

**MGED 3332 Methods of Teaching Language Arts
and Reading in the Middle Grades**

Fall 2005



Instructor: Dr. Deborah Thomas

Class Time: Mon. 8:00 - 11:55

On-Campus Office: Education Building Room 4101

Savannah Office: Coastal Georgia Center
305 MLK Jr. Blvd.
Savannah, GA 31401

Phone: 912-651-2642 (Savannah) Fax: 912-644-7901 (Savannah)
912-486-7691 (Statesboro) 912-681-0026 (Statesboro)

Email: debthom@georgiasouthern.edu

Office Hours: Mon. 1 – 3:30 (Statesboro)
Tuesday - Friday 1:00 – 5:00 (Savannah)

Other times available by appointment

Catalog Description:

This course is designed to study current trends for integrating language arts and reading across the curriculum in the middle school setting. Emphasis is placed on the natural connections between writing, reading, and oral expression. Instructional strategies that link writing, reading, literature, and language across the curriculum will be explored. Appropriate language arts curriculum, including content and pedagogy for early adolescents will be addressed.

Prerequisite: MGED 3131 and admission to Teacher Education. Corequisites: MGED 3432 & MGED 3731. Credit: 3 hours.

Required Texts:

Combs, M. (2003). *Readers and writers in the middle grades* (2nd ed.). Columbus, OH: Prentice Hall.

Weisel, E. (1960). *Night*. New York: Hill & Wang.

Additional young adolescent novel (TBA)

Course Learning Outcomes:

Each candidate will:

1. Define reading and language arts and the related objectives (including Georgia Professional Standards and English/Language Arts National Standards) necessary to achieve the goals of an integrated language arts/reading program in middle level education (NMSA Standard 4; ELA Standard 3.1.2; Middle Grades Program Outcomes 1,3).
2. Understand the theories and principles of young adolescent language and literacy development and the relationship between literacy development and the overall psychological and social development of diverse young adolescents (NMSA Standards 2 & 4; ELA Standards 3.1.1, 3.1.3, 3.1.4; Middle Grades Program Outcomes 5,31,32,34,35).
3. Demonstrate knowledge of the reading process and how to provide sound reading instruction at the middle level including basal reader, literature-based, and reading across the curriculum (NMSA Standards 3 & 4; ELA Standards 3.3.1, 3.3.2, 3.3.3, 3.7.1; Middle Grades Program Outcomes 1,3,8).
4. Demonstrate knowledge of and skill in using a variety of language arts and reading assessment strategies appropriate for a diverse student population (NMSA Standards 3 & 5; ELA Standard 4.10; Middle Grades Program Outcomes 20,21,22,24,25).
5. Demonstrate an awareness of and skill in incorporating technology and other multimedia resources to enhance literacy learning for diverse young adolescents (NMSA Standard 5; ELA Standard 3.6.3; Middle Grades Program Outcomes 14, 41).
6. Demonstrate knowledge of and skill in using a variety of effective language arts and reading instructional strategies appropriate for a diverse student population (NMSA Standards 4 & 5; ELA Standards 3.2.2, 3.2.3, 3.3.4, 3.7.1; Middle Grades Program Outcomes 4,7,8,9,10,11,15,22,28,29,30).
7. Demonstrate knowledge of the writing process and how to provide sound writing instruction across the curriculum at the middle level (NMSA Standards 4 & 5; ELA Standards 3.4.1, 3.4.2; Middle Grades Program Outcomes 1,3,8).
8. Demonstrate an understanding of and skill in developing young adolescents' subject area literacy through reading and writing across the curriculum (NMSA Standards 3 & 5; ELA Standards 3.3.2, 3.3.3, 3.4.1, 3.4.2, 3.7.1; Middle Grades Program Outcomes 2,5).
9. Demonstrate skill in team planning, developing, and teaching interdisciplinary and integrated units of study (NMSA Standards 3, 5, 6 & 7; ELA Standards 4.1, 4.2, 4.3, 4.5; Middle Grades Program Outcomes 2,3, 4,5,6,7,8,9,10,11,12,13,14,15,16,17, 18,19,20,21, 22,23,24,25)

10. Demonstrate a positive and developing commitment to professional behavior (based on the Performance Outcomes for Professionalism) in the pursuit of teacher certification, both in class and during the field experience (NMSA Standard 7; ELA Standards 2.1, 2.3; Middle Grades Program Outcomes 1, 2,3,4,5,6,7).
11. Demonstrate knowledge and skill in implementing a range of appropriate classroom management strategies (NMSA Standard 5; ELA Standards 4.2, 4.4; Middle Grades Program Outcome 17).
12. Demonstrate the use of effective and appropriate oral and written language skills (ELA Standard 3.2.5; Middle Grades Program Outcomes 12 & 38).

