I. TITLE: Middle School Language Arts

II. CATALOG DESCRIPTION: This course focuses on teaching communication skills – listening, speaking, reading and writing within the subject matter fields- to middle school children. Laboratory experience required. Prerequisites: EDU 103, EDU 303 and MID 270.

III. PURPOSE: The purpose of middle school language arts is to help students understand that teaching language arts is the responsibility of teachers of all content. This course will include strategies to support teaching of the communication skills in core content areas and provide students with research to help support that idea.

IV. COURSE OBJECTIVES: 
Class activities will be centered on attainment of the course objectives listed below. These objectives are understood to be reflective of but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines and the National Council of Teachers of English (NCTE). Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky New Teacher Standards for Preparation and Certification (NTS) and the National Council of Teachers of English Standards for the English Language Arts (NCTE). Upon successful completion of this class, students will be able to:

A. Compare/contrast whole language development with traditional segmented approaches (NTS 8; NCTE 3)
B. Explore significance of language-rich environment (NTS 1, 2; NCTE 9)
C. Demonstrate methods of incorporating language arts skills across curriculum (NTS1; NCTE 4)
D. Integrate literature-based instruction across curriculum (NTS 1, 2; NCTE 2)
E. Identify key elements and strategies for leading learners through the writing process (NTS 1, 3, 8; NCTE 5)
F. Develop awareness of instructional procedures for meeting the needs of learners’ diverse backgrounds, such as multi-cultural and special needs learners (NTS 1, 3, 8; NCTE 9, 10)
G. Utilize effective teaching/management strategies in the development of lesson plans (NTS 1, 2; NCTE 3)
H. Function effectively and professionally in classroom and school settings (NTS 6, 7; NCTE 9, 10)
I. Coordinate and adapt thinking skills, problem solving and decision-making with the language arts in all areas of the curriculum (NTS 1, 2, 3; NCTE 8)
J. Discuss language acquisition and use as it related to culture and environment (NTS 3, 8; NCTE 10)
K. Identify, discuss, and utilize technologies which aid instruction (NTS 1, 2, 9; NCTE 8)
L. Distinguish between and develop a variety of performance-based assessment strategies (NTS 4; NCTE 3)
M. Participate in professional development opportunities (NTS 7; NCTE 11)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on three sets of field based observations (video and on-site observation). Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the three levels of classroom observations.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as: No Child Left Behind, Students with Learning Disabilities, Students at Risk, Instructional and Assistive Technology, Gifted and Talented, Behavior Disorders, Gender Issues in Education, and Cultural Diversity Issues in Education.

V. 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

VI. 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

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES
Students will participate in 10 hours of laboratory 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 reading lessons during the field experience. Collaboration with classroom teachers and peers will be a critical component of the field experience.
VIII. RESOURCES
A. Waterfield Library (Curriculum Library) at Murray State University
B. RACERtrack, ERIC and the Internet
C. Self-selected books, articles and activities
D. MSU Computer Centers
E. Educational Media/Resource Room 341 Alexander Hall
F. Public Library
G. Kentucky Department of Education website
H. Kentucky Curriculum and Assessment Documents

IX. GRADING PROCEDURE:
A. Course requirements
   1. Completion of required readings of the class text and other materials supplied by
      the instructor, as well as participation in class discussions and group activities.
   2. Successful performance on two tests comprised of both essay and objective
      questions.
   3. Development of a written lesson plan incorporating writing as part of instruction
      in the student’s content area of specialization. (Lesson plan requirements will be
      reviewed in class and will be consistent with required formats for middle level
      classes.)
   4. Development and presentation of a writing prompt that would fulfill requirements
      for one entry of the state-mandated writing portfolio for seventh graders,
      including a sample product with accompanying analytical score.
   5. Development of authentic assessment tasks (open-response or on-demand writing)
      with accompanying scoring guides appropriate to subdomains of student’s content
      area of specialization.
   6. Oral presentation and written summary of selected instructional strategies for
      incorporating language arts in the curriculum. Primary resources will be selected
      chapters in the text with supplemental sources as needed. Detailed components
      and scoring criteria will be provided in class.
   7. Effective planning, implementation and reflection of instruction during the field-
      based experience as evidenced by submission of a teaching portfolio and
      instructor evaluation.
   8. Completion and documentation (reflection paper) of one professional
      development activity (i.e., attendance at a professional meeting or inservice,
      membership in a professional organization with a connection to literacy.)

B. Evaluation
   1. Tests (2 @ 50 points each) 100
   2. Writing portfolio prompt and product 50
   3. Open-response or on-demand assessment tasks 50
   4. Oral presentation and written summary 25
   5. Lesson plan 25
   6. Field experience portfolio and observation 75
   7. Professional development activity 10
   8. Class participation 15

   Total 350

C. Grading Scale: A=90% (315—350 points)
                 B=80% (280—314 points)
X. ATTENDANCE POLICY: This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin. Students are expected to attend all class meetings and field experiences. The field experiences carry an extra responsibility for students to act professionally. Students missing class for any reason should notify the professor in advance, preferably by e-mail. The professor will record attendance during MID 307 class times and field observations. Students assume responsibility for informing the professor of a tardy arrival. Three or more tardies will equal one absence. Two or more absences will result in the following consequences: the final grade will be lowered by one or more letter grades; the student may not be able to participate in the field experience assignment; and a negative flag will be submitted to Teacher Education Services. Any field experience absences must be completed before the end of the semester. Classes will start on time, and the bus will leave at the appointed time.

XI. ACADEMIC HONESTY POLICY: This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES: (See resources, Section VII)

XIII. PREREQUISITES: EDU 103, EDU 303, MID 270

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, marital status, age or disability in employment, admission or provision of services, educational programs and activities, and provides upon request, reasonable accommodation including auxiliary aids and services necessary to afford individual with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT: Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and disposition, in addition to academic achievement are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to the admissions committee. 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.