DEPARTMENT: ACS       COURSE NUMBER: MID 370       CREDIT HOURS: 2

I. TITLE: Laboratory in Teaching English and Communications: Middle School

II. CATALOG DESCRIPTION:
A concentrated laboratory experience for upper division students seeking middle school certification with a teaching field in English and communication. Includes directed and supervised teaching experience with middle school students in area schools.
Prerequisites: EDU 303, MID 270, and MID 307

III. PURPOSE:
This course will provide directed and supervised teaching experience in partial fulfillment of the requirements for the Murray State University middle school teacher preparation program. This course is designed to enable students to understand and facilitate the teaching of literacy acts (reading, speaking, writing, and listening). It will enable students to increase knowledge and apply skills in planning, development and implementation of instruction in the middle grades, and assist students in preparing for student teaching.

IV. COURSE OBJECTIVES:
Class activities will be centered on the 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. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky New Teacher Standards for Preparation and Certification (NTS). Through active participation in this course and its related projects and activities, the student will be able to:
A. Develop instructional goals, learning objectives, and lesson plans consistent with development in listening, speaking, reading and writing. (NTS #1, 2, 3)
B. Identify, assess, and interpret student progress in listening, speaking, reading and writing. (NTS #4)
C. Take appropriate steps to help students to improve their skills in responding to and using language (NTS #1, 2, 8)
D. Implement planned instruction in a middle school classroom under direct supervision. (NTS #2, 3, 6)
E. Reflect on issues of listening, speaking, reading and writing. (NTS #5)
F. Plan lessons that will be consistent with the goals and expectations for the Kentucky Core Content, The Program of Studies, and the Academic Expectations. (NTS #1, 2)
G. Become familiar with professional organizations that are related to the middle school and the teaching of the Language Arts and literacy. (NTS #7)
H. Reflect on research as it relates to the teaching of Language Arts in the middle school. (NTS #6)
The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on in-class and field experiences. Students will reflect upon the classroom setting, student characteristics, and their teaching effectiveness in the area of Language Arts in local middle school classrooms.

The EPSB Themes of Diversity and Literacy/Reading are addressed through class readings and discussions, research in best practices for teaching Language Arts and presentations targeting effective strategies for each identified theme.

V. CONTENT OUTLINE:
A. The Language Arts Curriculum
B. “Best Practices” for teaching Language Arts
C. Recent research in Language Arts
D. Teaching Strategies and Methodologies
E. Assessment and evaluation in the Language Arts
F. Planning lessons that will provide learning activities for a diverse classroom

VI. INSTRUCTIONAL ACTIVITIES:
A. Active and positive participation in large and small group discussions
B. Classroom presentations
C. Lectures
D. Participation in cooperating schools
E. Reading of assigned materials (text, publications and online material)
F. Completion of papers and assignments:
   1. Reports from field experiences
   2. Portfolio entries
   3. Reflective journaling
   4. Lesson plans reflective of state and national standards, Kentucky’s Core Content for Assessment and Program of Studies

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:
Students will collaborate with university professors, public school teachers, middle school students, and class peers for a minimum of 12 hours of field experience with middle grade students in English and communication instruction in assigned schools. Students will be observed and evaluated teaching one (1) lesson.

VIII. RESOURCES:
A. Waterfield Library at Murray State University
B. RACERtrak, ERIC, and the Internet
C. Kentucky’s curriculum documents
D. Kentucky Department of Education website
E. Selected printed material
F. MSU Computer Centers
G. Educational Media/Resource Room—341 Alexander Hall
H. Public Library
IX. GRADING PROCEDURES:
Grades will be earned for participation and performance in individual, group, and whole-class instructional activities and assessments, as well as completion of portfolio projects and participation in field experience. Articulation, professionalism, use of Standard English and neatness are expected in all written, oral and personal applications relating to this class.

Point Distribution
Chapter quizzes/activities 50
Practicum experience and notebook 100
4 Language Arts Lesson Plans 25 each x 4 = 100
Language Arts Strategy presentation (prior to practicum)
  • Oral presentation 50
  • Written Lesson Plan 50
Middle School Teaching Observation
  • Oral presentation 50
  • Written Lesson Plan 50
  • Written Assessment (on-demand writing prompt) 25
Classroom teacher evaluation 25
Mid Term and Final Exams (50 each) 100

Maximum 600

A= 90% or greater
B= 80—89%
C= 70—79%
D= 60—69%
E= below 60%

X. ATTENDANCE POLICY:
This class adheres to the attendance policy published in the current MSU Undergraduate Bulletin. Punctuality and regular attendance are important in this class. More than 3 unexcused absences will drop your grade one letter grade. Excessive absences may result in the student receiving a negative “flag”. Students MUST complete the 12 hours of practicum experience at the participating middle school.

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

XII. TEXT AND REFERENCES:

Other readings provided by the course instructor
XIII. **PREREQUISITES:** EDU 303, MID 270, and MID 307

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.**

**Note:** The instructor expects that cell phones, pagers, and other electronic paging devices will be turned off during class time (unless an emergency dictates otherwise).

**Note:** Students are expected to dress professionally for all field experience sessions and any class presentations.