

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS

Course Prefix & Number: RDG 3413

Course Title: Middle Level Literacy I

Credit Hours: Three (3) semester hours

Course Type: Lecture

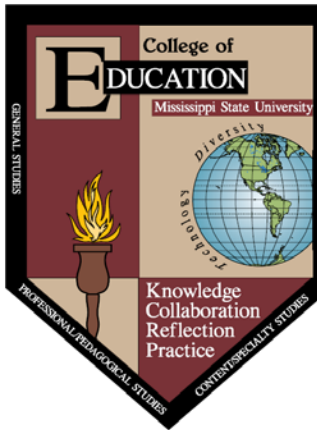
Catalog Description:
RDG 3413: (Prerequisites RDG 3113 and 3123; co requisites RDG 3423 and EDE 3223). 3 hours lecture. Field experience. Literacy teaching and learning for upper elementary and middle school. Emphasis on reading instruction, strategy instruction, and assessment.

Course Instructor: Kim Smith, M.Ed

Contact Information
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Office Location - 356 Allen Hall

Office Hours:

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

COURSE OBJECTIVES:

1. Teacher candidates will understand and apply theories about and research on literacy processes, with an emphasis on the components of reading. (INTASC 1) (CFPO 1, 3, 10, 12)
2. Teacher candidates will apply understanding of appropriate curriculum options and instructional practices for diverse groups of middle grades learners. (INTASC 1, 3) (CFPO 2, 8, 10)
3. Teacher candidates will be able to select and implement a variety of appropriate curriculum options to teach reading. (INTASC 4) (CFPO 2, 3, 10, 11, 12)
4. Teacher candidates will explore and understand the impact of diversity, including cultural and linguistic diversity and ability, on children's learning and adapt curriculum in appropriate ways. (INTASC 1, 3) (CFPO 2, 3, 4, 6)
5. Teacher candidates will demonstrate an understanding of methods and resources for teaching literacy within the context of an integrated curriculum. (INTASC 1, 3, 4, 10)
6. Teacher candidates will develop strategies for communicating with and collaborating with families to enhance children's literacy learning. (INTASC 10) (CFPO 6, 10)
7. Teacher candidates will develop a repertoire of strategies (including technology) for teaching comprehension, vocabulary, and fluency. (INTASC 1, 4) (CFPO 3, 4, 6, 7)
8. Teacher candidates will understand and be able to adapt and implement a variety of literacy instructional programs and methods (i.e. literature focus units, literature circles, etc.) (INTASC 1, 4, 7) (CFPO 3, 5, 10, 12)
9. Teacher candidates will know how to assess middle grades' children's literacy, and use results of assessments for planning instruction and communicating with families. (INTASC 8) (CFPO 4, 5, 9)
10. Teacher candidates will demonstrate the ability to adapt/differentiate instruction for diverse student needs, and develop a repertoire of strategies for accommodating differences. (INTASC 3) (CFPO 1, 2, 3, 10)
11. Teacher candidates will interact with children in a school setting and engage in small group and/or individual literacy instruction to assess, plan, and implement instruction. (INTASC 1, 2, 8, 9, 10) (CFPO 1, 2, 3, 4, 5, 10, 12)
12. Teacher candidates will reflect on and improve their own teaching performance. (INTASC 9) (CFPO 1, 8, 11, 12)
13. Teacher candidates will critique reading programs and curriculum marketed for middle grades classrooms. (including technology programs/Internet sites appropriate for the middle grades student) (INTASC 9, 10) (CFPO 1, 3, 10, 11, 12)
14. Teacher candidates will become familiar with professional organizations in the field of literacy (i.e. National Council of Teachers of English, International Reading Association, etc.) (INTASC 9, 10) (CFPO 1)

TOPICS TO BE COVERED:

1. Literacy theory and practice in the middle grades classroom (6 hrs)
 - Language rich classrooms (1 hr)
 - Philosophies and theories of literacy (1 hr)
 - Organizing and managing the literacy classroom (1 hr)
 - Motivating middle years students (1 hr)
 - Providing authentic reading and writing opportunities (1 hr)
 - Student-centered reading strategies (1 hr)
2. Organizing for reading instruction (3 hrs)
 - The call for reform in middle grades literacy programs
 - Major approaches and materials for reading instruction (e.g. published reading series, literature based approaches, computer applications for reading instruction, etc.)
 - Integrating speaking and listening in the middle grades classroom
 - Review appropriate technology programs, Internet sites, and other sources
3. Fluency (3 hrs)