Middle Grades Program Outcomes are located on WebCT

This course also addresses the following additional standards:

TEP 1, 2, 3, 4, 5, 6, 7, 8, & 9

GA 2000 Standard 1

INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, & 9

ISTE Standards 1, 2, 3, 4, 5, & 6

BOE Principles: 1, 2, 3, & 4

Relationship to College of Education Conceptual Framework

The College of Education’s Conceptual Framework, “Reflective Educators for Diverse Learners,” is firmly grounded in all facets of this course. ***C.1 Commitment to the Knowledge and Dispositions of the Profession:*** Candidates are expected to endorse a belief that all teachers should implement literacy strategies in their content areas to assist students in using reading and writing to learn. This course provides candidates the knowledge, skills, and dispositions necessary to implement literacy across the curriculum. ***C.2 Commitment to Diversity:*** Emphasis is placed on the diverse literacy and learning needs of young adolescents, the diversity and uniqueness of young adolescents, and other issues of diversity that affect students’ literacy development. The course provides candidates opportunities to develop a range of effective pedagogical skills that respond to the academic and affective needs of a diverse student population. Candidates apply and refine these skills through an extensive field experience component in a middle school. ***C.3 Commitment to Technology:*** Candidates will continue to develop and refine their technological skills in this course through the use of WebCT, TK-20, and Internet resources. In addition, candidates will utilize technology to enhance student learning in their teaching . ***C.4 Commitment to the Practice of Continuous Reflection and Assessment:*** Candidates are involved in on-going reflection of course readings and activities as well as their participation and teaching throughout the field experience.

Course Performance Outcomes

Candidates are expected to complete all assigned readings, attend all class sessions, participate in all class activities, exhibit the characteristics identified on the Performance Outcomes for Professionalism, and complete the following performance assessment activities:

I. Social Studies/Language Arts-Reading Integrated Unit

Middle Grades Program Key Assessment 3: Assessment of Candidates Ability to Plan Instruction, NMSA Standards 1, 3, 4, & 5)

(Course Outcomes 1,2,3,4,5,6,8,9,10)

As a member of a teaching team, candidates will plan, develop, and teach an integrated unit based on a theme or topic assigned by their cooperating teacher. With approval of the unit by both cooperating teacher and Methods Block I instructors, candidates will teach the unit in a middle school during a four week social studies/language arts-reading Practicum experience. **See the Methods Block I Packet and Unit Evaluation Form for specific content and format requirements for the Integrated Unit. You will upload your final, revised unit to TK-20.**

Due Dates:

First Two Lesson Plans: Friday, September 2, 8:00 am Practicum site
Revised Lesson Plans due: Wednesday, September 7, 8:00 am (Form A if unacceptable)
Completed Unit: Monday, September 26, 8:00 am (You must have a copy for your supervising teacher, too)
Revised Unit: Thursday, Sept. 29, 8:00 am Practicum site (Form A if unacceptable). You must have a revised copy for your supervising teacher, too.
Final Revised Unit: Monday, October 31. Include a discussion after each less describing how your lesson changed from the original plan and your reasons or circumstances for making those changes. Also include the final unit reflection. **The final unit must be uploaded to TK20 by this date.**

Last day to drop without academic penalty: October 10

Evaluation/Grading of the Integrated Unit

Refer to the Unit Assessment Rubric (available on WebCT, in Methods Block I packet, and on TK20) for specific evaluation criteria for the Unit. A unit grade will be earned on the first submission (Sept. 26). This grade counts as 5% of your total course grade for each of the three Methods Block I courses. Another grade will be earned on the revised unit (Sept. 29). This grade counts as 10% of your total course grade for each of the three Methods Block I courses.

Evaluation/Grading of the Teaching Practicum: Middle Grades Program Key Assessment 4: Assessment of Student Teaching, NMSA Standards 1,2,3,4,5,6,&7

A teaching grade will be earned based on your teaching performance of your integrated unit. Refer to the Performance Assessment Form for specific criteria (available on Web CT, in Methods Block I Packet, and on TK20) . This grade will count as 20% of your final course grade for each of the three Methods Block I courses.

Professionalism

You will earn a grade for professionalism based on your total performance at your placement site. Refer to the Professionalism Rubric for specific criteria. This grade will count as 5% of your final course grade for MGED 3332.

These requirements must be met as described in the syllabus and in the Methods Block I Packet and the teaching experience successfully completed (grade of C- or higher) in order to successfully complete the course. Failure to do so will result in failure in each of the three courses in Methods Block I.

Please note: As a result of your teaching performance in this course, an evaluation of that performance will be placed in your College of Education records at the end of the semester.

