Appendix 2a

General Information

Course Number: MGED 4439  Title: Reading in the Middle Grades
Credit Hours: 3  Term and Year: Fall, 2012
Class meeting: 5:15 pm – 7:45 pm  Class Location: HPER 244

Instructor’s Information

Name of Instructor: Anthony Owusu-Ansah, PhD
Office Location: ACAD 244I
Office Telephone Number: 220-420-1265
Email address: anthony.owusu-ansah@asurams.edu
Office Hours: By Appointment

**Course Prerequisite: Admission into Teacher Education

Course Overview: In this course, students will explore the relationship between adolescent identities and literature. Students will explore the foundations of literacy strategies and use literacy links to help students to make real-world connections with content material.

Course Objectives

The objectives of this course are identified below and are aligned with the following unit, state and national standards:

- Professional Education Unit Conceptual Framework (Syllabus, Page 3)
- Common Core English Language Arts Standards http://www.corestandards.org/ELA-Literacy
- Middle Grades Standards (AMLE Standards)
- Interstate Teacher Assessment and Support Consortium (InTASC)
- International Reading Association (IRA); National Council for Teachers of English (NCTE)
- Social Studies Standards
- National Science Teachers Association
COURSE OBJECTIVES:
Upon completion of this course, students will be able to:

1. Ability to effectively apply knowledge of foundations of literacy learning to the teaching of a content area with the express purpose of improving student learning
2. Apply classroom literacy assessment strategies to determine students’ ability to comprehend content material
3. Use appropriate teaching strategies to plan instruction that will increase language and literacy learning
4. Identify the major literacy inhibitors resulting in poor content learning and provide learning accommodations to overcome these difficulties
5. Select, develop, or design appropriate teaching materials for diverse populations
6. Select or adapt and modify appropriate learning content or materials for improving preadolescent or young adult learning
7. Demonstrate knowledge of performance learning
8. Demonstrate knowledge of standards based classroom teaching Framework

“Teaching for Continuous Learning and Performance-Based Preparation”

This framework supports a professional educator who is reflective, technology competent, and culturally responsive.

Standards Based Instruction

As the state of Georgia moves to alter its certification/licensing requirements to more adequately reflect national standards, course objectives and activities are expected to reflect these changes. This syllabus reflects five such sources. They are: (1) The Professional Standards Commission (GAPSC); and (2) The Association of Middle Level Educators, (3) Professional Educational Unit PEU (4) (INTASC) and (5) Georgia Assessment Certification Examination (GACE). These performance-based standards articulate what accomplished teachers should know and be able to do, based on a common set of standards and the codification of the knowledge based developed by the teaching profession. This performance-based model is consistent with the view that underpins the new paradigm for school reform that starts from the assumption that students are not standardized and that teaching is not routine.
The Professional Education Unit of Albany State University develops Teachers and Other School Professionals who meet Unit Performance Standards identified in the Conceptual Framework.

Candidates: Reflect on Knowledge – Transform with Skills - Respond to Diverse Cultures with Dispositions - Demonstrate Competence in Technology

Completers: An ASU Professional Educator is a Reflective, Transformative, Culturally-responsive and Technologically-competent Practitioner

Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level. Advanced Candidates/Completers – Unit performance standards are reinforced, mastered and accomplished at the advanced level.

UNIT PERFORMANCE STANDARDS

1. Reflective Practitioner:
   1a. Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
   1b. Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
   1c. Communication - The candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

2. Transformative Practitioner:
   2a. Instructional Strategies - The candidate promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.
   2b. Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
2c. Academically Challenging Environment - The candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

3. Culturally-responsive Practitioner:
   3a. Instructional Planning - The candidate plans using national, state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all students.
   3b. Differentiated Instruction - The candidate challenges students by providing appropriate content and developing skills which address individual learning differences.
   3c. Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.
   3d. Professionalism - The candidate demonstrates a commitment to professional ethics and the school’s mission, participates in professional growth opportunities, and contributes to the profession.

4. Technologically-Competent Practitioner:
   4a. Integration – The candidate demonstrates understanding and the ability to integrate technology into curricula and administrative routines.
   4b. Usage - The candidate demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.
   4c. Application - The candidate demonstrates understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.

TEXTBOOKS AND/OR RECOMMENDED OR REQUIRED READING:

*NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.

METHOD OF STUDENT EVALUATION:

Student dispositions .................................................................100
5 Article Critiques on Reading .................................................. 50
Field Experiences for Reading ................................................. 50
5 End of chapter application activities................................. 50
Developing Webquests for reading ....................................... 100
Mid Term Examination ............................................................ 100
Online Discussion on reading strategies............................... 50
Group presentations on effective reading strategies for the content areas ……100
5 day Lesson Plan (Content Area)… ……………………………………… 100
Final Examination ……………………………………………………………. 100
Total Points to be earned in this class 800 points

The final grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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**DESCRIPTION OF ACTIVITIES/EXERCISES/PROJECTS**

More detailed information for each assignment will come, but please find a synopsis of the assignments below:

1. Read each assigned chapter before class; be prepared to discuss the chapter for each class meeting to ensure meaningful participation. Students will complete 5 end of chapter activities.