- Importance of fluency (rate, expression, tone) for comprehension
 - Instructional strategies for teaching fluency (i.e. repeated reading, readers' theater, radio reading)
 - Relationship of various genre in developing fluency (i.e. predictable books, poetry, theme songs)
 - Fluency and text difficulty
 - Assessing fluency
4. Understanding reading comprehension (3 hrs)
 - Factors that affect reading comprehension (e.g. text structures, interest levels, readers' background knowledge, context and purpose for reading, etc.)
 - Comprehension process – predict to assess prior knowledge, read, retell, respond to questions, summarize
 5. Teaching reading comprehension (9 hrs)
 - Instructional strategies for teaching comprehension including prereading, during-reading, and postreading strategies and activities (e.g. QAR's, graphic organizer development, chunking, E-T-R, read aloud) (1 hr)
 - Comprehending during reading,(e.g. inferring, self-questioning, determining importance, summarizing) (1 hr)
 - Teaching methods such as think-alouds, modeling, making comprehension explicit (1 hr)
 - Higher order comprehension and thoughtful literacy (1 hr)
 - Assessing comprehension (1 hr)
 - Comprehension and ELL learners (1 hr)
 - Teaching methods such as teacher think-alouds, modeling, guided practice, independent practice, and independent application of strategies (1 hr)
 - Metacognition (1 hr)
 - Comprehension interactive computer software (1 hr)
 6. Vocabulary and word study (9 hrs)
 - Principles of vocabulary development (1 hr)
 - Levels of word knowledge – unknown, initial, partial, full (1 hr)
 - Types of vocabulary – listening, speaking, reading, writing (1 hr)
 - Instructional strategies to promote word knowledge (i.e. word sorts, types of context clues, word banks, dictionary/reference aids, semantic feature analysis) (1 hr)
 - Syllabic patterns, compound words, contractions, word roots/etymologies, figurative meanings (1 hr)
 - Morphemic analysis of words (1 hr)
 - Assessing vocabulary and word knowledge (1 hr)
 - Vocabulary instruction and ELL learners (1 hr)
 - Technology and vocabulary development (1 hr)
 7. Media/visual/critical literacy (3 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.
 8. Assessment in the middle grades literacy classroom (6 hrs)
 - Informal assessment procedures (e.g. observation, assessing student work) (2 hr)
 - Formal assessment procedures (e.g. standardized tests, reading inventories, etc.) (2 hr)
 - Use of assessment results to accomplish change in literacy instruction (1 hr)
 - Communicating with families about assessment (1 hr)

9. Creating and managing a Literacy Program (3 hrs)
 - Analysis of current best practices and literacy programs

REQUIRED TEXTS AND MATERIALS (Each student must purchase access to these materials – no sharing books):

1. Gunning, Thomas G. (2015). *Creating Literacy Instruction for All Students, Enhanced Pearson eText with Loose-Leaf Version – Access Card Package*, Edition 9. ISBN -9780134059792.
2. Serravallo, Jennifer. (2015). *The Reading Strategies Book: Your Everything Guide to Developing Skills Readers*. Heinemann. ISBN – 9780325074337
3. Access to the MSCCRS and Grade Level Scaffolding Documents Frameworks: <https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA2016-MS-CCRS-ELA.pdf>
Scaffolding Documents, Grades 4-8: <http://www.mde.k12.ms.us/ESE/ccr>
4. TaskStream, current subscription required for this course.

METHODS OF INSTRUCTION:

A variety of methods of instruction will be employed including: large group discussions (utilizing multi-media approaches, invited speakers, shared problem solving), small group assignments, and individual student assignments. Instruction and assignments will be both in class/Face-to-Face and through myCourses platform with MSU access. Active involvement by the student with myCourses will be required in order to access many course documents, complete discussions with the instructor/peers, and access/submit assignments.

