Professional Education Unit
Department of Middle Grades and Secondary Education
TEACHING READING MIDDLE GRADES CONTENT AREA (ITV)
EDMG 332 –202, 204, 209
Tuesday 9:10 am – 12:40 pm
Spring 2010

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Office Hours: by appointment

Course Description: An explanation and evaluation of materials and methods of teaching the advanced reading skills in grades 5 – 9. The candidates are taught how to teach the skills needed for comprehension, study skills, and content area reading. Assessment and interpretation of reading abilities will be utilized to design classroom instruction. Field experiences in grades 5-9 are an integral part of this course. ***Prerequisites:*** *Admission to the Teacher Education Program (TEP), EDF 207, EDF 211, and EDEM 330.*

Required Field Experience Hours: 20 (Level III)

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. **articulate** major trends and current issues affecting middle level content area reading instruction in our country today;
2. **identify** and **explain** the impact of student diversity (i.e., SES, ethnicity, ability, sexual orientation, etc.) on the teaching of middle level content area reading instruction in our country today;
3. **employ** numerous literacy *teaching strategies* which accommodate learners of all ability and interest levels;
4. **ascertain** *developmentally appropriate teaching strategies* for a diverse group of middle level students;
5. **evaluate** and **reflect** upon the effectiveness of assessment procedures on student learning;
6. **integrate** technology (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective social studies instruction and student learning;
7. **align** unit and daily lesson plans to local, state, and national specialized professional association standards in order to close the achievement gap in social studies;
8. **demonstrate** conceptual understanding of literacy instructional skills and knowledge.

Required Textbooks:

Fisher, D. & Frey, N., (2008). Improving Adolescent Literacy Content Area Strategies at Work . (2nd). Upper Saddle River, NJ: Merrill / Prentice Hall. ISBN-13: 978-0-13-236876-6

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2007). 50 Content Area Strategies for Adolescent Literacy. Upper Saddle River, NJ: Merrill / Prentice Hall. ISBN- 0-13-174544-1

Recommended textbook:

Sebranek, P., Kemper, D., Meyer, V. (2001). Writers INC.: A Student Handbook for Writing and Learning. Wilmington, MA: Great Source Education Group.

Course Evaluation:

The candidate's course evaluation will be determined by in – class and out – of class assignments, to include: lesson plans / reflections, quizzes, exams, and papers. The course evaluation is based upon 1100 points The instructor expects all assignments to be turned in on time, in Blackboard, using Times New Roman (12 font) on all work. *** Explanation of assignments and their point values are explained in the following two tables.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: (EDMG 332)	**Middle Grades (5-9)**		**Reading Strategies**		
Aligned with → **Assessment ↓ (point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**International Reading Association (IRA)**	**NCATE**
Attendance (100) **CFO: 3** **SLO: n/a**	7, 8, 9, 10	n/a	n/a	n/a	
Field Experience (100) **CFO: 1 - 5** **SLO: 3 – 10**	1 - 9	2.14 – 2.20; 2.7 – 2.13; 2.1 – 2.6;	Diversity, assessment, literacy, achievement gap	n/a	
Component Area Trade Book Review (75) **CFO: 1, 4** **SLO: 1 - 4**	1, 2, 3,	2.16, 2.17, 2.19 2.7 – 2.13 2.1 – 2.6	Diversity, achievement gap, literacy	**2.3, 4.1, 4.2, 4.3**	
IRA Journal Article Review (75) **CFO: 1, 4** **SLO: 1 – 4, 8**	2, 3, 4, 5, 7, 9	n/a	Diversity, assessment, literacy, achievement gap	**1.2, 1.3, 5.2**	
Interactive Notebook (100) **CFO: 1, 4** **SLO: 2 - 8**	1, 2, 5	2.16, 2.17, 2.19 2.7 – 2.13; 2.1 – 2.6;	Diversity, achievement gap	**2.2, 2.3, 4.3**	
Readability Evaluation (50) **CFO:** **SLO:**	**2, 5**	2.14 – 2.20 2.7 – 2.13; 2.1 – 2.6;	Diversity, assessment, literacy, achievement gap,	**1.1, 3.3**	
TPA (100) **CFO: 1 - 5** **SLO: 1 - 8**	1, 2, 4, 5, 6	2.14 – 2.20 2.7 – 2.13; 2.1 – 2.6;	Diversity, literacy, achievement gap	**1, 2, 3, 4, 5**	
KTIP Lesson Plans (50) **CFO: 1 - 5** **SLO: 1 - 8**	1, 2, 4, 5, 6	2.14 – 2.20 2.7 – 2.13; 2.1 – 2.6;	Diversity, assessment, literacy, achievement gap	**1, 2, 3, 4, 5**	
Reading Strategy and PowerPt. Presentation (100) **CFO:** **SLO:**	1, 2, 4, 5, 6	2.14 – 2.20 2.7 – 2.13; 2.1 – 2.6;	Diversity, assessment, literacy, achievement gap	**1, 2, 3, 4, 5**	
Mid-Term Exam (150) **CFO: 1, 2, 4**	1 - 9	2.14 – 2.20 2.7 – 2.13; 2.1 – 2.6;	Diversity, assessment, literacy,	**1, 2, 3, 4, 5**	

