Professional Education Unit

Department of Middle Grades and Secondary Education

EDMG 332 Sections 200, 202, 204, 209

Content Area Reading Strategies for the Middle Grades

ITV and Blackboard Enhanced

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Prerequisites: Admission to the Teacher Education Program and EDMG 330, EDF 207, and EDF 211.

Course Overview: This course is designed to equip pre-service middle grades teachers with the essential skills related to teaching reading, reading comprehension, and vocabulary acquisition in the content areas. The emphasis will be placed on incorporating literacy - based teaching strategies which will strengthen the pre-service teachers' pedagogical skills in their respective content areas (science, math, social studies, language arts, and special education). Opportunities will be provided for the pre-service teacher to evaluate his / her impact on student learning through lesson plan writing, solo – teaching, written reflections, class discussions, and various activities performed in and outside class.

EDMG 332	Candidates in this course review and demonstrate their knowledge of what middle grades students need to know to effectively read and write in the content areas. Essential to this course is integrating the Kentucky Common Core Content for Literacy in Science, Social Studies, History, and Technology. Candidates are required to access and maintain a copy of the New Common Core Standards for English/Language Arts.

Field experience: 10 hours of Level III field experience are required to successfully complete this course. Level III experience includes observation, small group and whole class teaching.

MSU CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION

"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 Learner Outcomes SLOs: By the end of this class,

1).Candidates will gain factual knowledge and understanding of literacy terms, methods, trends, and theories;

2).Candidates will develop specific reading and writing skills, competencies, and point - of - views required of a professional middle school teacher in his / her content area.

3).Candidates will evaluate text suitability in terms of developmental appropriateness, readability, and instructional quality.

4) Candidates will identify and use the various types of materials available to teach reading such as literature, basal readers, games, vocabulary books, audio-visual materials, technology resources and technology based programs.

5) Candidates will apply the rudiments of lesson planning utilizing a variety of approaches for reading instruction across the content areas for the middle school student.

6) Candidates will recognize and distinguish the developmental differences and cultural differences in planning reading and literacy instruction for children in 5-9.

Assessments and assignments:

NCATE/ EPSB Accreditation Alignment of SLO's and CFO's:

		Program: Middle Grades (5-9) EDMG 332				
Aligned with → Assessment → (point values)	**Kentucky Teacher Standards (KYS)**	**Kentucky Core Academic Standards E/LA (KCAS)**	**Education Professional Standards Board (EPSB)**	**Association for Middle Level Education (AMLE)**	**International Reading Association (IRA)**	**NCATE**
Reading assignments **CFO: 1, 3** **SLO: 1, 4, 6**	1,6,7	R1-10 W 2,4,6,8 L 1-6	Ach. Gap Assessment Literacy	1,3,5	1,3,5,6,9,11,12	1, 2
In Class Assignments **CFO:1,3,4** **SLO:1,2,4**	**1,2,5,7,8**	R1-10 W 1-10 L 1-6 SL 1-4	Ach. Gap Assessment Diversity Literacy	1,3,6	1,2,3,4,6,9,11	1,2,4
Strategy presentation	1,2,3,4		Ach. Gap	1,3,5,7	1,3,4,11	1,2,

CFO:1,3,4 **SLO:1,2,3,4,5**			Literacy			
Text Set Development & Analysis **CFO: 1,4** **SLO:2,3,6**	1,2,,5,	R 1,2,5,7 W 2,4,5,6,7 L1,2,3,6	Ach. Gap Assessment Diversity Literacy	1,3,4,5	1,2,3,4,5,7,8, 11,12	1,2,4
Field Experience **CFO: 1 - 5** **SLO: 1-6**	1 - 9	R 1,2,4,5 W 1-6 L1-6 SL 1-6	Ach. Gap Assessment Diversity Literacy	1-7	4,9,11,12	1-4
Mini TPA **CFO:1-4** **SLO:2,4,5,6**	1-9	W 1-8, 10 1-6 SL 1-6	Ach. Gap Assessment Diversity Literacy		1,2,3,4,8,9, 11,12	1,2,4

EVALUATION CRITERIA:

Program: Middle Grades (5-9) EDMG 332	
Assessment (point value)	**Description**
Chapter Reading Assignments 200 points	The candidate will complete weekly reading assignments prior to attending class which will be submitted via Blackboard assignments PRIOR to the course meeting date/time. These assignments will guide class discussion. Complete assignment details are located in Course Information on Blackboard
In Class assignments 100 points	Participation and completion of several chapter related in class assignments is required. Complete assignment details are in Blackboard in Course Information.
Strategy presentations 100	The candidate will select one content area literacy strategy and

points	"teach" it to the class in context Complete assignment details are in Blackboard in Course Information.
Text Set Development and Analysis 200 points	The candidate will develop a grade and subject level appropriate text set for classroom use. Complete assignment details are in Blackboard in Course Information.
Field Experience 200 points	The candidate will satisfactorily complete and document 10 hours of field experience during the semester. These hours will include observation, teaching and service with an explicit focus on **literacy in the content area** The candidate will consult with his/ her cooperating teacher for appropriate integrative reading and content area activities. *At least one (1) full class reading lesson must be taught. A comprehensive FE log will be submitted.* ***Complete assignment details in Blackboard in Course Information.
Mini TPA Unit 300 points	The candidate will complete a Mini-TPA as the critical performance for the course. Complete assignment details in Blackboard in Course Information. You must pass the Mini-TPA to pass the course.

