

LIST 4378

Middle Level Teaching – Reading, Writing, and Literature

Fall 2013 - Trimble Hall 111

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More information about me, including a photograph and short biography, are available on the course Blackboard site.

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Catalog Description: Theory and practice in the teaching of the English language arts for the middle level, including various instructional approaches to reading, writing, listening, and speaking; motivating student readers and writers, the teaching of work level skills, vocabulary and comprehension, strategies for various writing modes, purposes, and audiences; strategies for developing rereading, revision and editing skills, basic components of assessment. Integration of literature suitable for the middle level; selection and evaluation of appropriate fiction, nonfiction, and poetry for instruction, as well as literature-based instructional methods. This course involves a two-hour lecture and two-hour application of lecture. The two hour application of lecture/theory will require students to spend time in a 4-8 classroom during normal school hours.

Objectives: Students enrolled in LIST 4378 will be presented with an opportunity to learn how teach reading, writing, and literature to middle grade children. By the end of the semester, successful students will be able to

- ★ Understand theory and practice in the teaching of English language arts for the middle level, including various instructional approaches to reading, writing, listening, and speaking (NCTE/IRA 1-12; NMSA 3, 4, 5)
- ★ Demonstrate ways to motivate and make instructional accommodations for student readers and writers (NCTE/IRA 10; NMSA 3, 4, 5)
- ★ Demonstrate an understanding of ways to identify and teach struggling readers, including those with dyslexia.
- ★ Demonstrate strategies for teaching vocabulary and comprehension, writing modes, purposes, and audiences; strategies for developing rereading, revision, and editing skills; basic components of assessment (NCTE/IRA 3,4,5,12; NMSA 3,4,5)
- ★ Comprehend how to integrate literature suitable for the middle level; selection and evaluation of appropriate fiction, nonfiction, and poetry for instruction, as well as literature-based instructional methods (NCTE/IRA 2,5,6; NMSA 1,3,4,5)

- ★Engage in active reflection regarding an increased knowledge of middle school philosophy and practice through class dialogue, response journal, and field observations (NMSA 2,3,5,7; TExES 004, 005, 011)
- ★Engage in interdisciplinary team planning and action throughout the course (NMSA 2,3,4,5,6,7; TExES 004,005,007,008,010, 011)
- ★Demonstrate an understanding of middle school curriculum and standards alignment by way of discussion concerning case studies and by planning a team curriculum unit (NMSA 3; TExES 004,005,007,008,010,011)
- ★Observe, discuss, and plan for various instructional techniques for the classroom, including the accommodation for diverse learners and the use of technology as a teaching/learning tool. (NMSA 3,4; TExES 004,007,008)
- ★Observe and demonstrate various technologies, which will then be demonstrated for them; students will implement these technologies (NCTE/IRA 8; NMSA 7; TExES 004,007,008)

Required Texts: Tompkins, G. (2010). *Literacy in the Middle Grades*. Boston: Pearson.

Literature written for children/young adults, TBD

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders – available free at <http://www.region10.org/dyslexia/links/dyslexia-handbook-english/>

Other articles as assigned

Time Expectations: A general rule of thumb for University-level work is that for every credit hour earned, a student should spend at least 3 hours a week working outside of class on reading, writing, and assignments. Therefore, you might expect to spend at least 9 hours per week outside of class on meeting the requirements of this course.

Blackboard: To be successful in this course, you need to be able to access the Blackboard site: <http://elearn.uta.edu>. If you are unable to connect, please contact the helpdesk.

Library: If you need help with any library concerns, you can contact Andy Herzog, our librarian, at amherzog@uta.edu

Evaluation: Specific guidelines and evaluation scales for assignments will be posted to Blackboard along with specific assignment instructions. All assignments are due at 11:59 on the due date unless otherwise stated. No make-up work, extra credit, or extra assignments will be accepted.

Grading Scale: A = 93% - 100% B = 84% - 92% C% = 75 – 83%

Assignment Details: **Interactive Notebooks (20% of Final Grade)**
Throughout the semester, you will be asked to respond to readings and do exercises as a way to demonstrate your developing knowledge and your understanding of how to incorporate your knowledge into middle grades teaching. These will be kept in the form of an AVID-style Interactive Notebook. Notebooks will be graded at spot-checks, and at the end of the semester.

Literature Circle (15% of Final Grade)

You will actively participate in a literature circle and do a thoughtful final reflection of the process. More information will be given when we select books and begin the circles. Presentations will be given during an on-campus rotation. Through this activity you will demonstrate your ability to select high-quality literature that are challenging and motivating for students.