SLO: 1 – 10			achievement gap		
Final Exam (150) **CFO: 1, 2, 4** **SLO: 1 – 10**	1 - 9	2.14 – 2.20 2.7 – 2.13; 2.1 – 2.6;	Diversity, assessment, literacy, achievement gap	**1, 2, 3, 4, 5**	

Assignment Descriptions:

Program: Middle Grades (5-9) Reading Strategies (EDMG 332)	
Assessment (point value)	**Description**
Attendance (100)	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings and Field Experiences is required. ***Please read "Attendance Policy" below.
Field Experience (100)	The candidate will visit the public schools 7 times during the semester. These visits will include observation and whole – class teaching. The candidate will consult with his/ her cooperating teacher for appropriate Reading or Literacy topics to plan and teach. ***Complete assignment details in Blackboard.
Component Area Trade Book Review (75)	The candidate will select 3 developmentally appropriate tradebooks for use in their component – area instruction. The candidate will compose an original review for each of the tradebooks, giving specific attention to the SPA's standards and literacy integration. *** Complete assignment details in Blackboard.
IRA Journal Article Review (75)	The candidate will peruse recent issues of The Reading Teacher and Journal of Adolescent and Adult Literacy and select 2 articles to review. These articles should, but are not required, to complement the planning and teaching of lessons during Field Experiences this semester. *** Complete assignment details in Blackboard.
Interactive Notebook (100)	The candidate will compile a notebook of interactive literacy strategies to develop students' note – taking skills, reading comprehension, and vocabulary acquisition in the content – area classroom. *** Complete assignment details in Blackboard.
Readability Evaluation (50)	The candidate will review one textbook used in middle grades content area (preferably the textbook used during Field Experience) and apply two Readability Tests in order to determine comprehension difficulty of the written text. Using the tests, the Fry Readability and the Flesch-Kincaid Tests, the candidates will make informed decisions regarding their students' navigation of text structures and instructional differentiation. *** Complete assignment details in Blackboard.
TPA (100)	The candidate will collaborate with his/ her cooperating teacher in the designation of a unit topic for which to plan and teach for a period of 4 to 5 Field Experience days. Results of the contextual factors, planning, implementation, and evaluation of the unit will be communicated in the Teacher Performance Assessment. Literacy strategies must be integrated into the unit design and instruction. *** Complete assignment details in Blackboard.
KTIP Lesson Plans (100)	The candidate will develop 4 complete KTIP lesson plans (50 points each), to include *Action – Impact – Refinement Reflections.* These lesson plans will be based upon the advisement of his/ her cooperating teacher and will be incorporated into the unit plan and TPA. *** Complete assignment details in Blackboard.
Reading Strategy and PowerPt. Presentation (100)	The candidate will review one article about a literacy strategy to employ in his/ her respective component area. The candidate will prepare a powerpoint presentation to give before the class. *** Complete assignment details in Blackboard.
Mid-Term Exam (150)	The mid-term exam will apply to course lectures, Field Experiences, readings, and activities. ***Will be take – home and completed in Blackboard.
Final Exam (150)	The final exam will apply to course lectures, Field Experiences, readings, and

	activities. ***Will be take – home and completed in Blackboard.

