

**MURRAY STATE UNIVERSITY**

**DEPARTMENT: Adolescent, Career, and Special Education**

**COURSE PREFIX: MID COURSE NUMBER: 307 CREDIT HOURS: 3**

**I. TITLE: Middle School Language Arts**

**II. COURSE DESCRIPTION AND PREREQUISITE(S):** This course focuses on teaching communication skills –listening, speaking, reading and writing within the subject matter fields- to middle school children. Field experiences required.

**Prerequisite(s):** MID 342 and admission to Teacher Education.

**Co-requisite:** EDU 404

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KAS), Association of Middle Level Education (AMLE), National Council Teachers of English (NCTE), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), Interstate New Teacher Assessment (INTASC), AMLE, and NCTE standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. compare/contrast whole language development with traditional segmented approaches (KTS #1; INTASC # 1; AMLE # 4; NCTE # 3; ILA #1);
- B. explore significance of language-rich environment (KTS # 2, 3; INTASC # 1; AMLE # 4; NCTE # 3; ILA #4);
- C. demonstrate methods of incorporating language arts skills and content area literacy across the curriculum (KTS #2; INTASC # 4; AMLE # 2, 4; NCTE # 4; ILA #2,3);
- D. integrate literature-based instruction across curriculum (KTS #2; INTASC # 4; AMLE #2, 4; NCTE # 2; ILA #2,3);
- E. identify key elements and strategies for leading learners through the writing process (KTS #8, 9; INTASC # 1, 4; AMLE # 2, 4; NCTE # 5; ILA #2,3);
- F. develop awareness of instructional procedures for meeting the needs of learners' diverse backgrounds, such as multi-cultural and special needs learners (KTS #1, 2, 4; INTASC # 2, 3; AMLE # 1, 2, 4; NCTE # 9, 10; ILA #2,3);
- G. utilize effective teaching/management strategies in the development of lesson plans (KTS #2, 3; INTASC # 5, 7; AMLE # 2, 4; NCTE # 3; ILA #4);
- H. function effectively and professionally in classroom and school settings (KTS #8, 9; INTASC # 9, 10; AMLE # 5; NCTE # 9, 10; ILA #1,5);
- I. coordinate and adapt thinking skills, problem solving and decision-making with the language arts in all areas of the curriculum (KTS # 2, 3, 4; INTASC # 1, 4; AMLE # 2; NCTE # 8; ILA #1,2,3);

- J. identify, discuss, and utilize technologies which aid instruction (KTS # 2, 3, 6; INTASC # 6; AMLE # 2, 4; NCTE # 8; ILA #1,2,3);
- K. distinguish between and develop a variety of performance-based assessment strategies (KTS #3; INTASC # 8; AMLE # 4; NCTE # 3, ILA #3); and
- L. write clearly and concisely as well as represent and develop ideas with specific information and examples in their professional writing (KTS #1; INTASC # 9; AMLE # 5; ILA #5)

The EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on 10 hours of field based experience in addition to classroom activities. Students will participate in and reflect upon a professional activity focused on individual professional growth needs. Finally, students will reflect on CHAMPs Chapter 6 classroom management observations.

The EPSB Theme of *Diversity* is addressed through class discussion and the development of lesson plans incorporating literacy activities to accommodate diverse learners. The theme of *Assessment* is addressed through the study of different types of assessments and test construction that are developmentally appropriate for the middle level learner. The theme of *Literacy/Reading* will also be explored in the course through classroom discussion, field experiences, and assigned readings.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

#### IV. CONTENT OUTLINE:

- A. Language (speaking, reading, writing, listening) as a vehicle for teaching and learning content in the middle grades
- B. Planning for content literacy
- C. Assessment of students and student products
- D. The writing process and portfolio development
- E. Writing to learn and to demonstrate learning across the curriculum
- F. Increasing vocabulary and conceptual growth
- G. Responding to reading
- H. Lesson planning
- I. Language arts classroom organization and management
- J. Effective instructional strategies for teaching language arts
- K. Senate Bill 1 Initiatives

#### V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture/discussion
- B. Readings (text, publications and online material)
- C. Application of literacy components (speaking, reading, writing, listening)
- D. Demonstration of teaching strategies
- E. Cooperative learning groups
- F. Student presentations and products

- G. Student planning, implementation, and reflection of lessons conducted during field experience
- H. Reflective writing

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will participate in 10 hours of field experience with middle grade students in English and communication instruction in assigned schools. The field experience will be arranged for students and will occur during the second half of the semester. Students will be expected to prepare, implement, and evaluate language arts lessons during the field experience and will be observed by their instructor at least one time while teaching. Collaboration with classroom teachers and peers will be a critical component of the field experience.

**To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

**VII. TEXT(S) AND RESOURCES:**

Fisher, D. and Frey, N. (2015). *Improving adolescent literacy: Content area strategies at work* (4<sup>th</sup> ed.). New York, NY: Pearson.

Sprick, R. (2009). *CHAMPS, 2nd edition: A proactive and positive approach to classroom management*. Eugene, OR: Pacific Northwest Publishing.

Other readings provided by the course instructor.

**VIII. EVALUATION AND GRADING PROCEDURES:**

A. Students will be graded on the completion of lesson plans, unit plans, in-field observations, professional growth plan, mid-term and final evaluations, strategies toolkit, and other activities as assigned. \*

**Assignment/Activity**

On-Demand Writing and Quizzes

Lesson Plans

Research/Practicum Proposal

Disposition Essays

Test Item and Assessment Notebook

Field experience documentation

CHAMPs Chapter 6 report

Multigenre Research Project

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: [msu.titleix@murraystate.edu](mailto:msu.titleix@murraystate.edu).

**XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**