

COURSE SYLLABUS
RDG 3423 Middle Level Literacy II

Catalog Description:

RDG 3423 Middle Level Literacy II (Prerequisites RDG 3113 and 3123, Co requisites RDG 3413 and EDE 3223). 3 hours lecture. Instructional strategies and materials for teaching literacy in the middle grades; Focus on writing, comprehension and teaching diverse students.

Objectives:

Teacher candidates will gain knowledge of writing processes and will be able to design, adapt, and implement curriculum for writing instruction.

1. Teacher candidates will understand and be able to implement teaching practices which engage children in inquiry and critical thinking. (INTASC 1, 4, 6) (CFPO 1,2)
2. Teacher candidates will reflect on their own processes of reading and writing to draw conclusions about teaching practices in the classroom. (INTASC 1, 9) (CFPO 1,2, 3)
3. Teacher candidates will demonstrate understanding of appropriate curriculum options and instructional practices for diverse groups of middle grades learners. (INTASC 1, 3) (CFPO 5,7,8)
4. Teacher candidates will demonstrate the ability to integrate reading, writing, speaking, listening, and viewing into the literacy instructional program. (INTASC 1, 2, 4, 7) (CFPO 5,8)
5. Teacher candidates use knowledge of writing, reading, and instruction to interact with, plan instruction, and teach individual or groups of children in a school setting. (INTASC 3, 5, 6) (CFPO 5,8)
6. Teacher candidates will use various technology applications to implement and assess writing projects (INTASC 3, 4, 8) (CFPO 4,5,10)
7. Teacher candidates will reflect on their own teaching performance in the field. (INTASC 9) (CFPO1, 3,4,7)
8. Teacher candidates will study and identify the goals and objectives of the local, state, and national standards for literacy education in middle grades classroom. (INTASC 7, 9, 10) (CFPO 1,9)

Topics to Be Covered:

1. Writing Instruction (9 hrs)
 - National and state standards for writing
 - Writing processes (prewriting, drafting, revising, editing, publishing)
 - Instructional strategies for teaching writing
 - Responding to children's writing
 - Writing and the English language learner
 - Writing and reading
 - Assessing children's writing
 - Instructional strategies for teaching children Standard English grammar as a component of writing instruction
 - Reading/Writing in the Content Areas
2. Writing a variety of texts. (6 hrs)
 - Journal writing
 - Narrative writing
 - Expository text writing
 - Poetry writing
3. Reading Literature (9 hrs)
 - Demonstrating vocabulary, fluency, and comprehension strategies and methods

- Experiencing Literature through Reader Response Theory, Literature Discussion Groups, etc.
 - Using vocabulary, fluency, and comprehension skills to use Types of Literature: Folklore, Poetry, Novels, Drama, and Nonfiction
4. Media/visual/critical literacy (6 hrs)
 - National and state standards regarding media/visual literacy
 - Understanding how texts (including print and visual, technological, and other non-print texts) are constructed to impact readers and how readers construct meaning from a variety of texts
 - Teaching children to be critical and thoughtful readers
 - Analyzing a variety of print and non-print texts
 - Analyzing texts around issues of race, class, gender, etc.
 5. Working with readers and writers of differing abilities (12 hrs)
 - a. Using results of assessments to identify struggling and proficient readers and writers
 - b. Differentiating instruction
 - c. Arranging the classroom to make time for one-on-one and small group instruction
 - d. Focus on comprehension
 - e. Using knowledge of reading instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension, etc.) to adapt teaching for the middle grades learner
 - f. Motivating materials for struggling readers and writers (e.g. expository texts, pop culture (songs, raps, graphic novels) etc.
 - g. Issues of diversity and achievement (e.g. class, race, linguistic diversity, impact of teachers' expectations, etc.)
 6. Creating and managing a Literature Program (3 hrs)
 - Putting it all together—Designing effective programs for middle grades learners (3 hrs)

Suggested Student Activities:

Field Component:

Teacher candidates will interact with middle grades learners in a school setting. Field activities may include reading and responding to children's literature, writing, observation of literacy instruction, and teaching short lessons to individual students or small groups. Teacher candidates will assess a student, and use assessment results to develop a case study, including analysis of the student's strengths and weaknesses, analysis of appropriate instruction for the student, and communication with the student's family.