STUDENT ACTIVITIES:

- Gunning Chapter Quizzes: Students will complete a chapter quiz at the end of each assigned Gunning Chapter online via MyCourses. (All Objectives)
- Video Observations & Responses: Students will view instructional videos, complete observation forms, and contribute to discussions online and in class. (All Objectives)
- Edmodo Interactions: During 10 weeks in the semester, students will be given resources to read/view and evaluate for use in middle grades level English/language arts. They will share their thinking / reflection using Edmodo to discuss uses of said resources with classmates. (7, 12)
- Module Reflections: Each module, students will reflect on what they have read/viewed/experienced in a journal entry. (All Objectives)
- ELA standards Instruction Packet: During module 1, students will learn the components of ELA instruction at the middle grades level, including standards and expectations for instruction and assessment. (All Course Objectives)
- Assessment Packet: During module 2, students will complete an analysis of assessment materials for a class, and make recommendations based on these findings for grouping, planning for instruction, etc. (9)
- Guided Reading Packet: During module 3, students will complete a packet focused on the use of guided reading practices, including recommendations for instruction (lesson overviews for language and vocabulary) and reflection. (All Objectives)
- Literature Approaches Packet: During module 4, students will read/respond and discuss a novel with classmates using a literature approach. Students will complete a packet focused on this teaching approach as groups during class, sharing recommendations for instruction (lessons vocabulary and comprehension) and reflection. (All Course Objectives)
- Practicum, Field Experience Report: Students will participate in a field experience including observation of teaching and small group and/or individual literacy instruction with students through face-to-face and online resources. They will keep a reflective journal and complete observation forms, as well as a final reflection/report. (Course Objectives: 1,2,3,5,7,8,10,11,12)

EVALUATION OF STUDENT PROGRESS:

As a future teacher, you must master the necessary knowledge and skills of an effective beginning teacher. It is expected that you will achieve and demonstrate mastery of the course goals over the course of the semester. The nature of teaching is essentially ill-structured problem-solving. There is not always a single correct answer. Therefore, you have to be prepared to justify your work as appropriate for the given context based on your learning in this course, as well as prior experience. This may also require multiple attempts of assignments as seen fit by the instructor. A "C" reflects work that is adequate or average. A "B" reflects good, strong work. An "A" reflects work that is superior and will only be given for work that is excellent.

This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. All students enrolled in this course should have a strong academic background. Tests measuring your understanding of concepts learned in the course will be given as assigned on the course calendar. Grades will be determined based primarily on individual rubrics and criteria for each assignment. The points earned will determine your grade.

Grading Scale:

930 - 1000 points (93-100%) = A

860 - 929 points (86-92%) = B

790 - 859 points (79-85%) = C

720 - 789 points (72-78%) = D

719 points & below (71% & below) = F

Please notice: we do not round up to determine your percentage.

Assignments	Points
Discussion Forum, Getting to Know Each Other	20
Module 1 – ELA standards / instruction packet	50
Module 1 – Reflection	20
Module 2 – Assessment packet	50
Module 2 – Reflection	20
Module 3 – Guided Reading packet	50
Module 3 – Lesson Plan 1, Language, Guided Reading	50
Module 3 – Lesson Plan 2, Vocabulary, Guided Reading	50
Lesson Plan Reflection #1	50
Module 3 – Reflection	20
Module 4 – Literature Approaches packet	50
Module 4 – Lesson Plan 3, Vocabulary, Lit Approaches	50
Module 4 – Lesson Plan 4, Comprehension, Lit Approaches	50
Lesson Plan Reflection #2	50
Module 4 – Reflection	20
Gunning Chapter Tests (10 chapters @ 10 pts. ea.; autograded)	100
Videos & Observation Responses (5 @ 20 pts. ea.)	100
Edmodo Interaction / Reflection Project (10 @ 10 points each)	100
Practicum; Field Experience Report	100
Total Points	1000

ACADEMIC INTEGRITY: HONOR CODE:

Review the entire honor code at the following website: <http://www.honorcode.msstate.edu/pdf/honor-code.pdf>

The Mississippi State University honor code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Mississippi State University's policies on academic honesty are strictly adhered to in the course. The university holds academic misconduct as a serious and punishable infraction. University Academic Misconduct policies may be found in the Bulldog Handbook, available from the Student Association and online:

<http://www.honorcode.msstate.edu/pdf/honor-code.pdf>. According to the Mississippi State University Honor Code (2007), "misconduct in research or scholarship includes **fabrication**, **falsification**, or **plagiarism** in proposing, performing, reviewing, or reporting research or other academic work.

