

**College of Micronesia-FSM**

**COURSE OUTLINE COVER PAGE**

ED 301a

Department and Number

### Course Description:

**State** National Campus

	Hours per Week		No. of Week		Total Hours		Semester Credits
<b>Lecture</b>	3	x	16	x	48	=	3
<b>Laboratory</b>	2	x	16	x	32	=	1
<b>Workshop</b>		x		x		=	
							4
					Total Semester		Credits

<b>Purpose of Course:</b>	Degree Requirement	<b>X</b>
	Degree Elective	
	Certificate	
	Other	

**Prerequisite Course(s):** Acceptance into the Education upper division program.

**Date Approved by Committee**

**Date Approved by President**

## **I. PROGRAM LEARNING OUTCOMES**

1. The student will be able to demonstrate a mastery of the content of the elementary school curriculum.
2. The student will be able to develop and demonstrate elementary school curriculum in English and the heritage language.
3. The student will be able to use (demonstrate) a variety of teaching strategies to meet the learning needs of bilingual elementary school students.
4. The student will be able to assess and evaluate elementary school student learning at both the formative and summative levels.
5. The student will be able to organize and manage a classroom environment for learning.
6. The student will be able to demonstrate and use background knowledge in the following areas; learning theories and principles, human development, language development, technology, educational foundations, sociocultural issues and individual and group motivation.
7. The student will be able to demonstrate professionalism.

## **II. COURSE OUTCOMES:**

### **A. General:**

1. The student will become familiar with the goals of bilingualism for Micronesia.
2. The student will be able to identify the concepts and teaching skills required for language arts in Micronesian elementary schools.
3. The student will be able to integrate: Oral English, with reading and composition teaching.
4. The student teacher will understand the relationship of language arts and reading in vernacular and English.
5. The student teacher will demonstrate use of classroom management skills to help children focused and stay on task.

### **B. Specific:**

<b>Student Learning Outcomes</b>		<b>Suggested Assessment Strategies</b>
1.	The student will be able to describe how we identify the variables of communication.	
2.	Following class discussions, the	

	student will demonstrate recognition of when to use vernacular and when to use English when teaching.	
3.	The student will demonstrate teaching listening skills as bilingual language arts methods note taking from lecture, identifying main points, and listening games and music.	
4.	After studying various methods of teaching listening skills the student will demonstrate a critical listening lesson, using the <u>Kellogg Listening Model</u> , e.g.: story telling with comprehension questions at different cognitive levels.	
5.	Each student will identify criteria for early childhood readiness education for developing: student self esteem, psychomotor skills, directionality, symbol recognition, symbol making, and demonstrate teaching a readiness lesson in vernacular or English.	
6.	The student will model teaching handwriting criteria for manuscript and for cursive handwriting including handwriting instruction for right and for left handed children, and correction strategies for handwriting problems.	
7.	The students will demonstrate teaching writing instructions for: copying, scramble, statements to questions, questions to statements, placing missing words, in English and transferring these to vernacular.	
8.	The student will be able to demonstrate mnemonics, spelling bee, spelling rules, and spelling activities as teaching spelling methods in vernacular or English.	
9.	The student will be able to diagnose a	

child's spelling difficulties and prescribe an individualized program for correction.	
10. Given established rules for punctuation and capitalization each student will plan and practice teach a demonstration lesson for an assigned grade, to the instructors satisfaction.	
11. Each student will demonstrate his/her ability to write a composition in vernacular.	
12. The student will identify at least one strategy to help children write composition for different grade levels of the elementary schools, in vernacular and/or English.	
13. The student will recognize how to use children invented spelling in composition.	
14. Each student will demonstrate how to teach writing a composition in English with minimum spelling, tense, punctuation, or paragraph error, through "polish the prose" method of self and collaborative correction, and apply this technique to vernacular composition writing.	
15. Grade level of personal composition as well as reading books and identify a strategy to up grade composition levels.	
16. Each student will poetry writing in at least 3 accepted formats as a prelude to teaching poetry to children, including poetry in vernacular.	

**6. TEXT AND MATERIALS:**

Preparing to Teach The Language Arts by Harvey G. Segal. COM-FSM Publisher, August 1997. COM-FSM, Pohnpei, Box 159, FM 96941

**IV: REFERENCE MATERIALS:**

The Language Arts Handbook. Tiedt, Irism. Prentice Hall, Englewood Cliffs, New Jersey 07632.

Language Arts: Content and Strategies. Tompkins, Gail E.; Hoskisson, Kenneth. MacMillan Pub. Co. NY.

Various prepared Handouts.

**V. METHODS OF INSTRUCTION:**

**VI. COURSE CONTENT:**

**VII. INSTRUCTIONAL COSTS:**

**VIII. EVALUATION:**

The student will be graded A, B, C, D, or F on completion of each objective, with emphasis on demonstrated lessons

**IX. REQUIRED COURSE MATERIALS:**

**X. ATTENDANCE POLICY:**

COM-FSM attendance policy will be followed and students with more than 7 absences in lecture class meetings and/or 4 absences in Lab, will need to be withdrawn from the class. There is no credit-by-examination for this course.

**XI. CREDIT BY EXAMINATION:**