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

MGED 4400
Language Arts Methods for Middle Grades Education
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.

InTASC Model Core Teacher Standards*
 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 DESCRIPTION
Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620. Designed to examine the teaching of language arts methods in middle grades (4th-8th). The emphasis of the course is on principles and methods for teaching middle grades language arts in accordance with national and state standards. The focus of the course is on linguistic and communicative competence. A field experience is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS
1. *Voices from the Middle* or the *English Journal* (NCTE journals)
2. Various trade books (TBD).
3. A *LiveText* software account is required.

COURSE OBJECTIVES
Numbers in parentheses following objectives refer to InTASC Model Core Teacher Standards.

By the end of the semester candidates will:

1. demonstrate knowledge of English Language Arts subject matter content that specifically includes literature, multimedia texts, language and writing as well as knowledge of young adolescents as language users (InTASC S4 and S5; AMLE S1 and S2; NCTE S1 and S2; CPL1.1, CPL1.2, CPL1.3, TL1.1)

2. design a language learning environment for a diverse population (InTASC S1, S2, and S3; AMLE S1 and S2; NCTE S5 and S6; DL2.2 and DL2.3)

3. plan instruction and design assessments for reading, the study of literature, and composing texts (i.e., oral, written, and visual) based on the Common Core Georgia Performance Standards for language arts, and major concepts, principles, theories, and research related to the developmental nature and learning needs of middle grades learners (InTASC S1, S2, S5, S6, S7, and S8; AMLE S2 and S4; NCTE S3, S4, and S5; AL1.1,AL1.2, CPL1.1, CPL1.2, CPL1.3, DL2.1, DL2.2, FL1.2, FL2.2; TL1.2 and TL2.2)

4. select, create and use instructional strategies, learning activities and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about young adolescent learning in English Language Arts (InTASC S1, S2, S5, S7, and S8; AMLE S1, S2, and S4; NCTE S3, S4, and S5; CPL2.1, CPL2.3, CPL3.1, CPL3.2, DL2.1, FL1.1, FL1.2, FL1.3, FL2.1, FL2.3, TL1.1, and TL2.1)

5. recognize the importance of educating students for the 21st century and implement elements of planning, supporting, and assessing students set forth in the *NCTE Framework for 21st Century Curriculum and Assessment* (InTASC S6, S7, and S8; AMLE S4; NCTE S2 and S4; AL1.3, CPL3.3, TL 1.2 and TL1.3)

6. engage in professional growth opportunities (InTASC S9 and S10; AMLE S5; NCTE S7; EDL1.2, EDL2.1, and FL1.1)

7. develop and engage in reflective practice (InTASC S9 and S10; AMLE S5; NCTE S7; EDL1.2, EDL2.2, and FL1.1)

8. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools (InTASC S2,S 3,S5, S10; AMLE S4, S5; NCTE S2, S5; DL2.1, DL2.2, DL3.2, TL2.3, EDL3.2, FL2.2, and FL2.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

Professional Membership in the National Council of Teachers of English (5 points). The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The National Council of Teachers of English is the professional organization for language arts and English educators. As a future middle grades, language arts educator, you will join NCTE via a student membership. (CO 6)

Designing a Learning Environment (15 points). Middle grades educators must be able to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. (CO 1, 2, 4, 5)

Learning Segment Plans (20 points total; 10 points each). For this task, you will plan 3–5 consecutive English/Language Arts lessons. Consistent with the CCGPS for English/Language Arts and the NCTE/IRA Standards for English/Language Arts, your learning segment should provide opportunities for young adolescents to develop their ability to construct meaning from, and interpret complex texts, and to create a written product, interpreting or responding to complex features of a text that are just beyond the students' current skill levels (think Vygotsky and the Zone of Proximal Development). You will use your knowledge of the students in one of the ELA classes you work with to complete this task. Following the recommendations provided by the Association for Middle Level Education (AMLE), you should design your lessons to provide challenging and responsive opportunities for young adolescents to learn English Language Arts. For each lesson within the learning segment, you will use the MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Georgia Standards of Excellence. You may obtain strategies from professional journals, professional books, class discussions, or your current repertoire. (CO 1, 3, 4, 5) **Note: The majority of this assignment description comes from the Middle Childhood English Language Arts edTPA Handbook.*