Mississippi State University students are responsible for authenticating any assignment submitted to an instructor, excluding examinations. If asked, a student must be able to produce proof that the assignment submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor or graduate committee request it, is sufficient grounds to initiate an academic dishonesty case" (p. 3). Therefore, all work completed for this class must be original. I expect each individual to think, write, reflect, question, and even sometimes struggle through the concepts presented in class. Active engagement in class activities is the only way you will learn and grow as a teacher. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student's work will fail this class. **If you plagiarize or commit academic misconduct of any kind, you will fail this course.** A source for understanding plagiarism can be found at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Plagiarism Definition:

The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Clarification:

- a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
- b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
- d. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

General information pertaining to plagiarism:

- a. Faculty members are responsible for identifying any specific style/format requirement for the course. Examples include, but are not limited to, American Psychological Association (APA) style and Modern Languages Association (MLA) style.
- b. Direct Quotation: Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.
- c. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment,..." and then conclude with a footnote or endnote identifying the exact reference.
- d. Borrowed facts: Information gained in reading or research, which is not common knowledge, must be acknowledged.
- e. Common knowledge: Common knowledge includes generally known facts such as the names of leaders of

prominent nations, basic scientific laws, etc. Materials, which add only to a general understanding of the subject, may be acknowledged in the bibliography and need not be footnoted or endnoted.

- f. Footnotes, endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required

TECHNOLOGY:

Throughout this course, you will be exposed to various forms of technology (both hardware and software). It is also expected that you will use various technology tools throughout the course. As future teachers, it is important that you are able to leverage technology tools to support your efficiency as a teacher, and to support student learning. You will be required to subscribe to TaskStream to complete your planning/assessment project and to submit a final project for your portfolio. You will also be required to use Twitter and CCSS app.

Some skills will be taught in class; however, if your technology skills are weak you may need to seek additional help in office hours or in the Instructional Media Center in the Library (<http://library.msstate.edu/imc>). The media center also offers classes. I highly recommend attending trainings to improve your skills (i.e., PowerPoint: Effective Presentations, PowerPoint: Just for Fun! Games and quizzes, Publisher: Creating a Newsletter, Google Reader: Bringing the Web to You, Cloud Computing, etc.).

DIVERSITY:

Enrollment in this course carries the understanding that all students, faculty and course visitors are considered part of an inclusive learning environment where individual beliefs, backgrounds and experiences are respected, and recognized from a strengths-based perspective. Educational research has shown that heterogeneous groupings often lead to stronger learning outcomes for all involved, and to that end all students in this course are encouraged to engage with one another in productive scholarship. Course objectives 1, 2, 3, 4, and 9 include diversity elements, though teaching middle school is about meeting the diverse needs of young adolescent learners in general. Therefore, most topics will include discussions of diversity, including a targeted unit on development and diversity. Students will be expected to complete all assignments with issues of diversity in mind.

TITLE IX POLICY:

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail totitleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

STUDENT SUPPORT SERVICES/DISABILITY:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. To receive accommodation services, students must be registered with the Office of Student Support Services, 01 Montgomery Hall, (662) 325-3335.

WRITING:

Written assignments in the course are to be written in formal, academic English including correct spelling, grammar, punctuation, sentence structure, formatting, etc. Any assignment with repeated use (more than 5 errors) of non-standard English conventions will not be accepted for evaluation and will receive a grade of 0. The grade of 0 may

be removed if the student resubmits the assignment according to instructor direction with the highest possible grade of 92.

FIELD COMPONENT:

The course has a 20-hour field component, which will allow teacher candidates to gain a better understanding of young adolescents. Teacher candidates will complete 10 hours of observation (with an addition 10 hours of writing and reflection). The field experience will combine real-world (at a local middle grades school) and video observation. Guidelines and expectations for real-world observations will be provided (violations of these guidelines and expectations can lead to being written up based on the College of Education dispositions form). The field experience will provide the opportunity to observe young adolescent literacy development and diversity, linking the real world with course content. The video observations will help students observe and learn literacy best practices. Professional reflection on each experience will provide the opportunity to demonstrate learning and apply new knowledge and/or skills. **The field experience must be completed to pass this course.**

DISPOSITIONS:

Student dispositions will be evaluated using the College of Education Dispositions Instrument that you signed before acceptance to the MSU Teacher Education Program. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism.

