

EDUC 387 Reading/Language Arts for Middle School

Credit Hours: 3

Scheduled hours per week

Lecture: 3

Lab:

Field Experience: 20 field experience hours

Catalog Course Description: This course is designed for education majors seeking a language arts specialization. Language Arts curricula, methods, and differentiation at the middle school level are studied. Students will plan and teach lessons in grades 5-9 language arts classrooms.

Pre-requisites: Admission to Teacher Education; EDUC 301

Co-requisites: 20 hours Field Experience

Course Learning Outcomes (CLO):

1. Students will plan middle school language arts lessons utilizing state standards. (*Assessment: field placement lesson plans, written assignment, class assignments*)
2. Students will teach middle school language arts lessons utilizing state standards and a variety of instructional strategies. (*Assessment: field placement lesson plans, teaching demonstrations*)
3. Students will utilize differentiated instruction techniques during language arts instruction. (*Assessment: field placement lesson plans, written assignments, teaching demonstrations*)
4. Students will create a middle school language arts assessment plan based on instructional objectives. (*Assessment: field placement lesson plans, written assignments*)
5. Students will identify instructional strategies, including integrating technology, needed to effectively engage students in middle school language arts lessons. (*field placement lesson plans, written assignments, exam*)
6. Students will demonstrate content knowledge of middle school language arts standards. (*Assessment: exam*)

CLO Assessment Methods: Exams, quizzes, completion of field experience, written assignments

Topics to be studied:

1. Responsive instruction in order to teach in students' instructional zones, accelerating their literacy learning and development.
2. Research and theory about literacy development, instruction, assessment, and intervention.
3. Foundational knowledge in the nature and progression of literacy development.
4. Essential elements of literacy at different developmental stages.
5. Instructional strategies support deep and meaningful engagements with texts.
6. Foundations and nature of culturally responsive literacy instruction.
7. Intervention and acceleration for readers and writers.
8. Teaching the process approach to writing.

Relationship of Course to Program Learning Outcomes (PLO) or Institutional 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.

Check if approved as: **Foundational Learning Course** **Reinforcement Learning Course**

Special requirements of the course:

1. 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.
2. The planning rubric will be completed by the instructor based upon a collection of 3 lesson plans covering reading and/or writing.
3. Have a current LiveText (or affiliate) subscription and use BlackBoard for course requirements
4. Submit Background check
5. Submit field experience paperwork and admission to student teaching assessment (in LiveText or its affiliate)

Additional information:

N/A

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