

**South Euclid-Lyndhurst City School District
School-Based M.Ed. Program
2006-07 Syllabus**

FALL '06
ED 433-51

Course #: ED 433

Credit Hours: 3 semester hours

Course Title: Middle Childhood Education Curriculum and Special Methods: Language Arts

Course Description: Curriculum issues, methods, instructional resources and assessment strategies for middle grades language arts.

Instructor: Karen Valenza

Required Texts:

Kellough, Richard D. and Jioanna Carjuzaa. *Teaching in the Middle and Secondary Schools. 8th Edition.* Upper Saddle River, New Jersey: Pearson Education, Inc., 2006. ISBN: 0-13-1193732

Wiggins, Grant and Jay McTighe. *Understanding by Design. Expanded 2nd Edition.* Alexandria, VA: ASCD, 1998. ISBN: 1-4166-0035-3

Rationale: ED 433 focuses on “Strand Three: Curriculum, Learning and Instruction” from the *JCU Conceptual Framework for Basic Programs*. It is grounded in theory cited there regarding diversity of learners, planning instruction, instructional strategies, learning environment, communication, and assessment. Curriculum for middle childhood education should focus on broad subject areas and foster interdisciplinary connections (NMSA, 1997). This course integrates the teaching of speaking, listening, reading and writing and connects these processes with the learning of science, social studies, and mathematics. The learner is central to curricular and instructional methodology decisions regarding what, why and how language occurs, and these decisions are shaped by social and cultural contexts (NCTE/IRA, 1996). This course explores teaching methods which are sensitive to the developmental issues and environmental influences which impact young adolescent learners.

Conceptual Framework Strands Addressed:

Alignment of Course with NMSA/NCATE Guidelines

Desired Outcomes	NMSA/NCATE Guidelines
Referenced to the JCU Conceptual Framework	
Design coherent language arts and integrated curriculum instruction	4.1, 5.1, 5.3
Understands and uses a variety of language arts instructional strategies	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Creates learning environments that encourage social interaction, active engagement, and self motivation	4.3, 5.2
Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction	5.5
Understands and uses formal and informal language arts assessment strategies	5.7, 5.8

<i>Referenced to NCTE/Ohio Language Arts Model Standards</i>	
Plans and provides instruction that is based on prior knowledge and conceptualizations of students and the application of current research findings about adolescent learning	3.1
Possesses knowledge and understanding of the English language	7.1
Enables students to construct and gain meaning from a variety of texts, use a variety of comprehension strategies, recognize reading as an essential process of effective communication, and develop enjoyment and appreciation of reading through daily engagement in the reading process applied across the curriculum	5.2
Enables students to utilize the writing process, recognize the reciprocal relationships between the reading and writing processes, and apply strategies to enhance higher order thinking skills across the curriculum	5.2
Enables students to engage in active listening, send and receive, interpret and communicate or perform through a variety of means	5.2
Enables students to create and demonstrate effective communication skills in a variety of contexts, for a variety of purposes and audiences	5.2

Course Topics:

- Overview of Integrated Language Arts
- History of the English Language
- Language Acquisition, Development and Disabilities
- Dialects of English
- Models for Language Arts Instruction Standards and Curriculum Guides
- Meeting the needs of special students (including LEP)
- Strategies and activities for listening and oral communication
- Listening and speaking differences
- Assessment of speaking and listening
- Reading and writing fiction
- Reading and writing non-fiction
- Reading and writing poetry
- Teaching reading and writing in the multicultural classroom
- Assessment of reading and writing
- Language arts skill areas
- Helping students learn the conventions of writing
- Working towards Standard American English Usage
- Assessment of skill areas
- Visual literacy
- Viewing and processing stereotypes, violence, persuasion and controversy
- Role of technology in Language Arts instruction
- Assessment issues
- Professional development issues
- Integrated curriculum
- Theoretical framework

- Models and designs for integrated instruction
- Planning interdisciplinary units
- Teaching interdisciplinary lessons
- Assessment of interdisciplinary units and instruction

Objectives: The student will be able to:

1. Understand the central concepts, tools of inquiry, and structure of the disciplines taught.
2. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.
3. Understand how students differ in their approaches to learning as a result of racial, cultural, gender, learning style, and ability differences.
4. Demonstrate flexibility, responsiveness and persistence in adapting to diverse learners.
5. Understand and use a variety of instructional strategies appropriate for the specific content areas.
6. Design and implement coherent instruction in the content area.
7. Understand and use formal and informal assessment strategies based on subject matter taught.
8. Examine the history of the content area, particularly the shifts in methodology and materials/resources.
9. Become familiar with the standards set forth by the learned societies governing the various content areas and with the Ohio Curriculum Models.
10. Create learning environments that encourage critical thinking in the content areas.
11. Possess the knowledge and understanding necessary to develop skills to integrate the various content areas.
12. Collaborate with colleagues and the school/community to identify supportive resources to enhance teaching in the specific content areas.

