

**MURRAY STATE UNIVERSITY****DEPARTMENT:** English and Philosophy**COURSE PREFIX:** ENG**COURSE NUMBER:** 425**CREDIT HOURS:** 3**I. TITLE:** Teaching Literature, Writing and Grammar in Middle Schools**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

A practical course in the materials and methods used in teaching English/Language Arts in the middle schools.

**Prerequisite:** ENG 329 or EDU 303

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of course objectives listed below. Following each objective, and enclosed in parenthesis, are numbers that reference the Kentucky Teachers Standards for Preparation and Certification (KTS), the National Council of Teachers of English Standards for the English Language Arts (NCTE), International Literacy Association standards for Middle and High School Teachers (ILA), and the InTASC standards addressed by that objective.

Upon successful completion of this class, students will be able to

- develop understanding of the curriculum and content of the middle school English classroom (KTS #1 NCTE # 1,6 ILA # 1, 4 InTASC # 2, 4);
- research and practice a variety of teaching methods through class activities and microteaching to build familiarity with available teaching materials and resources (KTS #1,2,3,4,5 NCTE #2,3,4,5,6 ILA # 2,3,4 InTASC # 2, 5, 6, 7, 8);
- explore relationships among (and multiple teaching approaches to) reading (literary and informational), writing, language and speaking and listening (KTS #1, 2, 3, 4, 5, 6 NCTE # 2, 3, 4, 5, 6 ILA # 1, 2, 3, 4, 5 InTASC # 4, 5, 6, 7, 8);
- integrate technology to enhance reading and writing pedagogy. (KTS #2,3,4,6 NCTE #3, 4, 5 ILA # 2, 3 InTASC #4, 5, 7, 8)
- participate in the ongoing professional conversation about the teaching of English in the middle school acknowledging the specialized nature of middle school content methods (KTS #1, 2, 3, 4, 5, 7, 9 NCTE #7 ILA # 6 InTASC # 9, 10).

**IV. CONTENT OUTLINE:**

The students and the professor will work together to identify the elements of good teaching and explore how to incorporate those elements into the classroom setting as a teacher. In addition to course readings and discussion, students will prepare both lesson and unit plans; deliver demonstration lessons; research recent articles in professional journals focusing on the teaching of middle school English; prepare classroom materials using technology; and complete a teaching resource box (explained below).

**V. INSTRUCTIONAL ACTIVITIES:**

The primary class format will be group discussion, microteaching, facilitated learning, and instructional activities:

- Adolescent book reviews
- Use of mini lessons to generate learning.
- Literature Circles

- Writing Workshop
- Teaching demonstrations

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

Students are required to successfully complete a microteaching experience.

## VII. TEXTS AND RESOURCES:

Teaching materials are drawn from national and local sources, professional journals, and the internet:

Atwell, N. (2014) *In the Middle*. Portsmouth: Heinemann.

Lane, B. (2008) *But How Do You Teach Writing?* New York: Scholastic.

Two young adult novels; one must be a Newberry Award Winner.

Articles and selections from professional journals and pedagogical texts.

Murray State University libraries.

## VIII. EVALUATION AND GRADING PROCEDURES:

Evaluation is based on the following assignments:

Professional Article Analysis (1)	50 pts
Lesson Plans (1)	100 pts
Microteaching (1)	100 pts.
In-Class activities, assignments, quizzes	100 pts
Writer's Notebook	50 pts
Poetry/Grammar Project	100 pts
Young Adult Book Reviews (2)	100 pts
Mid Term	100 pts
Final Exam	100 pts
Unit Plan or LDC Module	100 pts
Teacher Tool Box	100 pts
Participation in Shakespeare Festival and NCTE	50 pts
<b>Total</b>	<b>1050 pts</b>

### Standard Grading Scale:

A = 90-100 (4 points)

B = 80-89 (3 points)

C = 70-79 (2 points)

D = 60-69 (1 points)

E = 0-59 (0 points)

1. Article Analysis: You will be asked to submit a two-page analysis of a recent article (within the last 5 years) from a **professional journal** on the teaching of English in middle school. These will be double-spaced and include a conclusion that shares how this article may pertain to your classroom.
2. Lesson Plan: You will be expected to submit one lesson plan using the LiveText format. The lesson plan should represent constructivist methodology in the following areas: literature, writing, or language instruction. This plan will relate to microteaching assignment.

3. Microteaching Experience: You will be expected to effectively teach English in a simulated laboratory experience.
4. Writer's Notebook: You will keep a Writer's Notebook.
5. Book Reviews: You are to select two novels of your choice (one must be a Newberry Award Winner) and design a digital book review for each.
6. You will participate in a poetry/grammar project.
7. Unit/ LDC Instructional Module: You will develop a unit or an instructional module that can use in the middle school Language Arts classroom. You will use either the LDC template or the LiveText Unit template.
8. Teacher Tool Box: You will create a digital tool box that contains materials and resources from methods courses and content classes.
9. Exams: You will have a midterm and final exam.

Assignments should be handed in on time. Unexcused late work will be downgraded at the rate of one letter grade per *calendar* (not class) day, excluding weekends.

Shakespeare Festival: ENG 425 students are expected to attend and help with at least one of the daytime or evening performances.

MSU/NCTE: ENG 425 students are expected to participate in the student NCTE Organization. This opens networks of opportunity and provides you with a professional organization in your field for your resume.

#### **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.

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:**

### Policy Statement

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. 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 AND CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, 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.**

**Note: Please turn the sound off on your cell phones during class.**