II. Assessment Activity (Course Outcome 4)

- A. Content Outline: provide an outline of the content/skills you expect students to learn during through your unit.
- B. Using your research and content information, develop an appropriate assessment instrument to determine your students' current knowledge of the content you will cover in your unit. You must provide your clinical supervisor a copy of the pretest at least 4 days before giving it to students. Your clinical supervisor must sign the top of the pretest indicating approval.
- C. Pretest Analysis: Summarize your pretest findings in a grid format and provide a narrative analysis of the findings. Discuss how you will use pretest data to plan your unit and to respond to the diverse learning needs of your students.

The Assessment Activity is due September 7, and will count as 10% of your final course grade.

III. Application of Literacy Strategies: (Course Outcomes 1, 3, 6, 7, & 8)

Part I: Select strategies from assigned text chapters and develop a lesson plan applying each strategy to your unit or to one of your content concentrations. Your lesson plan does not have to be scripted but must contain sufficient detail to clearly describe how the strategy will be applied. Include all questions, directions, and examples. Link the application to particular content and/or some type of text or resource. A grade will be earned on each strategy application and the average of these grades will count as 10% of your final course grade. Due dates for strategy applications are:

- August 29: 2 strategy applications for chapter 7
- September 12: 2 strategy applications for chapter 8
- September 19: 2 strategy applications for chapter 19

Part II: Assessment Rubric: Develop a rubric for an assignment/project you will use in your unit. The rubric should become a part of your unit. Submit a copy of your rubric September 26. (We will work on rubric development in class and you will be asked to bring a draft of your rubric to class Sept. 12.) The rubric grade will count as 5% of the final course grade.

Part III. Micro-Teaching: Using two of your strategy applications, prepare two 10-minute teaching segments you will teach to the class or a small group. This is an opportunity to develop teaching skills, so you will not receive a grade on the micro-teaching. Your peers and the instructor will provide feedback to help you improve your teaching performance. Write a one-page (typed, double-spaced) reflection (due the week following your micro-teaching). The reflection should include a brief description of the strategy you taught and your application plan, a discussion of strengths demonstrated in your teaching, a discussion of areas needing improvement, and suggestions you will implement to improve your teaching. Include the same components for the second reflection, but also include a comparison of your first and second micro-teaching experiences. You will receive a grade on the reflection papers. The micro-teaching reflections will count as 5% of the final course grade.

Part IV. Literature/Writing Activities: As a member of a literature circle, you will read a young adolescent novel and develop a set of reading and writing workshop ideas that could be implemented in a middle level classroom. More information about this part of the assignment will take place in class after the full-time teaching experience. The literature/writing activities are due Nov. 28. This is a group activity and a group grade will be earned that will count as 5% of the final course grade.

IV. Mighty Eighth Air Force Museum Interdisciplinary Project

Middle Grades Program Key Assessment 6: Assessment that Addresses NMSA Standards 3, 4, & 6. (Course Outcomes 1,2,3,5,6,7,8,9,10)

As a member of a simulated interdisciplinary team, develop an interdisciplinary unit web and PowerPoint presentation based on the Mighty Eighth Air Force Museum for middle level students. Specific information will be provided prior to the Museum visit in Savannah, Wednesday, November 2. The unit web and PowerPoint presentation are due Thursday, December 1, at 8:30 am. Each team will display and present their unit web and PowerPoint presentation on this date. A team grade will be collaboratively determined by your Methods Block I instructors. See the IDU Web & PowerPoint Rubric for grading criteria (on WebCT and TK-20). This grade counts as 10% of the final course grade. **You will upload this project to TK20.**

V. Final Exam

(All Course Outcomes)

Candidates will demonstrate an understanding of the philosophy and educational theories that support integrated language arts/reading for the middle grades and appropriate strategies for teaching language arts and reading in the middle level classroom. In addition, candidates are expected to demonstrate a command of written expression. The exam will require application and synthesis of content and skills covered throughout the semester. The final exam is scheduled Monday, December 5, 10:00 - 12:00 and counts as 15% of the final course grade.

ATTENDANCE

Class attendance is required. Absences will adversely affect your grade. In cases of illness or emergency, please notify your instructor in advance. Excused absences will involve a make-up assignment. It is the candidate’s responsibility to ask for the make-up assignment. Two (2) points will be deducted from your FINAL COURSE AVERAGE for each un-excused absence. Perfect attendance with no late arrivals nets the addition of two (2) points to your final course average! Candidates are expected to be in class on time. You are allowed one tardy. After that, one point will be deducted from your final grade for each late arrival. **Late assignments are not accepted.**

NOTE: COMPUTER OR OTHER TECHNOLOGICAL FAILURE WILL NOT EXCUSE LATE ASSIGNMENTS. BE SURE TO BACK UP ALL WORK AND DO NOT WAIT UNTIL THE LAST MINUTE TO PRINT DUE ASSIGNMENTS.

