

*Eastern Kentucky University*  
**Department of Curriculum and Instruction**  
**EMG 447: Reading and Language Arts in the Middle School**  
**EMS 474: Content Area Literacy, CRN**  
**Credit Hours: 3**  
*FALL XXXX*

***Instructor:***

*Contact Information:*

*Office:*

*office hours:*

**Course Description:**

Prerequisites: EMG 445 or 445W, EDF 319 or 319W and admission to professional education. Prerequisite or Corequisite: EDF 413. Corequisite: CED 450. The theory, content and practice of teaching reading and language arts in the middle grades utilizing content area materials. 20 hours of required clinical experiences.

**Texts:**

Bauer, M.G. (2007). *Don't call me Ishmael*. HarperCollins Publisher.

Lenski, S. (2013). *Reading and learning strategies: Middle grades through high school* (4<sup>th</sup> ed.) Kendall/Hunt Publishing Co.

Wood, K.D. & Soares, L.B. (2015). *Questions from the Classroom*. Association for Middle Level Education.

**Student Learning Outcomes:**

Students completing this course will be able to:

1. Describe the major components of reading comprehension from an interactive and schema theoretic point of view. (R.1, R.2, R.3, R.7, R.8, R.9, R.10) – (KTS 1, InTASC 1, 2, 4, 5; PGES 1, CAEP 1, ILA 1)
2. Demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language and the context of the reading situation. (R.1, R.2, R.3, R.8, R.9, R.10) – (KTS 1, 2, InTASC 1, 2, 7, 8, PGES 1, CAEP 1, ILA 1, 4)
3. Explore the role of the content area teacher in the literate lives of their students and clarify core concepts related to literacy and learning (i.e., content literacy, disciplinary literacy, adolescent literacy, new literacies, and reading to learn).

- (R.1, R.2, R.4, R.6, R.7, R.8, R.9, R.10) (R.5, R.10) (KTS 1, 2, 3 InTASC 4, 7, PGES 1, ISTE 3, CAEP 1, ILA 2, 4, 5)
4. Explain the applications of informal and formal writing (i.e., information/explanatory, augmentative, and narrative) within a content area classroom. (R.4) (W.1, W.2, W.3) (KTS 1, 2, InTASC 4, 5, 7, 8, PGES 1, ISTE 2, CAEP 1, ILA 2, 5)
  5. Discuss the impact of strategic literacy instruction as it relates to students' ability to think deeply about ideas and concepts in the content area classroom, especially as related to text structure, vocabulary development, comprehension, and self-monitoring. (R.1,R.2, R.3, R.4) (R.1, R.2, R.3)(KTS 1, 2, 4, InTASC 4, 5, 7, PGES 1, ISTE 1, 2, 4; CAEP 1, ILA 1, 2)
  6. Engage in reflective practice and pursue continued professional growth and collaboration with colleagues. (R.7)(W.2, W.3) (KTS, 5, 7, 8, 9, InTASC 9, PGES 4, CAEP 4, ILA 6)
  7. Recognize the impact that culture, societal events, and issues have on teachers, students, and the learning environment, and demonstrate a respect for diversity. (R.1, R.2, R.6, R.7, R.8, R.9, R.10) (KTS 3, InTASC 1, 2; CAEP 1, ILA 4, 5)
  8. Identify, adapt and evaluate important reading, writing, speaking, listening, and study/learning strategies appropriate for middle grade content area learning. (R.1, R.2, R.6, R.7, R.10; W.2, W.6, W.8) (R.1, R.2, R.3) (KTS 2, 5, InTASC 2, 5, 6, 7; PGES 1, CAEP 1, ILA 2)
  9. Describe the organizational alternatives for inter- and intra class grouping-including cooperative learning. (R.8) (KTS 2, 3; InTASC 1, 2, 3, 8; PGES 1, CAEP 1, ILA 2)
  10. Discuss and apply assessment for learning and assessment of learning within the context of instructional design. (R.4, R.8, R.9) (R.1, R.2, R.3) (KTS 5, InTASC 6, PGES 1, CAEP 1, ILA 3)

**Evaluation Method:**

92-100%	A
83-91%	B
74-82%	C
65-73%	D
64% and below	F

**Summative Assessments and Point Value:**

Assessment	Points	SLO assessed
<b>Key Assessment – Literacy Project (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, InTASC 2,3, 4, 5, 7, 8; PGES 1, 4; ISTE 1, 2, 4; CAEP 1, 4)</b>	210	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2 <sup>nd</sup> Lesson Plan/Reflection	40	5, 6, 8, 10
Checkpoint Quizzes (10 pt. each)	70	1, 2, 4, 6
<i>Don't Call Me Ishmael</i> ACTIVE guides	45	6, 7

In Class Assignments (in Learning Logs)	125	2, 3, 6, 7
Group Station Checkpoints (35 pts. each)	140	2, 3, 5, 8, 9
Professional Dispositions (class participation, team time work, attendance, professionalism, due dates of assignments, etc.)	70	6
<b>Total Points</b>	<b>700</b>	

**The KA8 EMG447 Literacy Project Key Assessment must be posted in Taskstream and completed successfully, with a holistic score of 3.0 and a grade of C or higher, to earn a grade of C or higher in the course and continue in the Professional Education Program.**

### **Student Progress:**

Students are responsible for monitoring their own progress and computing their grades continually as each graded assignment and quiz is returned by the instructor through Blackboard or during class. Point values listed on the syllabus are tentative- class cancellations, inclement weather, etc. can affect the number of available assignments in some categories.

### **Attendance Policy:**

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., field trips and professional conferences); military obligation; inclement weather conditions; religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities. Other reasons also may be approved. Students should be prepared to provide appropriate verification of any absence. In the case of excused absences, student should be provided an opportunity to make up class work missed as is feasible. To the extent possible, students should notify the instructor in advance of an absence. Students are encouraged to complete scheduled assignments prior to the absence when possible. If students cannot give advance notice of an absence, they should notify the instructor as soon as possible of the reason for the absence with appropriate documentation.

All assignments are due as posted on the assignment outline. Only those students who are absent from class with an excused absence will be permitted to make up missed work beyond the first 48 hours. Late work within 48 hr. of due date is accepted from all student, but 5 points will be deducted from the candidate's professional dispositions points for each late assignment.

**Last day to drop the course is included in the university schedule.**

### **Disability Accommodation Statement:**

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at [disserv@ecu.edu](mailto:disserv@ecu.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

### **Academic Integrity Statement:**

Students are advised that ECU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu).

Questions regarding the policy may be directed to the Office of Academic Integrity.

**PLAGIARISM:** Plagiarism is the act of using another person’s ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from someone else.

Plagiarism is not tolerated by the College of Education. To borrow the ideas or works of ECU students, past or present, without the proper citation, is one common example of plagiarism.

### **Official E-mail:**

An official ECU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

### **Course Requirements:**

1. Participation in course discussions/activities
2. Group and individual reporting and demonstration
3. Observational log and summative/reflective observational journal to document field/clinical experiences and chapter reading/reflections
4. Collaborative and individual writing projects that apply the writing process
5. Field/clinical experience: 20 hours required to pass this course
6. Participation in assessment *for* learning and assessment *of* learning activities

### **Course Outline:**