

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: REA COURSE NUMBER: 407 CREDIT HOURS: 3

I. TITLE: Middle School Reading

II. COURSE DESCRIPTION AND PREREQUISITE(S): Course provides an overview of research-based literacy practices appropriate for teaching students in the middle grades. Emphasis is placed on teaching strategies designed to enhance comprehension and vocabulary development for students across the curriculum. Field experiences required.

Prerequisite(s): MID 342; Admission to Teacher Education

III. COURSE OBJECTIVES:

Class activities will be centered on the acquisition of course objectives listed below. The objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Assessment Literacy, and International Literacy Standards. Following each objective and enclosed in parentheses are numbers that reference to the Kentucky Teacher Standards for Preparation and Certification (KTS), the Interstate New Teacher Assessment and Support Consortium (InTASC), the Middle Level Preparation Standards (AMLE) and the International Literacy Association standards (ILA). Through a variety of performance events, each student will apply her or his knowledge of and competency with the following topics

- A.** the relationship of current research and theory in the field of literacy to teaching and learning in the middle grades (KTS #1; InTASC #1,4; AMLE #3; ILA #1);
- B.** the reading process as an extension of language and cognitive development (KTS #1; InTASC #1; AMLE #1; ILA #1);
- C.** the factors related to “readiness to read” at the middle school level and the plans/methods for appropriate reading instruction (KTS #1; InTASC #1; AMLE #1 ILA #2);
- D.** the types of learning environments that motivates students to read and learn (KTS #1, 3; InTASC #3; AMLE #3; ILA #2, 5);
- E.** text factors such as text structure and readability, which influence students in the middle grades (KTS #1; INTASC #1,4; AMLE #2; ILA #2);
- F.** the relationship between vocabulary knowledge and reading comprehension, as well as strategies for developing vocabulary (KTS #1; InTASC #8; AMLE #2,4; ILA #1, 2);
- G.** the role of prior knowledge in reading and strategies for building background knowledge (KTS #1; InTASC #1,8; AMLE #2,4; ILA #1, 2);
- H.** current views related to reading comprehension as well as strategies for enhancing comprehension of text (KTS #1; InTASC #1,6; AMLE #4; ILA #1, 2);

- I. the teaching of study and learning strategies in the middle grades (KTS #1; InTASC #8; AMLE #4; ILA #2);
- J. the development of evaluation methods for encouraging the reading and appreciation of adolescent literature (KTS #1; InTASC #5,6; AMLE #4; ILA #4);
- K. the interpretation of results from and evaluation of reading assessments, performance events, and portfolios used in the middle grades (KTS #1, 5; InTASC #6; AMLE #4; ILA #3);
- L. the organizational structure and procedures of evaluating middle school reading programs (KTS #1, 7; InTASC #6,9; AMLE #3,4; ILA #5);
- M. the development of instructional procedures for learners from diverse backgrounds (e.g., multicultural, ESL, disabled, gifted) (KTS #1, 3, 4; InTASC #2,8; AMLE #4; ILA #4);
- N. the ability to collaborate with peers and classroom teachers to plan and implement appropriate instruction in a middle school setting (KTS #2, 4, 8; InTASC #7,8,9,10; AMLE #3,4,5; ILA #5);
- O. the ability to reflect upon one's instructional behaviors (KTS #7; InTASC #9; AMLE #5; ILA #5);
- P. the ability to utilize technology to enhance literacy instruction for middle school students (KTS #6; InTASC #8; AMLE #4; ILA #2, 4);
- Q. awareness of and participation in professional development opportunities and professional organizations such as the International Reading Association and the National Middle School Association (KTS #9; InTASC #9; AMLE #5; ILA #5); and
- R. write professionally for the field of education (KTS #1; InTASC #9; AMLE #5).

The CAEP/EPBSB Theme of *Literacy/Reading* is addressed in this course throughout: students are challenged to apply theoretical principles and instructional/assessment strategies in real-world settings. The CAEP/EPBSB theme of *Diversity* is addressed in this course by study of various literacy strategies that will address a wide range of learning needs (e.g., English language learners and struggling readers).

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. Literacy learning for middle grades students
- B. The young adolescent
- C. Literacy learning and the curriculum
- D. Learning environments that motivate students
- E. The demands of text
- F. Vocabulary knowledge
- G. Prior knowledge
- H. Comprehending text
- I. Learning and remembering
- J. Literature across the curriculum

- K. The environment of new assessment
- L. Reading for linguistically and culturally different children
- M. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture/discussion
- B. Demonstrations of teaching strategies
- C. Cooperative learning groups
- D. Student presentations
- E. Student planning, implementation, and reflection of lessons conducted during the field experience

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

Ten hours of field experience are required for successful completion of REA 407. 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 reading lessons during the field experience. Collaboration with classroom teachers and peers will be a critical component of the field experience.

VII. TEXT(S) AND RESOURCES:

Required text:

Irvin, J., Buehl, D., & Radcliffe, B. (2007). *Strategies to enhance literacy and learning in middle school content area classrooms*. 3rd ed. Boston, MA: Pearson Education.

Hess, K. *Out of the Dust*.

Resources, consistent with assignments described in the syllabus and field experience requirements....

VIII. EVALUATION AND GRADING PROCEDURES:

Tests (2)

Booktalks (2)

Oral/written journal presentation

Literature Circles preparation notes

Field experience documentation

Reader response literature task *

Performance-based assessment task

*Signature Assessment

IX. ATTENDANCE POLICY:

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

Consistent and regular attendance is required. More than two absences **may** result in a lower grade. Completion of all field experience hours is mandatory and any missed hours must be made up prior to the end of the semester. Persistent tardiness is not

acceptable. It is the student's responsibility to ensure that the instructor is aware of your presence if you are late for class.

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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of the 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. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access, 103 Wells Hall, (270 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

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.**