Grading Scale:

90% - 100 % A

80% - 89% B
70% - 79% C
60% - 69% D
0% - 59% E

Format for Completing Assignments:

1. Put your name, professor's name, course # and Section #, date and assignment title in upper right hand corner.
2. Use Times New Roman, 12 – font only
3. Double – space all assignments
4. Use 1" margins all the way around.

Attendance Policy: Attendance at both class meetings and field experiences is a professional disposition for the candidate. Therefore, attendance is a requirement for this course. The candidate may be excused from only two class-meetings/ field experiences. Every candidate begins the semester with 100 attendance points. The student loses 50 points for the 3rd excused or unexcused absence. Fourth excused/ unexcused absence results in a loss of 50 points for a total of zero points in attendance. Missed Field Experiences MUST be made up by the student, and are arranged by the candidate.

Links to Websites for NCATE/ EPSB Alignment:

http://reading.org/General/Default.aspx the International Reading Association

http://www.kyepsb.net/teacherprep/standards.asp This site contains the revised KYS.

http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

http://www.kyepsb.net/teacherprep/cart/themes6.asp This site lists the four themes of pre-service teacher preparation that are integrated within this course.

http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf This site and pdf document describes the 10 Thematic Standards by which all new and experienced social studies should be competent.

www.ncte.org/ National Council for the Teachers of English

www.nsta.org/ National Science Teachers Association

www.nctm.org/ National Council for the Teachers of Mathematics

www.cec.sped.org/ Council for Exceptional Children

Academic Honesty
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An

example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

EDMG 332 –202 (ITV)
Spring 2010 Tentative course outline

Date	Topic/ Readings	Chapter(s)	Blackboard Assignments Due
First day of class 01-12-10	Student Introductions	None	On blackboard in Discussion Area; share your goals for this semester. Review DVD
Unit 1/ weeks 2-3 01-19-10	This We Believe	Entire Book	
01-26-10	This We Believe in Action Ensuring All Students Read, Write and Think	Chap. 1-4 Chap. 1	Task 1 See blackboard assignments
Unit 2/ Weeks 4-5 02-02-10	This We Believe in Action	Chap. 6,8, & 11	
02-09-10	Classrooms & School Structures that support Adolescent Literacy Development This We Believe in Action	Chap. 2 Chap. 5,9, & 14	Task 1 Due
Unit 3/ Weeks 6-7 02-16-10	Attention Getters: Anticipatory Activities This We Believe in Action	Chap. 3 Chap. 10, 12	Task 2 See blackboard assignment
02-23-10	Word for Word Vocabulary Development Across the Curriculum		Project 1 See blackboard assignment
Unit 4/ Weeks 8-9 03-02-10		Chap. 4	Task 2 Due

03-09-10	Powerful Pens: Writing to Learn with Adolescents	Chap. 9	Project 1 Due
03-15/19-10	Spring Break	Spring Break	Spring Break
Unit 5/ Weeks10-11 03-23-10	Well Read: Promoting Comprehension Through Read Aloud and Shared Reading	Chap. 5	Task 3 See blackboard assignment
03-30-10			
Unit 6/ Weeks 12-13 04-06-10	Why Ask? Questioning Strategies in the Classroom	Chap. 6	Task 3 Due
04-13-10	Getting it Down: Marking and Taking Notes Across the Curriculum	Chap. 8	Project 2 See blackboard assignment
Unit 7/ Weeks 14-15 04-20-10	Picture This: Graphic Organizers in the Classroom	Chap. 7	
04-27-10	This We Believe in Action	Chap. 15-16	Project 2 Due
05-03/07-10	Final Exams	Final Exams	Final Exams

Tasks and projects on blackboard
*denote Field Experience Day --- Report to school.
^denote No Class --- Independent Readings / Assignments in Blackboard.