2. Online discussion forums on the chapters in the textbook and on other pertinent issues on reading. All class discussions will be on Livetext and D2L for online students.

3. Attendance is important and every class/chat session missed will be counted against the student. The instructor expects all students to make all the 16-scheduled class times.

4. Group Presentations: Students will be grouped according to their content areas to present on effective strategies on teaching reading for science, mathematics, English Language Arts, and Social studies. Each presentation should not exceed 20 slides and should involve extensive research for best practices for each of the content areas and will be shared in class at a date to be announced. Students are reminded to pick friends they will like to work with, email the instructor their topic and times for their presentations.

5. A 5-day Lesson Plan from a Unit of Study. This key assessment will be captured in Livetext as a key assessment for data gathering purposes. Students are cautioned against using a previous lesson plan presented in another class for this assignment. That will constitute plagiarism as well and will be reported to the authorities.

6. Using webquests in the classrooms has proven qualities and results. As part of this course, each student will develop one original webquest that he/she will like to use in a classroom to improve reading in the middle grades. Students are reminded that there are millions of webquests out there on the Internet and copying any one of them directly will be considered plagiarism and any such case will be reported. Students will be taught how to construct simple webquests in class. This is just the beginning and the instructor will be interested in layout more than the web design component of the assignment. However, if any student knows how to design a simple webpage and would like to use that for his/her webquest, I would appreciate that.

7. Mid and end of semester finals will assess all the content covered for the course during the semester.
8. All students enrolled in this course will have to write 5 critiques to journal articles. The critiques will use only published journals which can be accessed from the ASU Library page >>>GALILEO>>>click the journal tab >>> then do a search for content area reading. This will give you all the journals for reading. Choose the journal for reading in content areas. That should give you all the topics and resources you need for the critiques.

***Requirements for article critiques:
Students are required to read five articles from professional journals on reading. Choose only articles within the last five years and please provide the web address or the reference for the paper you critiqued. The following is a suggested format for the critiques. You are limited to this outline but your 2 to 4 page critique (depending on the length of the paper you read) should include the following:

✓ Summarize the key points and state your professional interests in the article.
✓ Critically review the contents, evaluating any slated and/or illogical views
✓ Compare and contrast the author’s views with yours and those of other noted educators
✓ Analyze and synthesize underlying philosophies that drive author’s views and recommendations
✓ Discuss how the article expands your knowledge on reading in the content areas.
✓ Suggest your own recommendations for solutions of the problem(s) the author discusses
✓ Discuss the contributions this article has for the field of reading in the content areas.

9. Students Dispositions: All students will be evaluated on their dispositions in class at the end of the semester.

COURSE AND ATTENDANCE POLICIES:
Class attendance and active participation in all classroom activities are mandatory for all students. Students are expected to complete reading assignments and all other assignments before class, bring a copy of them to class, and consistently contribute meaningfully to class discussions. Copies of all class quizzes, assignments, research proposals should be kept in a folder, which will be turned in at the end of class.

Class attendance means coming to class and NOT leaving before the end of class. Furthermore, you must attend the entire class session in order to participate and you must stay until class is adjourned to receive credit. Consequently, attendance will be taken each week and 1 point will be subtracted from your final grade for each unexcused absence. Excused absences are those for which you can provide medical documentation of a serious illness on the date in question or evidence that you attended a funeral for a member of your immediate family. If you are participating in a University activity, you should request permission to attend prior to absence from class and the request should be accompanied with documentation from the faculty sponsor for the event.

ASSIGNMENT GUIDELINES:
All essay/written type assignments must be double spaced, printed in black ink, use 12-point-font and be typewritten or word-processed. All assignments unless otherwise stated will be submitted electronically. You should keep a copy or file of your paper and all graded assignments returned to you in your folder until the end of the semester. Late assignments will not be accepted after the due date.

**ACADEMIC HONESTY:**
Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Citation Example: Kozol, 1988, p.22). If the material is paraphrased, (Citation Example: Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Albany State University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Rewriting the assignment or earning extra credit points will not be an option. Finally, you may not submit the work of someone else as your own or work that you have submitted for another class or another PART of this class. Any of these instances will be considered **PLAGIARISM** and will reported to the appropriate authorities.

*(See ASU Student Handbook for rules on academic honesty)*

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. A PEU Student Concern Form will also be completed for the infraction and uploaded in LiveText. Additionally, Academic Dishonesty demonstrates a candidate’s failure to acceptably meet PEU Performance Standard 9: Professionalism and will be denoted on the candidate’s Disposition Assessment. Any candidate with two or more document incidences of Academic Dishonesty will be referred to Student Affairs for judicial review and may be subject to dismissal from the PEU.

