

August 12, 1999

Dear ECRI Teacher,

We are trying to get credit for your class in ECRI from this last May. Southern Adventist University has agreed to let us get credit through them. We need you to help us get this completed by doing the following:

1. Finish completing the personal information in the box.
2. Complete numbers 1 & 2 under the box.

**Those who have submitted a contract to Dr. William Green to complete 4 credit hours go to number 4.**

3. Draw a dark line through one of the course lines to choose your 2 credit hours.
4. Sign and date the page of the Request for Southern Adventist University Transcript.
5. Fax the form and transcript request to the attention of Dr. Hendriquez-Green to this fax number: 423-238-2468.

Some of you need this credit ASAP so we are asking that you make sure it is faxed to the above number immediately. Thank you for your patience.

Sincerely,

Pamela C. Forbes, Associate Superintendent of Education

PS. The ECRI class in May was worth 2 credit hours. If you want 4 credit hours you must submit a contract to Dr. William Green indicating what you are going to do to earn the additional 2 hours.

# Andrews University

Department of Teaching, Learning, and Administration

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## Curriculum and Instruction Program Mission

The curriculum and instruction program, within the Department of Teaching, Learning, and Administration, serves an international clientele. As companions in learning, faculty and students are committed to excellence in teaching and learning based upon a Christian world view. The program prepares persons for positions in teaching, supervision, curriculum development, and research within Seventh-day Adventist and other systems of education.

## EDCI 565: Improving Instruction: Language Arts

May 25 - 29, 1998

William H. Green, Ph.D. & Julie Primero, M.A., Andrews University

|             |                    |               |              |
|-------------|--------------------|---------------|--------------|
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## Course Description

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This is a course designed to train practicing teachers to use specific reading/language arts strategies derived from research. The focus is on strategies appropriate for elementary-age students.

## Knowledge Base / Course Rationale

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The philosophical base of this course comes from principles derived from a Judeo-Christian heritage as revealed in scripture. Other forms of cumulative wisdom validated through formal and informal modes of inquiry are considered as well.

The instructional design is systems based. Systems thinking includes the concept of treating what is taught from a holistic perspective. Therefore, reading, spelling, writing and other language arts will be taught making explicit connections between them.

The training sequence will consist of theory, demonstration, practice, feedback, and the coaching of your teaching (Joyce and Showers, 1995). Practice will include both peer teaching (one-to-one) and microteaching (small groups of peers).

The methods and techniques we will teach you are derived (philosophically and organizationally) from mastery teaching (Block 1988; Bloom 1981, 1984; Carroll 1963; Guskey & Gates 1986; Ellis & Fouts 1993; Rosenshine 1986) and direct instruction (Becker 1977; Becker & Carnine 1980). You will be expected to learn the techniques well enough to be able to perform them in microteaching situations. You will produce the necessary teaching materials for each technique from available models. You will also show how students (particularly in multi-age classes) can be grouped for instruction and prepare a plan showing how the components of a language arts program can be scheduled during a teaching day and week.

The specific methods concentrated on in this course will be those designed to teach handwriting, spelling, dictation, writing (both creative and expository), and comprehension. You will microteach at least one lesson (and prepare the requisite materials) from each of the components of the language arts program listed above. Other aspects of a well-rounded language arts program will be studied, and as time allows, demonstrated. Specifically, methods for teaching reading and literature will be discussed. We are particularly interested in how these components are coordinated with the instruction of other components of language arts.

## Course Goals

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1. Understand the interrelationship of reading, writing, listening, and speaking skills and their integration within other content areas.
2. Understand and apply instructional and management strategies for language arts education.
3. Understand and apply issues and procedures related to student assessment in language arts education.
4. Understand and apply a variety of reading strategies for constructing meaning.
5. Understand and apply conventions of language needed to compose and comprehend oral and written language.

## Course Objectives

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The student will be able to:

1. Learn directives for teaching
  - 1.1 Handwriting
  - 1.2 Letter names and sounds
  - 1.3 Phonics
  - 1.4 Word structures
  - 1.5 Spelling (3 groups)

- 1.6 Dictation (3 groups)
- 1.7 Comprehension
- 1.8 Writing (creative and expository)

- Prepare materials for teaching the lessons listed above (models will be provided).
- Present lessons using the appropriate materials and directives as listed in objective #1 (both peer and microteach).
- Prepare a daily instructional schedule showing the integration and coordination of a language arts program.
- Prepare implementation plan for your classroom.
- Demonstrate knowledge and comprehension of mastery teaching and direct instruction in language arts instruction by class discussion and passing of quizzes and tests.

