DEPARTMENT: ACS  COURSE NUMBER: MID 307  CREDIT HOURS: 3

I. TITLE: Middle School Language Arts

II. COURSE 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 303, MID 270, Admission to Teacher Education. Co-requisite: EDU 404

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 Teacher Standards for Preparation and Certification (KTS) 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 (KTS #1; NCTE #3)
B. Explore significance of language-rich environment (KTS #2, 3; NCTE #9)
C. Demonstrate methods of incorporating language arts skills across curriculum (KTS #2; NCTE #4)
D. Integrate literature-based instruction across curriculum (KTS #2, 3; NCTE #2)
E. Identify key elements and strategies for leading learners through the writing process (KTS #8, 9; NCTE #5)
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; NCTE #9, 10)
G. Utilize effective teaching/management strategies in the development of lesson plans (KTS #2, 3; NCTE #3)
H. Function effectively and professionally in classroom and school settings (KTS #8, 9; NCTE #9, 10)
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; NCTE #8)
J. Discuss language acquisition and use as it related to culture and environment (KTS #1, 4; NCTE #10)
K. Identify, discuss, and utilize technologies which aid instruction (KTS #2, 3, 6; NCTE #8)
L. Distinguish between and develop a variety of performance-based assessment strategies (KTS #3; NCTE #3)

M. Participate in professional development opportunities (KTS #9; NCTE #11)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on 10 hours of field based observations. Students will participate in a professional activity selected after reflection focused on individual professional growth needs. Finally, students will reflect on CHAMPS Module 8 by preparing a reaction paper describing plans for a class-wide motivation system in a future classroom.

The EPSB Themes of Literacy/Reading, Diversity, and Closing the Achievement Gap are explored in the course through discussion and development of lesson plans to accommodate diverse learners, and field experience research on types of learners in the assigned classrooms. Strategies to address literacy, diversity and close the achievement gap are identified by students in lesson plans and field experience portfolios.

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 language arts 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 and implementation 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. Chapter quizzes/exit slips (10 @ 10 points each)  100
      3. Development of writing assessment task  50
      4. Development of open-response item  50
      5. Oral presentation and written summary  50
      6. Field experience portfolio and observation  100
      7. Professional development activity  10
      8. CHAMPs Chapter 6 report  25
      9. Class participation  15
         Total  500
C. Grading Scale
   A=90% of total possible points  
   B=80%  
   C=70%  
   D=60%  
   E=less than 60%

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.

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)
Required text:  

Other readings provided by the course instructor

XIII. PREREQUISITES:  EDU 303, MID 270, Admission to Teacher Education.
Co-requisite:  EDU 404

XIV. NON-DISCRIMINATION 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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).
XV. **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.**

Note: The instructor expects that cell phones, pagers, and other electronic messaging devices will be turned off during class time and stored away (unless an emergency dictates otherwise). The cell phone should not be in use during class time—this includes text messaging.

Note: Students are expected to dress professionally for all field experiences and any class presentations. All students are expected to be present and actively participate.