Grading scale: The traditional ten point grading scale will be utilized.

A = 100-90 **B**=89-80 **C**= 79-70 **D**= 69-60 **E**=59-0

Required Textbooks:

Brozo, W.G. & Simpson, M.L. (2007). *Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence* (5th Ed.). Upper Saddle River, NJ: Merrill / Prentice-Hall. ISBN: 0-13-228671-8

Fisher, D., Brozo, W.G., Frey, N., & Ivey, G. (2011). *50 Instructional Routines to develop Content Literacy*. Upper Saddle River, NJ: Merrill / Prentice Hall. ISBN: 978-0-13-705719-1

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.

5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Evaluation: Students will be evaluated using the above assignments. Included in this evaluation are assignment grades, attendance and participation, and MSU Teacher dispositions (see form on Blackboard). Students MUST pass field experience to pass this course.

All submitted work must be done in Microsoft Word. All of your work will be turned in using Blackboard's "Assignments" --- do NOT send as email attachments, for they will not be graded. Plagiarism is unacceptable and will earn you zero (0) points for the assignment --- please refer to MSU's "Academic Honesty" section of the undergraduate catalog. You must reference information gained from another source (journal, internet, book, etc…) in every assignment you do for this class. Each of your assignments will be graded using a rubric, so you will be expected to use appropriate grammar, punctuation, spelling, expression, etc. on all written work. Comprehensive descriptions and rubrics can be found on Blackboard in Course Documents

Late Work: The following assignments may be accepted late, providing you have contacted me prior to the due date, submitted them within one week of the due date, and with a 20% grade reduction: Text sets, Mini-TPA. Weekly reading assignments will not be accepted late.

Attendance: Attendance is considered a professional disposition and thus is required. Obviously, life sometimes gets in the way, and you may have to miss class. However, students missing, arriving late or leaving early for more than two class sessions are required to set up a conference with the instructor. There are no excused absences and you are responsible for any information you might miss. Since assignments are turned in via blackboard, missing class is not an excuse for late work

Timely Attendance at all Field Experiences is required.

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, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu

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

Subject to change

Date	Topic	Assignment	Due
Week 1 8/22 & 24	Introductions and Overview	Monday: Print syllabus and Calendar	Bring to class
		Wednesday: ELA Standards for Content Areas.	Copy of standards from BB
Week 2 8/29&31	Teen Literacies/ diversity	Monday: Mini TPA overview Sign up for Strategy	
		Wednesday: Chapter 11	Chapter 11 assignment
Week 3 9/5 & 7	Literacies	Monday Labor Day No School	
		Wednesday: Chapter 1	Chapter 1 assignment
Week 4 9/12 & 14	Text sets	Monday KCAS No Class	
		Wednesday: Chapter 2	Chapter 2 assignment
Week 5 9/19& 21		Monday: Chapter 8	Chapter 8 assignment
		Wednesday: Chapter 8 cont	
Week 6 9/26 & 28	Practices	Monday KCAS No Class	
		Wednesday: chapter 3	Chapter 3 assignment
Week 7 10/3 & 5	Assessment	Monday: Chapter 4	Chapter 4 assignment
		Wednesday: Chapter 4 Cont.	
Week 8	Assessment	Monday: Stiggins overview	Online reading

10/10 & 12	Motivation	Wednesday: Chapter 5	Chapter 5 assignment
Week 9 10/17 & 19	Vocabulary	Monday: Chapter6	Chapter 6 assignment
		Wednesday: Chapter 6 cont.	
Week 10 10/24 & 26	Writing	Monday: Chapter 7	TEXT SETS DUE Chapter 7 assignment
		Wednesday: Chapter 7 cont	
Week 11 10/31 & 11/2	TPA	Monday: TPA work	
		Wednesday: TPA work	
Week 12 11/ 7 & 9	TPA	Monday: TPA work	Field Experience Log due
		Wednesday AMLE Conference	
Week 13 11/14 & 15	TPA work Learning Strategies	Monday KCAS No Class	
		Wednesday: Chapter 9	Chapter 9 assignment due
Week 14 11/21 &23	Learning Strategies	Monday	MINI TPA DUE
		Wednesday Thanksgiving Break	
Week 15 11/ 28 &29		Monday:	Presentations
		Wednesday:	Presentations
Week 16 12/5 & 6		Monday	Presentations
		Wednesday	Presentations
Week 14 12/12 & 14	Final Exams	Monday	
		Wednesday	