Class Component:

1. Writing assignments: Teacher candidates will compose several graded writing assignments including responses to texts read (including children's literature) and short essays on course topics.
2. Fluency and Vocabulary Lesson Plans: Teacher candidates will develop and teach in the field setting a vocabulary and a fluency lesson. (one – on – one) lesson with a student.
3. Fluency/Vocabulary lesson Reflections: Write a reflection (one for fluency and one for vocabulary) on the fluency and vocabulary lessons planned and taught to a student. Discuss in the reflection: success or failure of lesson, student's reaction to lesson, your reaction to the teaching process of the lesson, any other information you believe is important to reflect on to help you in teaching future lessons. 1-2 full pages typed.
4. Problem-based Learning Project: You will use various assignments from class, research articles, and interviews with students and educators, and information gleaned from class lectures and your readings in this course to answer the question, "What is Reading?"

5. Quizzes and final exam.

Attendance Policy, Late Paper Policy

Instruction will be based on course discussion, group work, group projects, in class writing and reflection, and many other participatory activities. If you are absent you will not be able to learn to teach literacy. You also will not be able to support your peers' learning. Therefore, only two absences will be allowed. Three percentage point will be deducted from you final grade for each absence over two, (one in the summer session), except in extenuating circumstances. Only death and illness count as excused absences. Please turn in documentation for each absence when you come to class.

If you are absent you are required to consult with another student to find out of the details of readings and assignments due for the next class. You must always come to class prepared, ready to turn in your assignments. Absences do not excuse you from being prepared the next time class meets.

Turning work in – In order for you to receive the feedback that you need and to demonstrate a level of professionalism appropriate for beginning teachers, you must turn in assignments on time. All assignments turned in later than the day they are due will have 10 percent deducted from the grade. There will be no exceptions – even if you were absent the week before. If you are absent the day something is due, email it to me. Papers will not be accepted in class the following week (unless other arrangements have been made due to extenuating circumstances).

Grading Scale

A “C” reflects work that is adequate. A “B” reflects good, strong work. An “A” will only be given for work that is excellent. The numerical grading scale is below:

1000 points total

930 – 1000	A
860 – 929	B
790 – 859	C
720 – 789	D

Assignment Point Allocations

Writing Assignments	50 pts
Fluency Lesson Plan	100 pts.
Vocabulary Lesson Plan	100 pts.
Fluency/Vocabulary Reflections (50 pts each)	100 pts
Problem-based Learning Project	200 pts.
Log/reflection on 10 hrs. field experience	50 pts
Professionalism (attendance, participation, attitude, etc.)	50 pts
Tests(5 @ 50 pts. each) (Ch.'s 7, 8, 9, 10, 11)	250 pts.
Final Exam	100 pts.

Total: 1000 pts.

Methods of Instruction:

Methods of instruction will include large group discussions (utilizing multi-media approaches, invited speakers, shared problem solving, etc.) small group assignments, and individual student assignments.

ACADEMIC MISCONDUCT

All work completed for this class must be original. All teacher candidates are expected to think, write, reflect, question, and even sometimes struggle through the concepts presented in class. This is the only way you will learn and grow as a reading teacher. Teacher candidates who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published material and/or copying or borrowing heavily from another student's work) **will fail this class**. The university holds Academic Misconduct as a serious and punishable infraction. University Academic Misconduct polices may be found in the Bulldog Handbook, available from the Student Association or at www.msstate.edu/dept/audit/1207A.html.

Required Texts

Gunning, T. Creating Literacy Instruction for all students in Grades 4 – 8. Upper Saddle River, NJ: Pearson Education, Inc..

Frank, C.B., Grossi, J.M. & Stanfield, D.J. Applications of Reading Strategies Within the Classroom. Pearson, Allyn & Bacon.

Words Their Way book (should have from early literacy one and two)

Reading Universe Lessons 28 – 36 (Available on TaskStream Website)

Selected Children's literature.

TaskStream

Bibliography

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Council on Interracial Books for Children (undated). *10 quick ways to analyze children's books for racism and sexism*. New York, CIBC.

Fabos, B. (2000). "Media and pop culture: ZAPME! zaps you," *Journal of adolescent and adult literacy*, 43(8) p. 720-725.

Graves, D. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.

Kist, W. (2000). "Beginning to create the new literacy classroom: What does the new literacy look like?" *Journal of adolescent and adult literacy*. 43(8), pp. 710-717.

Larson, J. & Irvine, P. (1999). "We call him Dr. King: Reciprocal distancing in urban classrooms" *Language arts*, 76(5) pp. 393-400.

Larson, J., & Maier, M. (2000). "Co-authoring classroom texts: Shifting participant roles in writing activity." *Research in the teaching of English*. 34(4), pp. 468-497.

Smitherman, G. (1985) "It Bees Dat Way Sometimes: Sounds and structure of present-day Black English." In Clark, V.P, Escholz, P.A., and Rosa, A. F. (Eds.;). *Language: Introductory readings*. New York: St. Martin's Press