

## EDUC 563 (083): Teaching Language Arts in the Middle Grades

<p><b>Description</b></p>	<p><b>EDUC 563, <i>Teaching Language Arts in the Middle Grades</i></b> - Students will learn to create lessons that reflect research-based approaches to the broad diversity that exists among students in the Middle Grades. The goal of this course is to prepare exemplary practitioners in education to meet the challenges of equity and excellence that is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.</p>
<p><b>Program Course Information</b></p>	<p><b>PROGRAM:</b> UNC-Chapel Hill, Middle Grades Teacher Education Program  <b>EDUC 563 SECTION Room: 206</b>  <b>COURSE TITLE:</b> <i>Teaching Language Arts in the Middle Grades</i>  <b>INSTRUCTOR NAME and CONTACT INFORMATION:</b>          Dr. Elise Barrett, 301 C Peabody Hall, Chapel Hill, NC 27599-3500,  <a href="mailto:barrette@email.unc.edu">barrette@email.unc.edu</a>  <b>DATE SYLLABUS REVISED:</b> June 2006  <b>Prerequisite:</b> Admissions to the Middle Grades Education Program.  <b>COURSE DESCRIPTION:</b>          EDUC 563 focuses on the goals and methods of teaching language arts in the middle grades, with specific focus on the diversity and unique complexities of young adolescents. Within this course, students will develop a unit project for application during student teaching. Topics covered in this class include research-based approaches to teaching reading and writing, literature based units, thematic units, literature circles, reading and writing workshops, the writing process, philosophies and theories related to the teaching and learning of the English/Language Arts, resources, and national and state standards for English and Language Arts.</p>
<p><b>UNC-CH School of Education Conceptual Framework:</b></p>	<p><b>Preparing Leaders in Education</b>          The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p><b>For Equity and Excellence</b>          Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.</p>

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

#### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal with the potential to meet the needs, recognize interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

#### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

#### **SOE Conceptual Framework Dispositions**

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students,

	<p>colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.</p> <ol style="list-style-type: none"> <li>1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</li> <li>2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</li> </ol>
<p><b>Course Objectives</b></p>	<p><b>Course Objectives:</b>  Students will learn to create lessons that reflect research-based approaches to the broad diversity that exists among students in the Middle Grades. The goal of this course is to prepare exemplary practitioners in education to meet the challenges of equity and excellence that is best accomplished through preparation for a democratic society, and to encourage critical thinking about pedagogical theory and practice; to provide candidates for initial licensure in middle grades teaching with background information and classroom settings in which they can practice these skills.</p> <p>Pre-service teachers should:</p> <ul style="list-style-type: none"> <li>○ Gain an understanding and appreciation of the theories and principles for teaching English/Language Arts</li> <li>○ Interpret, adjust, adapt, and evaluate instructional approaches to meet the needs of all students in a highly diverse setting.</li> <li>○ Describe the contents and importance of units with a literature focus</li> <li>○ Identify and describe reading approaches such as reading workshops that are supported by research</li> <li>○ Identify and describe the best practices associated with the teaching of reading including literature circles.</li> <li>○ Develop approaches that increase students’ understanding of vocabulary</li> <li>○ Develop approaches that increase students’ reading comprehension</li> <li>○ Develop a unit project that focuses on reading, writing, and literacy</li> <li>○ Describe the contents and importance of thematic units</li> <li>○ Describe the theoretical bases for the writing process.</li> <li>○ Describe and develop activities that focus on prewriting, first draft, revision, and evaluating writing.</li> </ul> <p>Four instructional approaches that will explored in-depth in this course include:</p> <ul style="list-style-type: none"> <li>○ <i>Units with a literature focus</i> where students read and explore children’s books in a variety of ways.</li> <li>○ <i>Reading and writing workshops</i> where students work independently selecting books and using the writing process to create books, essays, and written compositions.</li> <li>○ <i>Literature circles</i> where students choose, read, and respond to a book in small groups.</li> <li>○ <i>Thematic units</i> where teachers integrate content area themes or topics from social studies or science to engage students and connect concepts.</li> </ul>
<p><b>Course Standards (Addressed):</b></p>	<p><b>School of Education Conceptual Framework Principles and Dispositions</b>  NC-CH2004.P.1: Candidates possess the necessary content knowledge to support and enhance student development and learning. NC-CH2004.P.2: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.  NC-CH2004.P.3: Candidates possess the necessary knowledge and skills to conduct</p>

and interpret appropriate assessments.  
NC-CH2004.P.4: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.  
NC-CH2004.D.1: Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.  
NC-CH2004.D.2: Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

**NC Standards for Teacher Preparation Initial Licensure Core Standards**

NC-T.CORE.1: Teachers have a broad knowledge of content.  
NC-T.CORE 2: Teachers know how to teach students.  
NC-T.CORE 3: Teachers are successful in teaching a diverse population of students.  
NC-T.CORE 4: Teachers are leaders.  
NC-T.CORE 5: Teachers are reflective about their practice.  
NC-T.CORE 6: Teachers respect and care about students.