### Course Instructional Strategies Used

Direct instruction (model, prompt, practice) with a mastery base, small and large group discussions, cooperative learning, live and video demonstrations, guided practice, coaching, and role playing will be the major strategies used in the class. You will form study groups for microteaching purposes.

## Course Logistics

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### Course Time Schedule

|                                    |  |
|------------------------------------|--|
| Sunday, May 24:                    | 2:00 - 4:00 p.m. (Tracks II & III only)        |
| Monday, May 25 - Thursday, May 28: | 8:30 a.m. - 12:30 p.m. and 1:30 - 3:30 p.m.    |
| Friday, May 29:                    | 8:30 a.m. - 12:30 p.m.                         |
| Labs: May 25 - 28:                 | 3:30 p.m. - 5:30 p.m. and evenings as arranged |

### Required Texts/Materials

Reid, E. Dove Publishing Company, Salt Lake City,

- ▶ *Teaching Spelling Skills*
- ▶ *Eliciting Responses and Teaching Proofing Through Dictation*
- ▶ *Teaching Creative Comprehension*
- ▶ *Teaching Critical Comprehension*
- ▶ *Teaching Literal and Inferential Comprehension*
- ▶ *Teaching Manuscript and Cursive Penmanship*
- ▶ *Teaching Scheduling and Record Keeping*
- ▶ *Teaching Word Recognition, Phonics*
- ▶ *Teaching Word Recognition, Word Structures I-V*

### Grading Standards

|    |     |
|----|-----|
| A  | 95% |
| A- | 92% |
| B+ | 89% |
| B  | 86% |
| B- | 84% |
| C+ | 80% |
| C  | 79% |
| C- | 76% |
| D+ | 73% |
| D  | 70% |

## Class Outline

| Date | Assignment  | Date Due | Readings  | Date Due |
|------|---|----------|---|----------|
| 5/25 | Learn handwriting, phonics, and letter sounds and names directives. Prepare materials for teaching the skills above. Organizing and managing language arts instruction in multi-age classes. Making decisions about grouping methods of instruction will be introduced. |          | Teaching Scheduling and Record Keeping. Teaching Letter Names and Letter Sounds. Word Recognition, Phonics. Teaching Manuscript and Cursive Penmanship. Packet materials. |          |
| 5/26 | Review handwriting, phonics and letter names and sounds directives. Microteach these skills. Review grouping and methods decisions. Learn word structure directives. Prepare materials for teaching word recognition  |          | Word Recognition, Word Structure. Packet materials.   |          |
| 5/27 | Review handwriting, letter names and sounds, phonics, and word structure directives. Microteach these skills. Learn spelling directives. Prepare materials for microteaching.   |          | Teaching Spelling Skills. Packet materials  |          |
| 5/28 | Review previously taught methods. Microteach new skills. Learn comprehension directives. Prepare materials.   |          | Teaching Literal and Inferential Comprehension Skills. Packet materials.  |          |
| 5/29 | Review previously taught methods. Continue microteaching. Learn dictation directive. Prepare teaching and grouping schedule. Review teaching and grouping schedule. Continue microteaching. Present implementation plans.   |          | Eliciting Responses and Teaching Proofing Through Dictation. Teaching Creative Comprehension. Teaching Critical Comprehension. Packet materials.                          |          |

## Assignment Explanations

### Assignments

You will need to learn each directive well enough to recite without error. You will then use the directives to teach lessons to your peers. Some teaching materials will be prepared ahead of time, but you may need to prepare others as needed for the peer teaching experiences. The primary emphasis in this class will be to demonstrate skills needed to teach language arts.

## Readings

The readings consist of materials needed to learn the specific methods used in class. In addition, some other readings, consisting of journal articles, will be discussed in class.

## Field Work/Practicum/Clinical Experience

You will peer and micro teach each of the language arts methods listed in objective one. Once skills are learned, they do not automatically transfer to another setting. Therefore, we do encourage you to set up a practice plan as part of your implementation plan. Your associate superintendent of education will provide the coaching and support needed in the study groups in your area.

## Bibliography

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