Research Paper (30% of Final Grade)

You will write a 4-5 page single-spaced APA 6th Edition-formatted research paper that addresses a topic related to an issue, practice, or theory in adolescent literacy – which can be situated within other academic content. All topics need to be approved. To receive full credit, your paper must cite at least 3 peer-reviewed journal articles, present an accurate synthesis of your professional reading, and reflect the better practices of middle level teaching. We will use a Writing Workshop model as these papers are being developed; drafts will be due at checkpoints through the semester. Final presentations will be given during an on-campus rotation. Final paper will be posted in Blackboard. The RUBRIC for this assignment is in Blackboard. In addition to conducting research and writing a complete research paper, you will demonstrate your understanding of the writing process through a Workshop model.

Professional Learning Community Book Study (15% of Final Grade)

You will participate in a PLC-style book study, and prepare a group presentation to share with the rest of the class. More information will be given in class. Presentations will be given during an on-campus rotation. Written briefs will be uploaded to Blackboard and shared with classmates. This activity is designed to allow you to demonstrate your ability to work with other professionals to extend your professional knowledge.

Quizzes – a total of 4 (combined, 20% of Final Grade)

Must be present. No makeup quizzes will be given.

Some assignments must be posted to Blackboard. Please save your electronically submitted fil as a PDFs before uploading them to ensure that I see the formatting you intended. Be sure to put your work in the right folder.

Course Schedule

The following table lists the themes and readings for each course session, as well as the due dates for all work.

Wk	Date	Topic	To be Read Before Class	Assignment
1	Friday Aug 23	Introductions Syllabus		
2	Friday Aug 30	Children’s and YA literature AVID – Interactive Notebooks	http://www.litcircles.org Tompkins Chapter 10	Form Literature Circle Groups Select YA books
3	Friday Sept 6	Becoming an Effective Teacher	Tompkins Chapter 1	Interactive Notebooks Book Club reading

4	Friday Sept 13	The Reading and Writing Processes AVID – carousel	Tompkins Chapter 2	Interactive Notebooks Book Club reading Quiz 1
5	Friday Sept 20	Assessment in Literacy Learning	Tompkins Chapter 3	Interactive Notebooks Book Club Reading
6	Friday Sept 27	Literacy in the Content Areas	Tompkins Chapter 12	Interactive Notebooks Book Club reading
7	Monday Sept 30	Book Club presentations Differentiation Dyslexia and other disabilities and differences	Tompkins Chapter 4 Bring the <i>Dyslexia Handbook</i> to class (can be e-text)	Interactive Notebooks Book Club reading Quiz 2
8	Monday Oct 7	Differentiation Dyslexia and other disabilities and differences Part 2 Research Paper assignment – Writing Process/Brainstorming	Tompkins Chapter 4 Dyslexia and group assigned reading	Interactive Notebooks Assigned section(s) of the Dyslexia Handbook, other assigned reading to present
9	Monday Oct 14	Library lesson Teaching Writing Writing Workshop - Drafting	Tompkins Chapter 9	Interactive Notebooks
10	Friday Oct 25	Fluency Writing Workshop – peer conferences and revision	Tompkins Chapter 5	Interactive Notebooks First drafts of research paper Quiz 3
11	Friday Nov 1	ONLINE class Teaching Vocabulary – word study, morphology, and other issues	Tompkins Chapter 6	Interactive Notebooks Discussion Board/online assignment
12	Friday Nov 8	New Literacies and 21 st Century Technologies Writing Workshop	New Literacies and 21st Century Technologies document	Interactive Notebooks Revised draft of research paper
13	Friday Nov 15	Comprehension – Reader Factors Comprehension – Text Factors	Tompkins Chapter 7 Tompkins Chapter 8	Interactive Notebooks
14	Friday Nov 22	Early Literacy Development Phonics, phonemic awareness Writing Workshop – peer editing		Quiz 4

15	Monday Dec 2	Research Paper presentations		Research papers - due
16	Dec 9	Catch-all		

POLICIES

INSTRUCTOR/COURSE POLICIES

Due Dates: Complete all assignments by the due date posted. Assignments submitted more than 3 days late will not be evaluated, and will receive the grade of 0.

Back-Up Your Work: Be sure to make back-up copies of any important work. I suggest having 2 forms of back-up. One of these should be in an external space that will be accessible even if your computer is unavailable – for example, a "cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. There are no provisions for handling problems that having a backup copy of your work would have prevented.

Technology: I love technology. You may use computers, tablets, phones, etc. in class **as long as they are helping you be more productive** (taking notes, refreshing your memory on readings, looking up relevant information, etc.). We won't waste class time playing games, checking email, Facebook, or similar things. Please put headphones away when you come into the classroom.

