



**READ 4310, Reading and Language Arts in the Middle Grades
Spring 2018**

Course Number is a required course for 4-8 ELAR/SS and for 4-8 Certification.

**College of Education
Department of Language, Literacy and Special Populations**

Instructor: Ms. Carolyn Moore
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Office hours: Before and after class or by appointment

Day and time the class meets: Thursday 12:30-3:20 pm

Location of class: Room 256 TWC

Course Description:

This course explores the uniqueness of middle grade students, middle school structures and literacy theories and activities that meet these needs and structures. The focus of the class will be on the application of theories and strategies gained in READ 3373/3374 and how they pertain to all middle grade disciplines.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important:

Learning to apply course material

Textbooks: **Building Content Strategies for the Adolescent Learner, 2010 edition, published by Corwin. Book is Required. You may buy on Amazon, rent, or use e-book, the choice is yours, but you will need the book.**

Other resources will be assigned on the first day of class.

Course Format:

The content of this course is delivered through discussion, self-study, and collaborative groups. In addition, candidates work with mentor teachers in middle and intermediate school classrooms to apply the concepts, theories, and strategies discussed in class. The instructor's focus is to assist certification candidates in the process of becoming reflective practitioners. Cooperative learning, group projects, discussion, specific in-class and in-field assignments, and the integration of all of the language arts with the content areas will be emphasized. The candidate will be engaged in activities designed to expand their knowledge, skill, and dispositions in regards to teaching in public schools. A strong emphasis will be placed on teaching for all

learners.

Course Content: Objectives

This course is designed to help you become an informed, reflective decision maker who can translate understandings of literacy processes and methodology into appropriate instruction decisions for children. Specifically, this course will help you with:

- Knowledge of theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and speakers.
- Understanding the needs and characteristics of middle level students and how to plan and execute instruction that motivates and engages them in learning.
- Skill in using language arts instructional strategies and knowledge of the Texas Essential Knowledge and Skills (TEKS). You will learn various strategies for helping children become strategic readers and writers.
- Awareness of diversity in student abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional practices.
- Knowledge of authentic reading and writing assessment techniques and skill in using them; understanding formal testing instruments, including STAAR and the ability to evaluate instructional materials.
- Knowledge of interesting trade books for children, including those with multicultural instructional materials.
- Ability to reflect on your own learning processes, seek answers to questions, and participate in and lead collaborative tasks.

Tk20 Account is available for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at:
<https://tk20.shsu.edu/>

Course Requirements:

A complete explanation and due dates will be given for each assignment.

Course Assignments	Points Possible
Modules to apply learning theories and strategies from READ 3373/3374 and READ 4310. Each module is worth 50 points for a total of 300 points. Module 1: The Challenge of Adolescent Literacy Module 2: Teaching Specialized and Technical Vocabulary Module 3: Reading to Learn in Content Area Literacies Module 4: Writing to Learn in Content Area Disciplines Module 5: Speaking to Learn in Content Area Disciplines Module 6: Fostering Real World Literacy	300
Strategies Presentation by Groups. Full discussion of this on first day of class.	150
Field Experience Journal	50
Professionalism/Participation	100
Total Points	600

NOTE: You will begin the semester with 100 points for Professional Responsibilities, which includes professional behavior, excessive absences, tardies, class participation and punctuality as well as the completion of assignments, both in and out of class. Points will be deducted upon each occurrence.

Evaluation:

- A 93% and above (558-600 points)
- B 85% to 92% (510-557 points)
- C 78% to 84% (477-509 points)
- D 70% to 77% (360-478 points) (must retake course)
- F Below 70% (less than 360 points) (must retake course)

Late Assignment Policy:

Specific grading criteria and directions for completion for each assignment will be given when the assignment is introduced. All assignments completed out of class must be computer-generated, unless you are told otherwise. Be sure to submit the appropriate grading rubric/checklist to each assignment as it is submitted. Hand-written work will only be accepted for work completed and submitted in class. **All assignments must be completed and submitted before the scheduled final class (failure to do so will result in failing the course).** Any exceptions will be at the discretion of the Instructor.

Assignments will be collected at the beginning of class. Points will be deducted for late work:

- Up to 24 hours late – 50% of the total points will be deducted.
- 25 to 48 hours late – 75% of the total points will be deducted.
- More than 48 hours late –no point value, but must be completed to pass the course.

Professionalism/ Participation

You are currently in a professional course of study which prepares you to be a responsible teacher and accountable to and for our most precious assets, our children, as well as their parents, your colleagues and administrators. This is not a responsibility to be taken lightly. Your joyful and enthusiastic participation as well as a responsible learning attitude will be exemplary models for our young children. In this course, everyone begins the semester with 100 points, the maximum for exemplary professional behavior. Loss of points will be the result of absences, tardies, unfinished or poorly prepared work, poor communication between your colleagues, negative attitudes, lack of initiative, impatience, rudeness, or other unprofessional behavior. Loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. Solely the instructor will determine the final total of professionalism points.

