



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Teaching Methods in Middle School English

COURSE NUMBER:

LAE 3323

COURSE DESCRIPTION (with prerequisites):

This course is designed for students who are majoring in English education and who will be obtaining teacher certification in grades 6-12. In this course students learn principles of effective curriculum design and assessment and apply these principles by designing and developing interactive English curriculum projects for middle school students, including students from diverse backgrounds and at varying English proficiency levels. This course is offered concurrently with LAE 3940, a one credit hour practicum in which students present their projects in middle school classroom environments. This course addresses specific state-adopted standards, subject matter competencies and pedagogy pertinent to the discipline and required for certification. 3 semester hours credit. 10 hours of teaching are required. Corequisite: LAE 3940

NAME(S) OF INSTRUCTORS:

Pam Rentz, Ph.D.

Office: O109A, School of Education

Phone: 850-718-2416

Email: rentzp@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2016-2017

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Teaching Middle School Language Arts: Incorporating Twenty-first Century Literacies. Anna J. Small Roseboro. Rowman & Littlefield Publishers, Inc. 2010. ISBN: 978-1-60709-631-3.

Required: LiveText student membership, Field Experience Edition, ISBN: 9780979663567

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring

services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E –1 Demonstrate understanding of instructional design and lesson planning.
- E –2 Demonstrate understanding and/or ability to maintain a student-centered learning environment.
- E –3 Demonstrate an understanding of effective instructional delivery and facilitation.
- E –4 Demonstrate understanding of assessment and ability to analyze and apply data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous professional improvement.
- E – 6 Demonstrate professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR LAE 3323 The student will:	Florida State Standards	FEAPs	FL Competencies and Skills:			Assessment Activities
			ESOL Standards	English/LA	Professional Education	
Examine the issues related to middle years' education by comparing the organizational structures of middle schools, junior high schools and various middle school models.						T & Q
Study the intellectual, physical, socio-emotional, moral, and aesthetic development of pre- and early adolescents.					1.9	T & Q
Understand the use of NCTE Content Standards and Florida	All Standards	2.a.1.a, 2.a.2.a, 2.a.2.b,	Selected Standards based on	All	1.2,	4.4.1-RU 2.2.1-RU T & Q

State Standards in teaching English/Language Arts.		2.a.2.c 2.a.2.e 2.a.3.a 2.a.3.c 2.a.3.d 2.a.3.f 2.a.3.g 2.a.3.i 2.a.b.j 2.b.1.a	assignment s			
Demonstrates proficiency in middle grades English and connectivity of individual skills.	All Standards	2.a.1.b 2.a.2.a 2.a.2.b 2.a.2.c 2.a.2.e 2.a.3.a 2.a.3.c 2.a.3.d 2.a.3.f 2.a.3.g 2.a.3.i 2.a.3.j 2.b.1.a		All		CC8E-RU 2.2.1-RU T & Q
Build a repertoire of effective teaching strategies, which address learning styles, diverse backgrounds, levels of English proficiency, and developmental levels of the middle school student.		2.a.1.a 2.a.2.a 2.a.2.b 2.a.2.c 2.a.2.d 2.a.2.e 2.a.2.f 2.a.2.h 2.a.3.a 2.a.3.c 2.a.3.d 2.a.3.e 2.a.3.f 2.a.3.g 2.a.3.h 2.a.3.i 2.a.3.j 2.b.1.a	6.1-6.9	1.11, 2.11, 3.11, 4.8, 5.3,	1.2, 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.10, 8.1, 8.2, 8.3, 8.6	4.4.1-RU 5.4.2-RU 2.2.1-RU
Effectively use teaching materials and technology to teach English/Language Arts content in middle grades to all students, including ELLs at varying levels of English proficiency levels.		2.a.1.a 2.a.2.g 2.a.2.h	6.1-6.9, 7.1-7.5	1.11, 2.11, 3.11, 4.8, 5.3,	1.2, 1.4, 1.7, 2.7, 2.8, 3.10, 4.6,	4.4.1-RU Teaching assignment
Create a repertoire of strategies to promote critical thinking, creative thinking, and problem solving for all		2.a.1.a 2.a.2.g 2.a.2.h	6.1-6.9, 7.1-7.5	1.2, 3.6,	4.1, 4.2, 8.4	4.4.1-RU

