

EDUC 387 Reading/Language Arts for Middle School

Credit Hours: 3

Scheduled hours per week

Lecture: 3

Lab:

Other: 20 field experience hours

Catalog Course Description: Students learn relationships among thinking, learning, and the six language arts in grades 5-9; includes explanation of principles that guide instruction and determine appropriate assessment and use of technology in the language arts. Identifies characteristics and the five systems of language.

Pre-requisites: Admission to Teacher Education; EDUC 301

Co-requisites: 20 hours Field Experience

Course Learning Outcomes:

1. Examine developmentally responsive instruction in order to teach in students' instructional zones, accelerating their literacy learning and development. (WVPTS 1A, 1B, 1C, 1D, 1E, 2A, 2C, 3A, 3B, 3C, 3D, 3E, 3F, 5C)(InTASC 1, 2, 4, 5, 6, 7, 8) (ACEI 1.0, 2.1, 3.1,3.2,3.3, 3.4, 3.5, 4.0) (PLT 1.B.1, 1.B.2, 1.B.5, 1.B.6, II.A.3, II.A.6, II.A.7, II.B.1, II.B.2, II.B.3, II.B.4, II.B.5, II.B.6, II.B.7, II.B.8, II.B.9, II.B.10, II.B.11, II.B.12, II.C. 1, II.C.2, II.C.3, II.C.4, II.C.5, II.D.1, II.D.2, II.D.3, II.D.4) (ISTE 1.a, 1.c, 4.c, 5.a, 5.b, 5.c, 7.a, 7.b.) (CAEP 1.1, 1.3) (Assessment: written assignment, graded discussion)
2. Examine up to date research and theory about literacy development, instruction, assessment, and intervention. (WVPTS 1A, 1B, 1C, 1D, 1E, 3A, 3B, 3C, 3D, 3E, 3F) (InTASC 1, 2, 3, 4, 5, 6, 8, 9) (ACEI 1.0, 2.1, 3.1,3.2,3.3, 3.4, 3.5, 4.0) (PLT 1.A.1, 1.A.2, 1.A.3, 1.A.4, 1.A.5, II.B.1, II.B.2, II.B.3, II.B.4, II.B.5, II.B.6, II.B.7, II.B.8, II.B.9, II.B.10, II.B.11, II.B.12, III.A.1, III.A.2, III.A.2, III.A.3, III.A.4, III.A.5, III.A.6) (ISTE 1.a, 1.c, 5.a, 5.b, 5.c, 6.b, 7.a, 7.b) (CAEP 1.1, 1.2, 1.3) (Assessment: written assignment, graded discussion)
3. Examine foundational knowledge in the nature and progression of literacy development. (WVPTS 1A, 1B, 1C, 1D, 1E, 3A, 3B, 3C, 3D, 3E, 3F) (InTASC 1, 2, 3, 4,) (ACEI 1.0, 2.1, 3.1,3.2,3.3, 3.4, 4.0) (PLT 1.A.1, 1.A.2, 1.A.3, 1.A.4, 1.A.5, II.A.3, II.A.6, II.A.7) (ISTE 1.c, 5.a, 5.b, 5.c) (CAEP 1.1,1.3) (Assignment: written assignment, online discussion)
4. Identify what learners are able to understand about the essential elements of literacy at different developmental stages. (WVPTS 1A, 1B, 1C, 1D, 1E, 3A, 3B, 3C, 3D, 3E, 3F, 5C) (InTASC 1, 2, 4, 7, 8) (ACEI 1.0, 2.1, 3.1,3.2,3.3, 3.4, 4.0) (PLT 1.B.1, 1.B.2, 1.B.5, 1.B.6, II.A.3, II.D.1, II.D.2, II.D.3, II.D.4) (ISTE 5.a, 5.b, 5.c, 6.b, 7.a, 7.b) (CAEP 1.1, 1.3) (Assessment: written assignment, online discussion)
5. Examine the essential elements of literacy and how related instructional strategies support deep and meaningful engagements with texts. (WVPTS 1A, 1B, 1C, 1D, 1E, 2A, 2C, 3A, 3B, 3C, 3D, 3E, 3F, 5C) (InTASC 1, 2, 3, 4, 5, 7, 8) (ACEI 1.0, 2.1, 3.1,3.2,3.3, 3.4, 4.0) (PLT II.A.3, II.A.6, II.A.7, II.B.1, II.B.2, II.B.3, II.B.4, II.B.5, II.B.6, II.B.7, II.B.8, II.B.9, II.B.10, II.B.11, II.B.12, II.C. 1, II.C.2, II.C.3, II.C.4, II.C.5,) (ISTE 1.a, 1.c, 4.c, 5.a, 5.b, 5.c, 6.b, 7.a, 7.b,) (CAEP 1.1, 1.3, 1.4, 1.5) (Assessment: written assignment, online discussion, lesson planning assessment)
6. Examine the foundations and nature of culturally responsive literacy instruction. (WVPTS 1A, 1B, 1C, 1D, 1E, 3A, 3B, 3C, 3D, 3E, 3F, 4A)(InTASC 1, 2, 4, 5, 6, 7, 8, 9) (ACEI 1.0, 2.1, 3.1,3.2,3.3, 3.4, 4.0) (PLT II.A.3, II.A.6, II.A.7, II.B.1, II.B.2, II.B.3, II.B.4, II.B.5, II.B.6, II.B.7, II.B.8, II.B.9, II.B.10, II.B.11, II.B.12, II.C. 1, II.C.2, II.C.3, II.C.4, II.C.5, II.D.1, II.D.2, II.D.3, II.D.4) (ISTE 1.b, 4.c, 5.b) (CAEP 1.1, 1.2, 1.3, 1.4) (Assessment: written assignment, online discussion, lesson planning assessment)

Topics to be studied:

1. Transitional readers and writers including instructional strategies and accommodations for diverse learners.
2. Intermediate readers and writers including instructional strategies and accommodations for diverse learners.
3. Skillful readers and writers including instructional strategies and accommodations for diverse learners.
4. Intervention and acceleration for readers and writers.
5. Teaching the process approach to writing.

Relationship of Course to Program or Discipline Learning Outcomes:

This course develops "Architects of the Future" by providing opportunities for teacher candidates to increase their understanding of the dimensions of the reading and writing process and knowledge of effective instructional and assessment materials and methods. The field experience component at the Professional Development Partnership School enables candidates to demonstrate commitment to the profession as they practice the skills of planning, teaching, interpersonal communication, decision-making and diversity.

Relationship of Course to General Education Learning Outcomes:	
Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
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Special requirements of the course:

1. The instructor and students will collaborate to provide the class with experiences of recommended instructional and assessment tactics and to structure the critical analysis of those tactics.
2. Each student will be evaluated on a collection of lesson plans submitted in LiveText and instructors should consider the collection when completing the lesson plan rubric. Students should teach the lessons in the middle school classroom.
3. The planning rubric will be completed by the instructor based upon a collection of 3 lesson plans covering reading and/or writing.
4. Have a current LiveText (or affiliate) subscription and use BlackBoard for course requirements
5. Submit Background check
6. Submit field experience paperwork and admission to student teaching assessment (in LiveText or its affiliate)

Additional information:

N/A

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