Attendance. Regular and punctual attendance is required. This is a "hands-on" course in which many of the instructional techniques are demonstrated in class and are debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. It is not a good idea to miss any class. **20 points will be deducted from the "Professionalism" grade for each class absence.** Candidates will sign into class. Tardies and early departures are noted. **Three points will be deducted for each class tardy and early departure.**

If you must be absent due to illness or emergency:

- *Notify the professor via email, text or phone call prior to, or on the day of the absence
- *Contact a student in the class in order to find out what work was completed in class and what homework is required of you for the next class meeting;
- *Designate a student to collect handouts or materials received in class during your absence;
- *Complete the assignments that are due and bring them to the next class meeting so you will stay current with the assignments. Any missed in-class group work may not be made up.

Cell Phone Policy: [Sam Houston State University Academic Policy Statement 100728](#)

Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or text messagers. During class or an exam, your cell phone or text messenger should be stored securely in such a way that it cannot be seen or used. The visible presence of such a device during class or an exam may result in a zero for the course work or the exam and is considered de facto evidence of cheating. You may use your cell phone for emergency notification purposes during class or an exam if you notify me prior to such use.

Student Syllabus Guidelines: - <http://www.shsu.edu/syllabus/>

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



Enhancing The Future
Through Educator Preparation

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

- Knowledge Base (CF1)
- Technological Learning Environment (CF2)
- Communication (CF3)
- Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix

Topic(s)/Objective (s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment NMLE-National Middle Level Education TS—Texas Educator Standards Competencies (4-8) CF-Conceptual Framework Indicator ISTE-ISTE NETS and Performance Indicator DDP-Dispositions & Diversity Proficiencies
Demonstrate understanding of theorist and theories	Application of theories of literacy. In class activities and discussion.	Completion of Modules Class Presentations	NMLE - 5 NCTE-3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 TS Standard II, V CF #3, 4, 5 ISTE 1a, 1b, 1c, 1d DDP-3, 6, 7, 8
Demonstrate understanding of developmentally appropriate practices.	Application of literacy theories and practices. Reflections and discussion of reading and writing across the curriculum.	Completion of Modules Class Activities	NMLE - 5 NCTE-3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 TS Standard II, V CF #3, 4, 5 ISTE 1a, 1b, 1c, 1d DDP-3, 6, 7, 8
Explore, create and develop developmentally appropriate materials and concepts.	Application of literacy practices and strategies. Field experience using appropriate materials and strategies.	Completion of Modules. Field Experience Journal	NMLE – 5 NCTE-3.1, 3.2, 3.3 TS Standard II, V CF #1, 3, 4, 5 ISTE 1a, 1b, 1d, 2a, 2b, 2c, 2d DDP-3, 6, 7, 8
Demonstrate the knowledge of the role of assessment in planning and implementing instruction	Application of literacy practices and appropriate assessment practices.	Field Experience Journal Lesson Planning	NMLE 3 NCTE-3.3 TS Standard III, IV CF-#1, 4, 5 DDP-3, 6

Demonstrate knowledge of curriculum content.	Application of literacy practices across the curriculum. Using the TEKS for higher level thinking and questioning.	Completion of Modules Field Experience Journal	NMLE - 5 NCTE-3.7 TS Standard V CF #1, 3, 4, 5 ISTE 1a, 1b, 1d, 2a, 2b, 2c, 2d DDP-3, 7
Demonstrate knowledge of designing and managing an appropriate classroom.	Creating a Cooperative Tolerant Classroom Assignment	Completion of Module 1 Field Experience Journal	NCTE-3.5 CF #1, 3, 4, 5 DDP-1, 3, 6
Demonstrate positive guidance techniques.	Application of middle school best practices.	Field Experience Journal	NMLE - 6 NCTE-2.0 CF #4 ISTE 5a, 5b, 5c, 5d
Demonstrate a working knowledge with TEKS.	Completion of Modules Lesson Planning	Field Experience Journal	NMLE - 5 NCTE-3.7 TS Standard V CF #1, 3, 4, 5 ISTE 1a, 1b, 1d, 2a, 2b, 2c, 2d DDP-3, 6, 7

Program specific URL address for *Specialty Program Association (SPA) standards*:

<http://www.naeyc.org/ncate/standards>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Conceptual Framework: <http://www.shsu.edu/ncate/concept.html>

FERPA:

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, is a federal law that protects the confidentiality of student educational records. Under this act, the student has the right to access their educational records, the right to request corrections to these records and the ability to limit disclosure of information from these records. Finally, a student is eligible under FERPA to file a complaint with the Department of Education. <http://web.sau.edu/registration/FERPA>

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