LITERACY STUDIES (LIST) PROGRAM POLICIES

Attendance: All students are expected to be on time, in class every class session. Thus, absences will be carefully monitored. Two absences will result in a ceiling grade of B (reduction of one letter grade); with three absences, a ceiling grade of C (reduction of two letter grades); and a fourth absence will result in failure of the course. Partial absences will be counted (coming late/leaving early). 3 partial absences will equal 1 absence. The instructor does not judge the merit of absences or whether they are excused or not. The instructor does not need to know the circumstances. An absence is an absence.

Late Work: All assignments turned in late will lose at least (if not more) 25% of the possible points for each day the assignment is late. There are no exceptions.

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS POLICIES

Dispositions: Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies. These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals

Exhibits stewardship of diversity
 Advocates use of technology
 Shows interest in the learner and the learning process

TK20 Requirement: The College of Education and Health Professions has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, nonrefundable cost of \$100. You may purchase your subscription online from a link provided on the system's web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

UNIVERSITY POLICIES

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Adds and Drops: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late

registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Procedures: We will be in Trimble Hall 111. Should there be an emergency that requires us to leave the building, we will exit the classroom doors, turn LEFT into the hall, walk out the glass doors, turn LEFT toward the Planetarium. We will meet there for further instructions.

National Council for Teachers of English (NCTE) Standards Aligned with Texas College & Career Readiness Standards (CCRS), CCRS English Language Arts (ELA) & Cross-Disciplinary (CD)		
NCTE 1	CCRS ELA II C 1,2,3,4 & II D 1,2	CCRS CD II A 3,6,8
NCTE 2	CCRS ELA II C 1,3,4,D,1,2	
NCTE 3	CCRS ELA II A 2,3,4,8 & B 1,2,3	CCRS CD II A 1, 2,7
NCTE 4	CCRS ELA I A 1,5 & III A 1,2, B1,2,3	CCRS CD II B 1,2,3
NCTE 5	CCRS ELA I A 1,2,3,4	CCRS CSD II B 1,2,3
NCTE 6	CCRS ELA I A 4,5; II A 6,7,10; III A 1,2, B 1,2,3	CCRS CD II A 5, II B 1
NCTE 7	CCRS ELA II A 2; V A 1,2,3, B 1,2,3, C1	CCRS CD I C 1, II C 1,2,3,4,5,6, 7,8 & II B 1,2,3 & II D 2, 3
NCTE 8	CCRS ELA II A 2 & V B 1,2,3	CCRS CD II C 5, 7, E 1,2,3,4
NCTE 11	CCRS ELA III B 1,2	CCRS CD I A 1, I B 1 & II B 1,2,3
NCTE 12	CCRS ELA I A 1,2; III A 1,2, B 1,2,3	CCRS CD I A 1, II B 1,2,3

Cross Reference TESOL/NCATE English as a Second Language Standards
Matched to
TEXES English as a Second Language Standards

TESOL	TEXES		TEXES	TESOL
1.a-b	I.001-002		I.001	1.a
			I.002	1.b
2.a-b	III.009		II.003	3.a,4.c
			II.004	3.b
3.a-c	II.003-006		II.005	3.b
			II.006	3.c
4.a-c	II.007,003		II.007	4.a,4.b,4.c
			III.008	5.a
5.a-c	III.008, 010		III.009	2.a.3.b
			III.010	5.b,5.c

Middle Level Standards

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Knowledge

Middle level teacher candidates:

1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.
4. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards.
5. Are fluent in the integration of technology in curriculum planning.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
7. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
8. Understand the integrated role that technology plays in a variety of student assessment measures.
9. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents
11. Understand the key concepts within the critical knowledge base and know how to design assessments that targets them.
12. Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g. mentoring, conflict resolution).

Dispositions

Middle level teacher candidates:

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum assessment and revision.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents.

Performances

Middle level teacher candidates:

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.

5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Use multiple assessment strategies that effectively measure student mastery of the curriculum.
9. Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning.
10. Articulate curriculum to various stakeholder groups.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Knowledge

Middle level teacher candidates:

1. Possess a depth and breadth of knowledge in two content areas which are broad, multidisciplinary, and encompass the major areas within those fields (e.g., science, not just biology; social science, not just history).
2. Know how to use content knowledge to make interdisciplinary connections.
3. Are knowledgeable about teaching and assessment strategies that are especially effective in their teaching fields.
4. Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields.

Dispositions

Middle level teacher candidates:

1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching and assessment strategies.
4. Value the integration of state-of-the-art technologies and literacy skills in all teaching fields.

Performances

Middle level teacher candidates:

1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.
5. Integrate state-of-the-art technologies and literacy skills into teaching content to all young adolescents.
6. Engage in activities designed to extend knowledge in their teaching fields.