Online Teaching Module (10points). *Teacher Role:* You will design an online learning module that could be used in either a blended learning environment or a fully online learning environment. You will select and pair two texts (literary and informational) and then build your module around the selections. Your teaching module must be instructional. This means you will blend mini-lessons and instructional guidance as you scaffold students' learning and incorporate a variety of technology-enabled learning tasks that encourage collaborative exploration and support informal learning and individual practice/performance. Your module will include a blend of digital tools and resources such as discussion forums, podcasts, webinars, short videos, websites, social media, web 2.0 resources, etc. *Student Role*: You will take on the role of a 7th grader and complete one online module created by one of your peers. Using a rubric and protocol, you will evaluate and provide feedback to the instructor who created the module.

Position Statement Regarding Literacy Instruction (10 points). Using your prior knowledge, experience in the field, course readings, conversations with professional teachers, and any other independent research, you will craft a statement asserting your position on literacy instruction. (CO 1, 2, 5, 6)

Professional Literature Review (15 points). You will review NCTE's journals for middle grades language arts/English teachers, *Voices from the Middle* or the *English Journal.* You will identify and write a review for at least two articles in each of the following areas: literature instruction, writing instruction, multiple literacies, motivation, and diversity. Your review must conform to the APA style. (CO 1, 6).

Flipped Classroom Participation (10 points). Throughout the semester, you will complete several online modules via BlazeView as well as other external literacy modules. In order to

complete this course successfully, it is essential that you come prepared for class and that you actively participate online via our "flipped classroom."   You will be required to demonstrate that you have mastered the assigned readings, videos, modules, etc. and that you are making connections between theory and practice. All work must be turned in on time and must reflect a level of quality consistent with a professional educator. (CO 1, 2, 3, 4, 5).

Flipped Classroom Tasks
Literacy Object Video (2 points - Module: What is Literacy?) This assignment is intended to illustrate the multiple perspectives inherent in the term literacy as well as to help foster a sense of community within our course. This task requires you to identify an object that symbolizes what literacy means to you. You will then create a video in which you present the object and share how your object is a metaphor for literacy. You may frame this task in any context; however, please be sure to provide us the context within your video. Please keep your video under 5 minutes in length.

Why I Read Mind Map. (2 points - Module: What is Reading?) This assignment is intended to illustrate the multiple perspectives of why individuals engage in the act of reading as well as to help foster a sense of community within our course. This task requires you to construct a Mind Map representing your response to the following question: "Why do you read?" You may create your Mind Map using software or you may draw your Mind Map by hand. How you go about creating your map is completely up to you.

Differentiation Case Study. (6 points - Module: Differentiation and Diversity) Teachers can differentiate instruction in many ways. At its heart, differentiation simply seeks to provide varied learning options in a classroom to make curriculum and instruction the best possible fit for learners who, though they have many things in common, differ in some important ways from one another. Read "Differentiating Instruction: A Case in Point." View the "Choice Board" and the task descriptions and then determine which assignment best allows you to demonstrate your knowledge of differentiated instruction. Complete the assignment and post to the appropriate discussion thread on the Personal Inquiry Discussion Forum. (CO 2, 4, 5)

Reflective Practice in Clinical Teaching/Participation (15 points). You are expected to attend each class session promptly. One point will be deducted each time you arrive late or leave early. Two points will be deducted each time you are absent. Points will be deducted if you fail to actively engage in class or in the middle school classrooms. For each class meeting, you will reflect on your experience and learning via written reflections. (CO 1, 6, 7).

COURSE EVALUATION

Assessment/Evaluation	Point Value
NCTE Professional Membership	5
Designing a Learning Environment	15
Position Statement Regarding Literacy Instruction	10
Professional Literature Review	15
Learning Segment (Must submit 3-5, but pick best 2)	
Best Lesson Plan 1	10

Best Lesson Plan 2	10
Online Teaching Module	10
Flipped Classroom Modules	
Literacy Object Video	2
Why I Read Mind Map	2
Differentiation Case Study	6
Reflective Practice in Clinical Teaching/Participation	15
Overall Point Value	*100 points*

Grading Scale

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

LATE WORK: 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. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2015-16), "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course."

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 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.

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
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.

THE BLAZER CREED
Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.
DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
 http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.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 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.

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).

TITLE IX STATEMENT
Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT
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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

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 _____