COURSE POLICIES AND PROFESSIONAL EXPECTATIONS:

As an individual who has entered the beginning stage of the teaching profession, you now have certain professional expectations placed on you that must be met for successful completion of this course. **YOU are responsible for your education!**

1. **Electronic Devices:** Please keep cell phones turned off during class time. In case of special needs, please notify me. On days when specific mobile devices such as cell phones, tablets or laptops are allowed in class, they are to be used for the indicated learning activities only. Infractions will result in the loss of that day's class participation points, and may possibly require a meeting regarding Dispositions.
2. **Printed Work:** All work submitted on paper must be typed on 8 ½" x 11" white paper with 1 inch margins. Please proof the work for any errors. Please staple multiple page work. Adhere to page limits in any given assignment. Please write your name and the title of the assignment in the body of the paper in all paper and electronic submissions. Papers that do not adhere to these guidelines will be returned unread.
3. **Electronic Work:** When submitting or discussing work electronically, please include your name and assignment title in the subject line of the email. Please write your name and the title of the assignment in the body of the paper in all paper and electronic submissions.
4. **Late Work:** No late work will be accepted without prior arrangement, except in the case of an excused absence as defined by the university's absence policy. Late work is defined as being turned in after the beginning of the class (or at the point the instructor requests it) the assignment is due.
5. **Resubmitted Work:** Some assignments can be resubmitted for a better grade, at the instructor's discretion, provided that all students in the course are afforded the same opportunity. However, a resubmitted assignment can only receive a maximum of 92% of points possible for that assignment. To be considered, work must be resubmitted no more than 7 days after initial grade was earned.
6. **Citations:** All books, articles, and web-based text must be cited correctly in APA format (www.apastyle.org). All sources of reference from which you take quotations, major theories and concepts, or instructional materials for lesson plans/ papers must be cited correctly.
7. **Attendance:** Instruction will be based on course discussion, group work, group projects, in class writing and reflection, and many other participatory activities. Class participation is a professional responsibility—class attendance is as well. The MSU Bulletin (p. 17) states: "upon registration, the student accepts the responsibility of attending all classes and doing any work the instructor may prescribe. When absence from class is essential, it is the responsibility of the student to make arrangements satisfactory to the instructor with regard to the work missed." Absences beyond those that are essential will be reported to the student's advisor and to the Dean of Students. Further, one week of absences will be excused during the semester.

For each absence after that, 5 points will be deducted from the final grade earned (up to the 10% of total points allowed per university policy).

It is your responsibility to turn in documentation for any absence when you come to class. I will not ask for it. However, I will need to keep the documentation for my records, so bring a copy that I can keep. NOTE: *Doctor's notes will be accepted to excuse absences; however, dates must match dates absent from class.*

If you are absent, you are required to consult with another student to find out the details of readings and assignments due for the next class. You must always come to class prepared and ready to turn in your assignments. Absences do not excuse you from being prepared the next time class meets. You are responsible for all materials distributed and discussed. Assignments are due whether you are in class or not (they are generally electronic submission, so can be turned in regardless of face to face class attendance). If students are absent (unexcused) when examination is given, students will receive a grade of "0" (zero) for the examination unless special arrangements have been approved prior to the absence.

8. **Promptness:** Late arrivers disrupt the learning of everyone. Please be considerate of others. If you are late to class three times, you will receive the notation of one absence. Repeated tardiness (more than 3) will necessitate one or all of the following depending on the situation: reduction of your grade, lock-outs, or withdrawal from class. Missing more than 15 minutes of a class, at any time during the class, will be considered an absence (e.g., arriving late, leaving early, or stepping out in the middle).

CAMPUS RESOURCES:

- Homes Cultural Diversity Center <http://www.hcdc.msstate.edu/> 325-2033
- The Learning Center in Allen Hall <http://www.tlc.msstate.edu/> 325-2957
- The Writing Center in Lee Hall <http://www.writingcenter.msstate.edu/> 325-1045