

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: ENGLISH AND PHILOSOPHY

COURSE PREFIX: ENG COURSE NUMBER: 445

CREDIT HOURS: 3

I. TITLE: Teaching Reading and Writing in the Secondary School

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course is designed to prepare the secondary school teacher for teaching reading and writing in the secondary English/Language Arts classroom.

Prerequisite: ENG 329

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 Teacher 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

- A. identify major trends in literacy at the secondary level. (KTS #1; NCTE #1,2,5,6 ILA # 1, 4 InTASC # 1, 2, 4);
- B. apply theoretical material and research related to writing and reading pedagogy as they to English content. (KTS #1,7 NCTE #1,6 ILA # 1, 4 InTASC # 1,2,4);
- C. employ instructional approaches to enhance student understanding and application of language and writing. (KTS #1,2,3,4,5, 6,7 NCTE #1, 2, 3, 4, 5, 6 ILA # 1, 2, 3, 4 InTASC # 1, 2, 4, 5, 6, 7, 8);
- D. use methods and strategies for adapting the English classroom environment and instruction to support reading and writing instruction to address issues like diversity, multiculturalism, styles, ESL, gifted education and collaboration for students with special needs. (KTS 1,2,3,4 NCTE 3, 4, 5,6 ILA # 2, 3, 4 InTASC # 1, 2, 3, 5, 7, 8);
- E. evaluate and respond to student reading and writing to expand literacy skills in areas like comprehension, fluency, vocabulary development, prediction, connections, representation, invention, and conventions. (KTS #1,2,3,4,7 NCTE #2, 3,4,5 ILA # 2, 3, 4 InTASC # 2, 5, 6, 7,8);
- F. integrate technology into the English classroom to enhance reading and writing pedagogy. (KTS #2,3,4,6 NCTE 3, 4, 5 ILA # 2,3, InTASC # 1, 2, 3, 4, 5, 6, 7, 8);
- G. interpret evaluation of student reading and writing and plan interventions when needed. (KTS #2,3,4,5,6,7,9 NCTE #5 InTASC # 2, 6, 7 8);
- H. evaluate and reflect on own strengths and weaknesses and student performance. (KTS #7 NCTE #5 ILA # 6 InTASC # 1);

- I. recognize the reading/writing connection in teaching writing for a purpose. (KTS #1,2,3 NCTE #3, 4 ILA # 1,2,3 InTASC # 4, 5, 6, 7, 8);
- J. teach reading and writing for research purposes. (KTS #1,2,6 NCTE 3, 4, 5, 6 IRA # 1, 2, 3, 4 # 4, 5, 7, 8);
- K. participate in the ongoing professional conversation about the teaching of reading and writing. (KTS #7,8,10 NCTE #7 ILA # 6 InTASC # 9,10).

IV. CONTENT OUTLINE:

- A. Adolescent Literacy: Reading and Writing in the secondary English/Language Arts classroom
- B. Current issues in Teaching Reading and Writing in secondary school.
- C. Developing an environment for learning in the secondary setting.
- D. The Reading/Writing connection in the secondary English/Language Arts Classroom.
- E. Reading/Literacy Strategies for the secondary English/Language Arts Classroom
- F. Writing Strategies for the secondary English/Language Arts Classroom
- G. Assessment that guides instruction in reading and writing
- H. Interpreting assessment to develop interventions for reading and writing
- I. Designing an effective Reading and Writing program in the secondary classroom.
- J. Reading and Writing for State and National Assessments
- K. Professional Networking: ILA, NCTE, NWP, KCTE, KWP, NCTE student affiliate

V. INSTRUCTIONAL ACTIVITIES:

Class activities will include teaching demonstrations, collaborative group activities, reading/writing workshop, discussion, mini-lessons, lecture, integration of technology, evaluation and reflection of theory, research, and current practice.

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

Library research. The student will also have the opportunity to use strategies learned in the course in their microteaching experience.

VII. TEXT(S) AND RESOURCES:

Olson, C. (2010). *The reading/writing connection: Strategies for teaching and learning in the secondary school* (3rd ed.). Boston: Pearson.
 Fisher, D. and Frey, N. (2011). *Improving adolescent literacy: Content area strategies that work* (3rd ed.). Boston: Pearson.

Other resources include selected readings from professional journals, KY Core Academic Standards, NCTE/ILStandards, ACT standards, CHETL, 21st Century Skills, the internet, MSU Waterfield Library and the Educational Media/Resource Center in Alexander Hall, and multiple literature selections.

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be based on the following assignments

- Lesson sequence and microteaching experience. (100 pts)
- Required readings, writings and reflections in Reading/Writing Notebook (25 pts)
- Development of formative, summative and performance-based assessments for assessing secondary students in reading and writing.. (50 pts.)
- Participation in class discussion, quizzes, and group activities. (50 pts)
- Creation of a mini-lesson for teaching literacy and English content. (25 pts.)
- Development of a professional notebook, which gives evidence of teaching the CCSS in reading and writing in the English classroom. This notebook also shows evidence of professional networking. (100 pts)
- A two- three week unit that integrates reading and writing strategies with English content. (100 pts.)
- Written review of a professional article that focuses on literacy and teaching literature/writing. (25 pts)
- Mid-Term and Final Exam (200 pts: 100 each)
- Professional networking: NCTE, student KEA, KCTE, Shakespeare Festival, etc. (25 pts)
- Creation of web-page that can be used as a professional networking tool showcasing instructional design, pedagogy and technology proficiency. (100 pts.)

IX. ATTENDANCE POLICY:

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

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 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/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**