Administrative Unit: Education Department

Course Prefix and Number: EDUC 336

Course Title: Creative and Language Arts in Elementary and Middle Schools

Number of Credit Hours: 3  Lecture Hours: 3  Laboratory Hours: 0

Catalog Description: Study of creative arts (music, art, drama, and dance) and language curricula, including the teaching of writing and oral communications, instructional decisions, teaching techniques and strategies, teaching/learning materials and methods related to aesthetic and language arts models of instruction. Students produce various instructional resources, including a thematic unit based on specific knowledge acquired in this course. Prerequisites: EDUC 300, EDUC 101, and admission to the Teacher Certification Program. Offered Spring semester.

Prerequisite(s)/Corequisite(s): EDUC 300, EDUC 101, and admission to the Teacher Certification Program.

Technology Requirement: An educational technology application is required.


Course Objectives:

- To identify components of the language arts, including writing and oral communication, and how they integrate with other content areas of the curriculum; MoSTEP: 1.1, 1.5
- To identify developmental aspects of language and incorporate this knowledge in planning educational experiences; MoSTEP 2.2, 2.4
- To apply the steps of the writing process and evaluate student writing samples; MoSTEP 8.4
- To identify and make provisions for individual diversity in language arts, including writing and oral communication, and creative learning situations; MoSTEP: 1.2, 2.3, 3.1, 3.2, 3.3, 7.2
- To examine the process of writing and spelling instructions; MoSTEP: 1.4, 2.1, 2.4
- To identify the communicative and expressive aspects of creative arts and their value in the educational program; MoSTEP: 1.1
- To integrate creative elements into the curriculum; MoSTEP: 1.1
- To identify various forms of assessment, including authentic assessment, appropriate language and creative activities; MoSTEP: 8.1, 8.2
• To identify the relationship of oral communication to written communication acquisition and methods of fostering oral communication in educational situations; MoSTEP: 3.4, 7.1, 7.3, 8.3
• To identify and apply appropriate technology in language and creative arts instruction, including writing and oral communication. MoSTEP: 5.1, 5.2, 7.1, 7.4

Measurable Learning Outcomes:
• define the language arts components
• identify the stages of the writing process and explain the recursive nature of writing
• match language development with an appropriate instructional level for both receptive and expressive language
• describe an effective process of writing and spelling instruction
• make provisions for individual diversity in the language arts
• evaluate the artistic value of music, art, drama, and dance components in the language arts curriculum
• list techniques for encouraging creativity using sensory input
• design lessons which will integrate the language arts with music, art, drama, and dance

Topical Outline (major areas of coverage):
• Oral language listening and speaking
• Language performance: storytelling and poetry
• Music, song and poetry
• Emergent literacy
• Beginning reading and writing
• Fundamentals of the writing process
• Writing for different purposes
• Basic color theory
• Illustrations for written language
• Spelling and mechanics
• Drama
• Authentic assessment and portfolios
• Integrating language across the curriculum complete

Recommended maximum class size for this course: ____20____

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your services login and password when prompted.

Prepared by: ______________ Name: Ann Harvey, Ed.D. ____________________ Signature

Date: ______________ Date: December 28, 2004

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to
facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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