**STUDENTS WITH DISABILITIES:**
If you are a student with a disability, you should consult with the Office for Students with Disabilities to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your need.

**UNIVERSITY WRITING REINFORCEMENT POLICY:**
Writing is integral to teaching and learning in all disciplines. Writing in this course will be evaluated with rubrics established for the different online class activities. You should expect both in-class and out-of-class writing assignments.

*****Students’ Dispositions:**
All students enrolled in this class will be evaluated on their dispositions in class during the semester.

*****LiveText:**
In order to facilitate the academic success and professional development of candidates in teacher and educator preparation programs, the College of Education faculty voted in Spring, 2011 to
adopt LiveText as an assessment tool. What does this mean for candidates enrolled in Albany State University’s educator preparation programs? All candidates enrolled in undergraduate and graduate programs in ASUs Professional Education Unit (includes initial and advanced programs housed in the Colleges of Education, Arts and Humanities and Science and Health Professions) are required to demonstrate the following:

- knowledge of the College of Educations Conceptual Framework and Unit Dispositions;
- ownership of one’s academic development by developing the ability to navigate Degreeworks;
- ability to use LiveText to develop assignments, submit assignments for review, and maintain Key Unit Assessments artifacts in order to facilitate their own professional development.

The adoption of LiveText is part of a broader strategy designed to monitor more closely candidate’s academic progress and performance. We believe that doing so will improve candidate retention and graduation rates while sustaining Continuous Program Improvement or CPI of the Colleges academic programs. For further information on LiveText or help with the assessment system, please visit the LiveText site: https://mycampus.asurams.edu/web/academics-college-of-education/livetext

Important University Dates
Please refer to the online calendar. http://www.asurams.edu/c/document_library/get_file?uuid=41abc14d-6838-478d-b02c-259052dae93c&groupId=732022

Class Cancellation Policy
Classes will never be cancelled for this course. In the event that a scheduled class session will not be held, please refer to the online class component for an alternate class assignment.

Integration of Technology
The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Student Technology, https://mycampus.asurams.edu/web/support/student-technology1, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify me (the professor) immediately of any changes to your e-mail address. All candidates should also know how to access the course in Moodle and Livetext to be able to complete and submit assignments and join in class discussions.

CLASS CALENDAR/READING SCHEDULE
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction—Review of syllabus, course policies and expectations. Chapter 1: Reading, Literacy, and Teaching in the Content Areas</th>
<th>Discussion: How do you share your passion for reading? Summarize the chapter and list components of the affective and social aspects of content area learning and literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Chapter 2 – Affective and Social Aspects of Content Area Learning and Literacy</td>
<td>Discuss the importance of multiple genres in studying a topic; Motivation and reading.</td>
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<tr>
<td>Week 3</td>
<td>Chapter 3- The Role of Texts in Content Area Learning and Literacy</td>
<td>State the advantages and disadvantages of a textbook.</td>
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<tr>
<td>Week 4</td>
<td>Chapter 4 – The Role of Knowledge in Comprehension</td>
<td>Discussion: Describe schema and scaffolding and how would you utilize it in your classroom?</td>
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<tr>
<td>Week 5</td>
<td>Chapter 5- Metacognition and Critical Thinking</td>
<td>Discussion: How do you develop metacognition? What is its purpose? Describe metacognition and critical thinking. How are they alike? How are they different?</td>
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<tr>
<td>Week 6</td>
<td>Chapter 6- Vocabulary Development and Language Study</td>
<td>Discussion: What are some ways that you could include vocabulary instruction in your classroom?</td>
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<tr>
<td>Week 7</td>
<td>Chapter 7-Writing in the Content Area</td>
<td>Discussion: How would you include writing in your content area? What is the 6 + 1 Trait Writing process?</td>
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<tr>
<td>Week 8</td>
<td>Chapter 8- - Speaking and Listening: Vital Components of Literacy</td>
<td>Discussion: How would you integrate speaking and listening skills in your classroom?</td>
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<tr>
<td>Week 9</td>
<td>Chapter 9- Multi-literacies: Visual, Media, and Digital</td>
<td>Discussion: what are the roles of digital literacies in today’s classroom?</td>
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<tr>
<td>Week 10</td>
<td>Chapter 10- Assessment of Content Area Literacy</td>
<td>Discussion: The Voices and Stories in Our Teaching: How do we motivate students to engage in the reading and writing process?</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 11 – Content Area Literacy: Envisioning Your Future</td>
<td>Webquest Presentations  Reading Strategies Presentations</td>
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<tr>
<td>Week 12</td>
<td>Class Presentations and general discussions</td>
<td>Webquest Presentations  Reading Strategies Presentations</td>
</tr>
<tr>
<td>Week 13 - 15</td>
<td>Webquest Presentations  Reading Strategies Presentations  Final Examinations</td>
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</tbody>
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Helpful Websites:  
[www.myeducationlab.com](http://www.myeducationlab.com)  
[www.nmsa.org/](http://www.nmsa.org/)
Reference:


