Catalogue Description
Introduces goals, content, and methods of teaching language arts in the middle level.

Course Credit: 3 hours.
Prerequisites: None
Intended Audience: Pre-service middle school teachers.

Goals:
Participants in this class will:
1. develop a professional belief system regarding the teaching of reading and the language arts.
2. understand oral and written language development.
3. read and critique current literature relevant to designing and implementing a reading/language arts curriculum.
4. explore the value of a holistic, integrated approach to teaching the language arts.
5. investigate both the theoretical and practical aspects of interdisciplinary instruction.
6. foster awareness of and respect for multicultural linguistic abilities in reading and language arts.
7. develop, implement, and evaluate alternative language activities which accommodate individual and group differences and activate children’s meaning-making.

Objectives:
1. Demonstrate a knowledge of current issues and alternatives in the teaching of reading and the language arts and relate that knowledge to their own philosophy and practices. (NMSA 1, 4)
2. Describe the nature of language and its relationship to human development, behavior, and culture. (NMSA 1, 4)
3. Explore holistic methods for the teaching of listening, speaking, reading, and writing. (NMSA 3, 4, 5)
4. Identify characteristics of a classroom environment that stimulates, supports, and celebrates students as meaning-makers, inquirers, and communicators. (NMSA 1)
5. Review and critique the assigned texts and readings. (NMSA 4, 7)
6. Investigate research as it relates to the teaching of reading and the language arts. (NMSA 4, 7)
7. Build a repertoire of instructional strategies and methods to teach reading, speaking, listening and writing. (NMSA 3, 4, 5)
8. Design or adapt innovative instructional materials which demonstrate sound principles of reading and language arts teaching and learning. (NMSA 3, 4, 5)
9. Plan for the integration of speaking, writing, listening, and reading objectives and activities in a total language arts program. (NMSA 4, 5)
10. Investigate literature-based language arts programs. (NMSA 3, 4)
11. Integrate grammar throughout the language arts curriculum. (NMSA 4, 5)
12. Gain experience in planning for and implementing higher order thinking skills in the reading and language arts curriculum. (NMSA 3, 4, 5)
13. Develop theme-based, interdisciplinary curricular units, placing young adult literature at the center of such a planning process. (NMSA 3, 4, 5)
14. Recognize differences in written and oral language abilities of students from varying cultural backgrounds. (NMSA 1, 6)
15. Select instructional strategies to meet individual cognitive, social, and personal differences among students of varied cultural backgrounds. (NMSA 1, 6)

Conceptual Framework
The work of the following researchers and theorists forms the conceptual framework that underlies the objectives and activities of this course: Atwell, N.; Barnes, D.; Fletcher, R.; Goodman, K.; Goodman, Y.; Graves, D.; Harste, J.; Piaget, J.; Rief, L; Rosenblatt, L.; Smith, F.; Watson, D.; Vygotsky, L. and Weaver, C.

Required Texts:


South Carolina Middle Level ELA Standards (Available online at SC Dept. of Education website)

Course Requirements:

1. **Professionalism** (NMSA 7)

   This class has many opportunities for active participation. Active participation in group discussions will help you make meaning of the course content. Professional points will be given daily, based on:
   - Coming to class on time with prepared assigned materials
   - Discussion (small group and whole class) participation—should refer to required readings and include paraphrased data, summarizing the main points, and asking questions
   - Listening to others

   Appropriate class behavior and professional conduct is expected for all students. (2 points @ 14 days = 28 pts.)

   This class will engage in a great deal of class discussion and group work. Student attendance is vital. If, for some reason a student is unable to attend, notification prior to the start of class is essential and the student should take full responsibility to make up any missed work. Two or more absences will result in a reduction of a final grade (See USC attendance policy) (5 points will be subtracted for every absence/arriving late/leaving early). Students are expected to arrive to class on time and remain in class for the entire period. If a student has a conflict and needs to arrive late or leave class early, this should be discussed with the instructor prior to the class period.

2. **Blackboard postings** (NMSA 4, 7)

   This class will use the Blackboard as one means of communication. You will be expected to sign on before each class and respond to the reading via the discussion board. This will be an informal way to discuss the reading as well as give me some ideas of where you might have questions so that I can focus the class around your questions and concerns. I will also use Blackboard to post reminders, any revisions to the syllabus, and articles for additional reading. These responses are worth 70 points.

