
MGE 475
Teaching Language Arts
Fall 2008

Instructor:	Marla Read Capper	Time:	8:15-12:15
Office:	315 Tate Page Hall	Classroom:	339 TPH
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			Thursdays 3:00-5:00

(Also available by appointment)

✧ **Course Description**

This course is designed for pre-service middle school language arts teachers and will provide an opportunity for them to cultivate an understanding of how to effectively reach middle school students in the English/Language Arts classroom. Participation in a field experience is a critical component of the course as it will allow the students a chance to apply the theory and curriculum ideas from the course. Students are responsible for arranging their own transportation to field placements.

✧ **Rationale**

Students will be introduced to current research and practice in quality language arts/English curriculum and instruction. The class will encourage the use of both Kentucky and national standards for creating learning goals and academic expectations for middle school students and will provide opportunities for pre-service teachers to develop teaching skills, curriculum as well as instructional methods and strategies appropriate for use in middle school English/language arts classrooms.

✧ **Pre-requisites**

MGE 275 (or EDU 250) with a grade of C or better; PSY 310; ENG 302 and 2 of the following courses: 301, 401, or 410.

✧ **Required Text**

Milner, J. O. & Milner, L. F. (2003). *Bridging English*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Optional Text: King-Shaver, B. & Hunter, A. (2003). *Differentiated instruction in the English classroom*. Portsmouth, NH: Heinemann. ISBN 0-325-00577-X

**Other readings will be provided either in class or via email and Blackboard.

Course Expectations

✧ **Critical Student Performance**

- Practice Teacher Work Sample
 - Contextual Factors
 - Learning Goals

- Assessment Plan
- Design for Instruction

A Completed Practice Teacher Work Sample (first four sections) must be uploaded to the Electronic Portfolio. A passing grade for the class will not be forwarded to the registrar's office if this requirement is not met. Students will upload by the final submission date of the hard copy to your instructor. The rubric for this assignment will be distributed separately. To register on the Electronic Portfolio, go to <http://edtech2.wku.edu/portfolio/>

✧ Other Requirements

○ **Experiencing the Novel**

- Students will choose one young adult novel to serve as a springboard for an activity for a middle school English/language arts class. Students will design an activity and share it with the class. A more detailed description and rubric will be distributed.

○ **Journal**

- Students will keep a journal (either typed and kept together in a binder or written in a spiral notebook or bound book). There will be two types of journal responses- 1) double-entry responses to prompts where students respond to prompts given by the instructor and 2) free-write responses where students will respond after every visit to a classroom. The double-entry response format includes: the prompt at the top of the page, the quote, or incident on the left and then the response on the right. These entries will be assessed for application of class content, structure, and depth of thought. The free-write response format is unstructured and will be assessed by the depth of thought, application of class content (including readings) Rubrics will be distributed.

✧ Field Experience

Students will spend 15 hours observing a middle grades classroom. The field placement office in Tate Page Hall will arrange student observations in the Warren County or Bowling Green Public Schools for students who are enrolled on the main campus. Students in Glasgow, Owensboro and Elizabeth will be placed in their local schools by their facilitators.

✧ Class Participation

Students will be assessed on their knowledge of the readings and engagement in class discussions. It is important that you come prepared to participate in class discussions and actively contribute to the learning process. Class participation will be assessed periodically throughout the semester.

✧ Guidelines for all assignments

1. Complete name, date and course mnemonic should appear on the top right of the first page.
2. Typed, size 12 font, Times New Roman or Georgia font, black ink on white paper
3. Submissions that are not neat and stapled will not be accepted.
4. Grade deductions up to 10% will be made for distracting grammar, spelling, and punctuation errors.

5. Late submissions are subject to a 10% penalty per day (including weekends), unless there are **great** extenuating circumstances.
6. *Keep electronic copies of all assignments.* In the event that an assignment is misplaced, proof of student work rests with the existence of the student's electronic copy.
7. Work submitted from another course is not accepted.

An honor statement will be included at the bottom of the assignment: ***"On my honor, I pledge that I have neither given nor received help on this assignment."***

Requirements	Points
Class Participation (& attendance) during class discussions and activities	50
Field\Clinical experience	50
Experiencing the Novel	50
Critical Performances	
Practice Teacher Work Sample:	
Contextual Factors	25
Learning Goals	25
Assessment Plan	25
Design for Instruction	25
Reflective Journal	100
Total Points	350

315- 350 points = A
210-244 points = D

280-314 points = B
Below 209 = F

245-279 points = C

✧ **Academic Dishonesty**

Academic dishonesty is taken very seriously and will not be tolerated. Any student committing such acts risk severe disciplinary measures. Please refer to your University Handbook for more specifics. Students are expected to include an honor statement at the bottom of each assignment to be turned for a grade: ***"On my honor, I pledge that I have neither given nor received help on this assignment."***

✧ **Disability accommodation**

Candidates with disabilities who require accommodations for this course must contact the Office of Student Disabilities Service, Room 445 Potter Hall. The phone number of the OSDS is (270) 745-5004. A letter from OFSDS must accompany any accommodation.

The instructor reserves the right to make changes to the syllabus as deemed necessary.