

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

MGED 3220
Reading and Writing in Content Areas for Middle Grades
3 Semester Hours

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

*InTASC Model Core Teacher Standards**

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

The student will be able to:

1. Place students into content area textbooks and other reading materials at their instructional level. (InTASC Standards 4, 5, 7)
2. Select adjustments in materials, grouping, instruction, and assignments to allow for individual differences in students' reading and writing abilities. (InTASC Standards 2, 5, 7)
3. Build readiness for reading and writing by planned activities for building background information. (InTASC Standards 1, 4, 5)
4. Recognize basic ways of organizing content area classroom instruction. (InTASC Standards 7, 8)
5. Identify principles of motivation and activities that would be effective in motivating students to read and write in content area classrooms. (InTASC Standards 1, 2, 3)
6. Identify key vocabulary for a reading assignment, describe how you will teach these words, and develop activities to reinforce the vocabulary. (InTASC Standards 4, 8, CPL 2.2)
7. Explain different ways to establish purposes for reading and writing and identify activities that lead students to independently establish their own purposes for reading and writing. (InTASC Standards 4, 5, 7, 8)
8. Define metacognition and identify activities that can be used to develop strategic readers. (InTASC Standards 1, 5, 8, CPL 1.1)
9. Develop reading and writing strategies to build comprehension. (InTASC Standard 8)
10. Identify content standards, study skills, systems, and procedures which are useful in particular subject areas. (InTASC Standards 4, 5, 6, CPL 1.2, 1.3)
11. Engage students in cooperative learning activities that actively involve them in thinking about the content of their subject areas. (InTASC Standards 8, 10)
12. Utilize library and Internet resources to locate materials to accommodate individual differences and enrich content area reading assignments. (InTASC Standards 4, 5, 8)
13. Use and develop assessment methods and materials that indicate student progress in reading and writing abilities. (InTASC Standard 6)
14. Creates and uses a variety of instructional reading tasks during a field experience in a middle school setting. (InTASC Standard 8; EDL 1.1, 1.2 FL 1.1, 1.2, 1.3, 2.1, 2.2 CPL 2.1, 2.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Class Activities (Participation)**. It is expected that all teaching candidates come to each class session prepared and equipped to learn. Each week we will complete in-class writing and reading assignments. This will be part of the class participation grade. Absences will impact the class

participation grade (see attendance policy). (CO: 1-13).

2. **Reading/Writing Strategies (Content) Unit.** Each candidate will submit a content unit with appropriate reading and writing strategies developed for that content. Each unit should include a unit cover sheet with description/rationale, applicable GPS standards, calendar, and assessment plan. The unit should consist of five (5) lesson plans. Each individual lesson plan should reflect reading and/or writing strategies that are suitable and adapted to the content subject matter. (CO: 1-13)
3. **Literature circle.** Each teaching candidate will (1) select a short reading that is appropriate to his or her content area and (2) create a lesson plan whose principal strategy is the literature circle. (CO: 1, 2, 5, 6, 7, 9, 11, 13)
4. **Literature Circle Presentation.** Each candidate will present his or her literature circle lesson to the class as part of a teaching demonstration. In addition to the lesson plan, candidates should bring role sheets for each group/circle and a graphic organizer where group members can record their work (unless provision is made for this on the role sheets themselves). Copies of the reading (or documents for the computer/projector) should also be made available to the class. (CO: 6, 7, 11, 12)
5. **Ideas Folder.** Each candidate will create an ideas folder where “ideas for teaching” are to be collected and maintained. These can consist of handouts, handwritten notes, pictures/images, items printed from the Internet, poems, manifestos, and recipes for good living – just about anything, as long as it is applicable to some future dimension of the candidate’s classroom. The organization of this folder is up to the individual teaching candidate, but there should be some organization, so that the folder represents serious thinking about teaching and learning. (CO: 1-14)
6. **Field Log/Journal.** As part of the field experience component for this course, teaching candidates will maintain a log where they will make one entry for each week they are in the field working with middle school students. Each entry should contain (1) a description of what took place that day in terms of the instructional strategies employed, (2) a note on the middle school students’ engagement levels and behavior, and (3) a reflection on the experience (while 1 and 2 are clinical observations, 3 can include personal perspectives). (CO: 7, 10, 11, 12, 14)
7. **Field Experience.** A field experience will occur at Valdosta Middle School during a portion of the semester. Dates will be provided. You will be responsible for transportation to the school. You will work with the strategies used within the course with one or more students. During this experience, you will be evaluated on 5 of the 10 CAPS standards (Standards 1, 2, 7, 9, 10). While no specific points value is assigned to the field experience for course evaluation, it is understood that failing to participate in this requisite PLA (Proficiency Level Assessment) will result in course failure. (CO: 1-14)
8. **Teaching Demonstrations.** The best way to learn something is by doing it. Each candidate will perform a minimum of two demonstrations for the entire class. Each demonstration should be accompanied by a full lesson plan and any materials necessary to teaching the lesson. Demonstrations should be 15-20 minutes in length. The content of the lesson should be literacy-based, but modified for the candidate’s content area(s).

*FE₂₀ *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

Note: As the instructor of this course, I reserve the privilege of adding or deleting educational experiences depending upon the progress and ability of the students in the class

COURSE EVALUATION

Class Activities/Participation	80 points
Literature Circle	50 points
Literature Circle Presentation	50 points
Field Log/Journal	70 points
Ideas Folder	50 points
Content Unit	100 points
Teaching Demonstrations	TBD points
	<u>Total:</u>
	400 points + Teaching Demos

If any requirement is missing, there will be a letter grade reduction in the final grade. Grades will not be “rounded-up.”

Grading Scale:

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

There are no group assigned grades in this course; however, students will work collaboratively in groups. Assignments in this course are designed to focus evidence of understanding based on individual experience. All work submitted should be original.

No late work will be accepted. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me (via colleague or email). Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

ATTENDANCE POLICY

All students are expected to attend all class sessions and arrive to class on time. Attendance will be regularly taken. Valdosta State University’s absence policy states that “A student who misses more than 20% of the scheduled classes of the course will be subject to receive a failing grade in the course.” If there are extenuating circumstances resulting in a student’s absence from class, it is his or her responsibility to inform the instructor of those circumstances and to provide relevant documentation. For the purposes of this course, more than two (2) absences will disqualify candidates from receiving an A. Four (4) absences or more will result in another letter grade deduction. Six (6) absences will result in course failure (20-percent rule). A tardy of 15 minutes or more will be considered an absence.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code

In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual

inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students are requested to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

Responsibility: Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

Communication: Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

Interpersonal Skills: Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

Classroom Characteristics: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

Judgment: Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

Ethics: Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

Self-Reflection: Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature

Your Name – Printed

Date

Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name _____

Candidate's Signature _____

Date _____