Course Outline:

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
8/1	Syllabus and course requirements Grade Level Indicators Introduction to unit planning and UbD OAT and UbD	none
9/8	Understanding understanding	<i>UbD</i> read chapters 2, 4 and 10 <i>TeachMiddSec</i> read Module 1 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>What is done in our classroom to start the year well? (Rules, procedures, discipline plan, seating, etc...) Which type of school is ours? Are there other settings available to our students within our school? Which type of schedule are we on? How do all of these benefit our students?</i></p> </div>
9/15	Essential questions	<i>UbD</i> read chapters 3 and 5 <i>TeachMiddSec</i> read Module 2 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>What do we teach in this course? How are textbooks selected? What other materials do we use to teach this course? What are the most difficult topics and skills for our students to learn? How do we best address these difficulties? What special help do we offer?</i></p> </div>

9/22 Ruby Payne conference-no class

none

9/29 Crafting enduring understandings

UbD read chapter 6
list of possible essential questions for unit
TeachMiddleSec read Module 3

10/6 Assessing learning/understanding

UbD read chapters 7 and 8
list of possible enduring understandings for unit
TeachMiddleSec read Module 9

When and how often do we test students?
How do we review material?
What types of assessments do we use?
What tells us that students have achieved understanding of course content?
What counts as evidence of understanding in this course?
How might we distinguish between students who seem to have a deep understanding from those who do not?
How is grading handled in this course?

10/13 Planning for learning

UbD read chapter 9
TeachMiddleSec read Module 6

10/20 Designing our units

TeachMiddleSec read Module 7

Is planning done collaboratively?
Do we use interdisciplinary units in this course?
Do we integrate curriculum?
Which strategies work best in which sections of the course and with which students?
Do we use social interaction and problem solving as teaching strategies?
Do we use educational games in our classroom?
How and when do we group students?
Do we assign independent and group projects?

11/3 Designing our units

11/10 Designing our units

11/17 K-8 Conferences- no class

11/24 Happy Thanksgiving- no class

12/1 Peer review

Unit

12/8 Presentation of units

Unit

12/15 Last day before break- no class*Assignment Descriptions:***Summary of Directed Discussion** (100 points)

You will complete a written response to each set of questions (4 sets, shown in italics on the course outline, each set worth 25 points) after consultation with your cooperating teacher. Responses should not be limited to the questions shown. Many aspects of these answers will be identified and clarified through conversations with cooperating teachers about their experiences over the years in dealing with various curriculum materials, assessment techniques, and student population. One of the major goals of this assessment technique is the prompting of meaningful and detailed conversations between you and your cooperating teacher concerning the history and practice of teaching specific concepts in specific content areas to specific student populations.

All pages must be typed, using double spacing, one-inch margins and 12-point font. The following specific requirements are expected:

- Accuracy of Information – All data reported should be accurate.
- Clarity and Effectiveness – Writing should be clear, correct, and effective.
- Thoroughness – Each question should be clearly and fully answered.
- Thoughtfulness – Each response should give evidence of thoughtful reflection and should include clear evidence of your understanding of each of the topics of the course.
- Continuity – You may wish to incorporate theories and research learned in other graduate level courses or in other educational experiences. The textbooks should be referenced.

Unit

(100 points)

You will develop a thematic unit based on the strategies learned in the book, *Understanding by Design*. (See detailed description and rubric).

Clinical and/or Field Experiences: Interns pursuing licensure in MC will spend 20 field hours in a placement other than the base. Interns pursuing licensure in AYA or MA will spend 40 field hours in a placement other than the base.

Course Evaluation: This course will be graded and 3 credit hours earned in December. The total number of points possible for the 3 credit hours is 200. Attendance and participation is mandatory. A 3 point deduction from the total points earned in the course will be applied for each session missed, if the student was present during the workday. If the student was absent from the workday, then the 3 point deduction does not apply.

Grading Scale: All assignments will be graded on a point scale based on the amount of time and level of difficulty involved in the preparation of the assignment. Final grades will be determined as follows:

A	100% - 93%
B+	92% - 90%
B	89% - 85%
C+	84% - 80%
C	79% - 70%

Course Guidelines: Assignments turned in late will result in a one-point per day reduction in the grade received. All assignments must be completed or an "incomplete" will be issued for the course.

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the instructor of this course or JCU's Coordinator of Students with Disabilities (ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.