3. **In-class Writings** (NMSA 4, 7)

   There will be several informal writings given throughout the semester. These writings will help foster discussion, organize ideas, clarify thoughts, journal, and communicate ideas. These writings will be worth 70 points.

4. **Letter to Parents** (NMSA 1, 6, 7)

   It is important for you to beginning positive communications with the parents/guardians of the students in your class. Therefore you will write a letter of introduction to the parents explaining who you are, why you are there, how long you will be there, and important information about you. This will be placed on USC letterhead and will be sent home to the parents of the students in your classroom. The letter is worth 35 points.
5. **Article Reviews (NMSA 3, 4, 5, 7)**

You will select 5 articles of interest different from that explored in the inquiry project. You will make selections from an approved list of educational journals. The journal must be from the last 5 years. After critically reading each article, you will compose a one page review of the article to be shared with their literature circle. The article reviews are worth 10 points each for a total of 50 points.

6. **Book Review (NMSA 4, 6)**

In conjunction with the local bookstore, RL Bryant, you will read a YA novel and write a book review. RL Bryant will donate the book to you and your future classroom and in exchange you will provide a formal written review they can use in their store and on their website that provides a summary of the text, your professional opinion on its use in a middle level classroom, and your personal opinion of the text. For more information on this assignment please see the assignment sheet and rubric found on our class Blackboard site. This will be worth 35 points.

7. **Philosophy Statement (NMSA 1, 3, 7)**

This philosophy statement should articulate your views on literacy and learning. It will describe not only where you place yourself among the theorists, but will also describe how you hope to design your future middle level language arts curriculum. This will be worth 35 points.

8. **Lesson Plans and Micro-teaching (NMSA 1, 3, 4, 5)**

You will be expected to design and teach 3 lesson plans in accordance with the theories and practices embraced by this course. These plans will be copied and distributed to classmates. The lessons will be taught either in class or in your internship and will include a reflection and debriefing session with me. These will each be worth 25 points for a total of 90 points.

9. **Integrated Unit (NMSA 1, 2, 3, 4, 5, 6, 7)**

In order to provide realistic experiences meaningful to your teaching careers, you will be asked to create an integrated unit. Your unit must be a minimum of two weeks and must address the literacy topics (reading, writing, oracy, and mediacy) covered in this class. This unit must also integrate another subject. Criteria for this assignment will be discussed in class and posted on Blackboard. This project is worth 100 points.

10. **Case Study (NMSA 1, 4, 6)**

One way to tie in the work you are doing in your internship and the information you are learning in this class is through a case study. Choose one student (preferably a struggling reader) to observe throughout your internship. You will work with this student closely, trying strategies and ideas you have learned in class to help him/her gain valuable skills. You will collect student work, observations, and assessments from this student. The case
study will describe what you saw, what you did, and what your recommendation would be for the coaching teacher to help your student the following semester. Your case study will be worth 75 points.

11. **Target Goals** (For graduate student only)

Those students enrolled in this course as graduate students will set and complete target goals. This individualized assignment will allow students to pursue areas of personal interest. In cooperation with the professor, students will set a minimum of three goals to be accomplished this semester related to literacy learning and teaching. Students will be required to provide documentation of having met the goals. The form of this documentation will be decided in collaboration with the professor. This will be worth 30 points.

**Point Totals:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>28 pts.</td>
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<td>Blackboard postings</td>
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<tr>
<td>Article Reviews</td>
<td>50 pts.</td>
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<td>Philosophy Statement</td>
<td>35 pts.</td>
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<td>Lesson Plans and Micro-teaching</td>
<td>90 pts.</td>
</tr>
<tr>
<td>Integrated Unit</td>
<td>100 pts.</td>
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<tr>
<td>Case Study</td>
<td>75 pts.</td>
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</tbody>
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**Total** = 588 pts.

A= 93%- 100% B+ = 90-92 B= 85-89 C+=82-84
C=77-81 D+74-76 D=70-73

**Late Policy:**
Late work will not be accepted. However, if a student is unable to turn in an assignment on time, he/she must contact the professor prior to the due date. Under this condition an extension of one week will be allotted with a 10% deduction of the final grade. After the week extension, no further extensions will be granted.

**Accessibility Statement:**
If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services or me immediately. Reasonable efforts will be made to accommodate your special needs.

**Academic Honesty Statement:**
Academic honesty is expected of all USC students. Any incident of academic dishonesty will be dealt with per USC policy. Academic dishonesty may affect both your course grade and your enrollment status in the University. If you have any questions concerning what constitutes academic dishonesty please see me.