students, including ELLs.						
Plan and critique grade/age, level of English proficiency, and culturally appropriate English/Language Arts lessons in each content area: reading, writing, grammar, literature, listening, speaking, and media.	All Standards	2.a.1.a 2.a.1.c. 2.a.1.f	6.1-6.9, 7.1-7.5	1.1-1.10,	1.3, 1.4, 1.5, 1.6, 1.7, 1.8,	4.4.1-RU
Participate in professional growth opportunities.		2.b.1.e 2.b.1.f		5.1, 5.5,	5.1, 5.5	CC3E-RU
Evaluate student progress in English/Language Arts by effective use of questioning, observation, and appropriate test construction.		2.a.1.a 2.a.1.b 2.a.1.c 2.a.1.e 2.a.3.a 2.a.3.c 2.a.1.d 2.a.1.f 2.a.1.g 2.a.3.i 2.a.3.j 2.b.1.a	9.1-9.3	1.10, 2.6, 2.10, 3.9, 5.4	1.1, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4,	2.2.1-RU
Create and share a lesson plan that integrates civics content with reading instruction in the middle school		2.a.1.a		1.11, 2.11, 3.11, 4.8, 5.3,	1.1, 1.2, 1.3, 1.4, 1.7,	Cooperative Learning Activity creating integrated lesson plans

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and online (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.

5. Seek opportunities to practice teaching skills through tutoring and substituting in 6 – 12 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

Course Evaluation Criteria:

- Major Assignments (40 %)
- Tasks (60%)*

Your final grade will be based upon the college grading scale which is as follows:

A	B	C	D	F
90 – 100	80 – 89	70 – 79	60 – 69	Below 60

**A task deemed ineffective must be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.*

No grade will be given for the course until all tasks have been successfully demonstrated AND an acceptable formal reflection submitted with it.

Students enrolled in LAE 3323 will be required to complete following.

A. Tasks

1. **Task 4.4.1 (FEAP 1.1, 1.3, 1.6):** This is a semester-long project in which the pre-service teacher collects strategies and materials to promote critical/creative thinking and problem solving and annotates each strategy regarding how it will be used in teaching. The product is the file of five strategies with accompanying lesson plans.
2. **Task 5.4.2 (FEAP 2.3, 2.4, 2.5, 2.6, 2.8, 3.8):** The candidate plans a lesson and is observed regarding demonstrated effectiveness of instruction with regard to diversity. This observation targets sensitivity, equitable treatment, and planning for students from different backgrounds, cultures, and skill levels. The product is the rationale for selecting the lessons, the lesson plans, and the completed observation instruments.
3. **Task CC3E (FEAP 5.4, 5.5):** Each student must show evidence of professional growth during this course. This evidence may be acquired by (1) attending an English seminar, like FCTE Conference or (2) reading articles from a professional journal in English education. Each student will submit a minimum of six presentation or article summaries, (handouts or worksheets included, if appropriate), and a reflection. The reflection should include your opinion regarding (1) the feasibility of implementation (if appropriate), (2) its effectiveness, (3) whether you plan to use it in the future, and (4) any modifications you might want to make.
4. **Task CC8E (FEAP 5.4):** The candidate completes a series of performance tasks that require specific content knowledge in the areas of reading, writing, literature, grammar, listening, speaking, and media.
5. **Task 2.2.1 (2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 3.6, 3.7, 3.9, 3.10, 5.1) -** The teacher candidate has three 15-30-minute lessons videotaped and/or observed by an instructor, evaluates his/her performance, and obtains an external evaluation from a peer or the mentor on each lesson. The product is the set of three self-assessments, three peer/mentor assessments and the teacher candidate's summary of what he/she has learned.

B. Major Assignments (These will be provided through the progression of the course.)

See your Instructor First Day Handout for individual instructor assignment schedule.