OBJECTIVES: Successful students will:  
   a) Demonstrate their understanding of the New Jersey State Content Standards and The National Council of Teachers of English Standards for English Language Arts by integrating them into a student project.  
   b) Demonstrate their knowledge of the historical development of American English and the language we now use by achieving a satisfactory score on a written examination and/or expository essay.  
   c) Apply their understanding of how children acquire language by modeling purposeful activities and practices appropriate for developing children's language in a student presentation.  
   d) Demonstrate their knowledge of children's linguistic developmental levels and stages by achieving a satisfactory score on an expository essay and/or examination  
   e) Demonstrate their knowledge of the components of an elementary school language arts curriculum by preparing a student project.  
   f) Apply their knowledge of story telling by telling a story in a student presentation.  
   g) Demonstrate their understanding of the various forms of children's communication, including listening, speaking, writing, reading and drama by giving a student presentation and/or achieving a satisfactory score on a written examination.  
   h) Demonstrate their understanding of suitable authentic assessments by giving a classroom presentation.  

5. STUDENT LEARNING OUTCOMES: Students will:  
   a) Demonstrate knowledge of the historical, theoretical, and conventional developments in the English language and American English in particular by achieving a satisfactory score on a written examination.  
   b) Demonstrate knowledge of current professional standards, trends and practices in teaching English language arts by integrating these into a student presentation.  
   c) Demonstrate the ability to create and execute appropriate teaching practices in the English language arts, including technology-based literacy instruction by preparing a student project.  
   d) Demonstrate knowledge of literacy development and practice appropriate for all children by participating in classroom discussions and writing an expository essay.
6. **COURSE CONTENT:**
   a) The New Jersey State Content Standards and The National Council of Teachers of English Standards for English Language Arts.
   b) The historical development of American English and the factors that led to the language we now use; the changes through the ages and current usage, including the grammar of the language.
   c) The principles of thought (cognition) and language (macro-linguistics) that make the organized forms of communication possible: listening, speaking, writing, reading, play acting.
   d) The whole language movement, the balanced approach, and the brain research that undergirds these.
   e) The use of authentic literature, including multicultural literature, as a basis for teaching and learning at all levels of language arts instruction; relationship of the language arts to the other areas of the curriculum.
   f) The development of literacy at all growth levels, birth through eight grade: why and how it can be done-the language experience approach, the integration of technology.
   g) The study and production of a variety of communicative forms in the elementary school:
      1. Reading for varying purposes
      2. Reading and writing poetry
      3. Playmaking and drama
      4. Signing and writing
   h) The use of authentic assessment procedures as they are applied to children's language growth and record keeping:
      1. Children's self-evaluation
      2. Portfolio assessment
      3. Story retelling
      4. Process journals
      5. Holistic scoring
      6. Rubrics
      7. Teacher-made tests

7. **TEACHING/LEARNING METHODS:**
   a) Lecture and small and large group discussions
   b) Student demonstrations and reporting
   c) Projects, models and dramatic presentations
   d) Group processes, role plays
   e) Use of appropriate technological equipment including video, computers, digital cameras, CD-Roms.

8. **EVALUATION METHODS:**
   a) Class participation
   b) Student projects and presentations
   c) Expository essays and written examinations

9. **RECOMMENDED TEXTS/READINGS:**
NH: Boynton/Cook Heinemann.

10. **PREPARER'S NAME(S) AND DATE:** Dr. Mildred Dougherty, Fall, 1996

11. **DEPARTMENTAL APPROVAL DATE:** Fall, 1996

12. **REVISER'S NAME(S) AND DATE:** Dr. Mildred Dougherty and Dr. Kathleen F. Malu, Spring 2000.

13. **DEPARTMENT REVISION APPROVAL DATE:** Spring, 2000

14. **BIBLIOGRAPHY:**


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CIEE603 Course Outline