Murray State University
COURSE SYLLABUS

DEPARTMENT: ACS        COURSE NUMBER MID 307        CREDIT HOURS: 3

I. TITLE: Middle School Language Arts – Madisonville Campus

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 (NTS 1;
   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 field based observations. 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 and 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.
experience. Collaboration with classroom teachers and peers will be a critical component of the field experience.

VIII. RESOURCES:
A. Learning Resource Center and Library at Madisonville Community College
B. Waterfield Library (Curriculum Library) at Murray State University
C. Self-selected books, articles and activities
D. MSU and Madisonville Community College Computer Centers
E. Educational Media
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. Successful performance on quiz grades
   4. 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.)
   5. Development of authentic assessment tasks (open-response or on-demand writing) with accompanying scoring guides appropriate to sub domains 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 of one professional development activity (attendance at a professional meeting or in-service, membership in a professional organization with a connection to literacy.)

B. Evaluation
   1. Tests 100pts.
   2. Journals 70pts.
   3. Writing Portfolio 25pts
   4. Open-response or on-demand assessment tasks 25pts.
   5. Oral Presentation and written summary 50pts
   7. Field Experience portfolio and observations 75pts
8. Professional development activity    15pts
9. Quiz             50pts
10. Blackboard Assignment  25pts

Total  460 points

C. Grading Scale:
   A=90%:  460-414
   B=80%  413-368
   C=70%   367-322
   D=60%   321-276
   E= less than 275 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.

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

XII. TEXT AND REFERENCES:

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.**
January

11… Orientation, get to know you, complete student profile sheet in class, expectations, and syllabus

18… KTIP format, Chapter 1 review, **Journal 1 due**, Discussion: Writing Process

25… **Lesson Plan due**, Chapter 2 review, Discussion: Language Arts Across the Curriculum

February

1… **Strategy Group 1 and 2**, Chapter 3 and 4 review, **Journal 2 due**, Discussion: What is a Language Rich Environment?

8… **Strategy Group 3 and 4, Quiz 1** on Chapters 1-4 and discussions, Discussion: Literature Based Instruction

15… **Blackboard** assignment, **professional development paper**

22… **Strategy Group 5 and 6**, Review for midterm, Chapter 5 and 6 review, **Journal 3 due**, Preparation for Field Experience, Discussion: The Writing Process

March

1… **Midterm**

8… **Strategy Group 7 and 8**, Chapter 7 and 8 review, Field Experience apprehensions, Discussion: Technology in Language Arts

15… **Strategy Group 9 and 10**, Chapter 9 and 10 review, **Quiz 2** on Chapters 5-10 and discussions, Field Experience apprehensions, **Journal 4 due**

22… Spring Break

29… Chapter review 11 and 12, **Journal 5 due**, Discussion: Writing Prompts and Authentic Assessment, Field Experience

April
5…Chapter review 13, Field Experience, Discussion: Compare and Contrast Whole Language Concept, **Writing Portfolio Assignment due**, **Quiz 3** on chapters 11-13 and discussions

12…Chapter review 14 and 15, Field Experience, **Writing Prompt and Authentic Assessment due**, **Journal 6 due**, Discussion: Language Acquisition

19…Chapter Review 16, Field Experience, **Quiz 4** on chapters 14-16 and discussions, Discussion: Performance based assessment

26…Chapter Review 17, Field Experience, **Journal 7 due**, Discussion: Functioning professionally and Effective, **Quiz 5**

May

3…**Field Experience Portfolio due**, Review for Final, Discussion: Coordination and adapting thinking skills, problem solving and decision-making with the language arts in all areas

10…**Final**

Notes:
* 10 Field Experience hours are done outside of class beginning March 7th - and need to be finished by May 3rd, lesson plans can be done in conjunction with your Reading class, use lesson plan sheet that is given
* The last day to drop this class is March 22
* Advanced Registration for spring and fall begins April 5
* 16th March is Public School Spring Break

MID 307 Assignments

1. Tests: A midterm and final will be given each worth 50 points. Successful performance on two tests comprised of both essay and objective questions.
2. **Journals:** There will be 7 journal entries that are worth 10 points each. They will be written on a topic given by the professor or on a specific article. These will be 2 pages in length-double spaced.

3. **Writing Portfolio Assignment:** Worth 25 points. Students will develop 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.

4. **Authentic Assessment Assignment:** Worth 25 points. Students will develop open-response or on demand writing prompts with accompanying scoring guides appropriate to the sub domains of student’s content area of specialization. Grade appropriate Core Content and depth of knowledge will be indicated as part of the task.

5. **Oral Presentation and Written Summary:** Worth 50 points. Students will apply selected instructional strategies for incorporating language arts in the curriculum. Primary resources will be selected chapters in the text with supplemental sources as needed. This will be a cooperative group project with application across content areas. Detailed components and scoring criteria will be provided in class. Students will demonstrate two strategies in class and will give each student in the class a paper listing the procedure, goals and outcomes from the strategy.

6. **Lesson Plan:** Worth 25 points. Students will develop a 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 KTIP format.

7. **Field Experience Portfolio and observations:** Worth 75 points. Effective planning, implementation and reflection of instruction during the field-based experience as evidenced by submission of a teaching portfolio and instructor evaluation. Students will participate in 10 hours of laboratory experience with middle grade students 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. Sign in sheet and portfolio must be completed by May 3rd.

8. **Professional Development Activity:** Worth 15 points. Completion and documentation (reflection paper and sign in sheet) of one professional development activity.

9. **Quiz:** Worth 50 points. There will be five quiz grades throughout the course that will cover chapter and discussion highlights.
10. Blackboard Assignment: Worth 25 points. There will be one blackboard assignment where the student will be expected to answer and respond to a blackboard question.