GRADING

Assessment: I adhere to Georgia Southern University’s definitions for grading:

- A **Exceptional capabilities and exceptional performance** 90-100
- B **Significantly more effective command of the material than expected** 80-89
- C **Mastery of the material** 70-79
- D **Grasp of the material is minimal** 60-69
- F **Failure to master the essentials** below 60

I will return graded assignments in as a timely fashion as possible. I will gladly explain evaluation / assessment procedures and results.

Midterm Progress: Any student who wishes to discuss his or her cumulative class grade at mid-term (before the last day to withdraw without academic penalty) is encouraged to make an appointment with me.

GRADE CHART:

ASSESSMENT		YOUR GRADE	X % OF TOTAL GRADE	= SUBTOTAL
U N I T	1 st Submission		5%	
	Revised Unit		10%	
	Teaching		20%	
	Professionalism		5%	
Assessment Activities			10%	
Literacy Strategy Applications			10%	
Rubric			5%	
Micro-Teaching Reflections			5%	

Literature/Writing Activities		5%	
IDU Project		10%	
Final Exam		15%	
TOTAL GRADE:			

A=90-100; B=80-89; C=70-79; D=60-69; F=below 60. A+ = 100; A = 95; A- = 90; B+ = 89; B = 85; B- = 80; C+ = 79; C = 75; C- = 70. D+ = 69; D = 65; D- = 60.

NOTE: Failure to upload a required assessment to TK20 by the due date will result in a grade of F for the assessment. All assessment rubrics are available on WebCT, the Methods Block 1 Packet, and TK20.

COURSE OUTLINE

DATE	TOPIC	ASSIGNMENT
Aug. 15	Readers and Writers in the Middle Grades The Reading Process	Ch. 1 text Ch. 2 text
Aug. 22	Assessment & Rubrics Teaching with Text	Handouts Ch. 3 text Bring a textbook from your school site to class today
Aug. 29	Using Basal Readers Using Information Text and Textbooks	Ch. 12 text Ch. 7 text 2 Strategy Applications from Ch. 7 due Micro-Teaching
Sept. 2 (Friday)	First Two Lesson Plans Due 8:00am Practicum Site	
Sept. 5	Labor Day Holiday	

Sept. 7 8:00 – 10:00	Writing Process	Ch. 8 text Assessment Activities Due Micro-Teaching:
Sept. 12	Writing Across the Curriculum	Ch. 9 text 2 Strategy Applications from Ch. 9 due Micro-Teaching:
Sept. 19	Word Study	Ch. 11 text 2 Strategy Applications from Ch. 11 due Micro-Teaching
Sept. 26 (Monday)	Classroom Management	Complete Unit Due 8:00 am Rubric Due Micro-Teaching:
Oct. 3 - 28	Practicum Teaching – No on-campus classes	
Oct. 31 (Monday)	Debriefing of Teaching Experience – IDU Web Introduction Writing Workshops	Submission of Revised Unit Complete Reflection Form (see WebCT) Ch. 10 text
Nov. 2	Mighty 8th Air Force Museum Trip	
Nov. 7	Literature Study Literature Circles	Ch. 4 text Ch. 5 text <i>Read Night</i>
Nov. 14	Independent Reading and Reading Workshops	Ch. 6 text <i>Read Night</i>

Nov. 29 (Tuesday)	Last day at Practicum Site	
Nov. 28	IDU Workshop	<i>Night Activities</i> Literature & Writing Plan due
Dec. 1 (Thursday)	IDU Presentations	IDU Web and PowerPoint Due Portfolios Due for MGED 3731

Dec. 5 Final Exam 10:00 – 12:00

Please note: While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein without actual notice if circumstances so warrant. Every effort will be made to keep candidates advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each candidate to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. This syllabus is one part of a larger packet of material covering important aspects of the total **Methods Block I**.

Academic Integrity Expectations

Students are expected to abide by the GSU Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Judicial Affairs and appropriate penalties imposed that will affect the course grade. See Student Conduct Code, Section III.

Program Retention Policy: *Candidates are expected to meet all requirements for retention to the graduate school. . Unsuccessful progress toward meeting program objectives (including course assessments), unsatisfactory grades/gpa, and actions found in violation of the GSU Student Conduct Code or the Georgia PPC’s Code of Ethics can result in non-retention in the program.*

Disability Accommodations: *If a student has a documented and declared disability, reasonable accommodations will be provided if requested by the student according to the recommendations of the GSU Disabled Student Services office.*