**INTASC STANDARDS:**

INTASC.1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  
INTASC.2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  
INTASC.3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners  
INTASC.4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills  
INTASC.5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation  
INTASC.6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  
INTASC.7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.  
INTASC:8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.  
INTASC.9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.  
INTASC.10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**North Carolina Teacher Standards Middle Level General:**

NC-T. MIDL.1: Middle level teachers understand the major concepts, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.  
NC-T.MIDL.2: Middle level teachers understand major concepts, principles, theories and research underlying the philosophical foundations of the developmentally responsive middle level programs and schools, and they work successfully within these organizational components.  
NC-T MIDL 3: Middle level teachers understand major concepts, principles, theories, standards, and research related to middle grades curriculum and use this knowledge in

	<p>their practice.</p> <p>NC-T.MIDL.4 Middle level teachers understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of young adolescents.</p> <p>NC-T.MIDL.5 Middle level teachers understand and use the central concepts, tools of inquiry, standards, and structures of content in their teaching field(s) and create meaningful learning experiences that develop young adolescents' competence in subject matter and skills.</p> <p>NC-T.MIDL.6 Middle level teachers understand, value, and integrate literacy skills (i.e., reading, writing, speaking, and listening) into all content areas.</p> <p>NC-T.MIDL.7 Middle level teachers understand and use the major concepts, principles, theories, and research related to effective instruction, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents</p> <p>NC-T.MIDL.8 Middle level teachers understand and use formal and informal assessment strategies to evaluate learning and teaching to ensure the continuous intellectual, social, and physical development of young adolescents.</p>
<p><b>Course Standards (Assessed):</b></p>	<p><b>School of Education Conceptual Framework Principles and Dispositions</b></p> <p>NC-CH2004.P.1: Candidates possess the necessary content knowledge to support and enhance student development and learning.</p> <p>NC-CH2004.P.2: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.</p> <p>NC-CH2004.P.3: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.</p> <p>NC-CH2004.P.4: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.</p> <p>NC-CH2004.D.1: Candidates exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</p> <p>NC-CH2004.D.2: Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</p> <p><b>NC Standards for Teacher Preparation Initial Licensure Core Standards</b></p> <p>NC-T.CORE.1: Teachers have a broad knowledge of content.</p> <p>NC-T.CORE 2: Teachers know how to teach students.</p> <p>NC-T.CORE 3: Teachers are successful in teaching a diverse population of students.</p> <p>NC-T.CORE 5: Teachers are reflective about their practice.</p> <p>NC-T.CORE 6: Teachers respect and care about students.</p> <p><b>INTASC STANDARDS:</b></p> <p>INTASC.1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>INTASC.2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>INTASC.3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p> <p>INTASC.4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills</p> <p>INTASC.5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction,</p>

	<p>active engagement in learning, and self-motivation</p> <p>INTASC.6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>INTASC.7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>INTASC.8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p>INTASC.9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>INTASC.10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p><b>North Carolina Teacher Standards Middle Level General:</b></p> <p>NC-T. MIDL.1: Middle level teachers understand the major concepts, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.</p> <p>NC-T.MIDL.2: Middle level teachers understand major concepts, principles, theories and research underlying the philosophical foundations of the developmentally responsive middle level programs and schools, and they work successfully within these organizational components.</p> <p>NC-T MIDL 3: Middle level teachers understand major concepts, principles, theories, standards, and research related to middle grades curriculum and use this knowledge in their practice.</p> <p>NC-T.MIDL.4 Middle level teachers understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of young adolescents.</p> <p>NC-T.MIDL.5 Middle level teachers understand and use the central concepts, tools of inquiry, standards, and structures of content in their teaching field(s) and create meaningful learning experiences that develop young adolescents' competence in subject matter and skills.</p> <p>NC-T.MIDL.6 Middle level teachers understand, value, and integrate literacy skills (i.e., reading, writing, speaking, and listening) into all content areas.</p> <p>NC-T.MIDL.7 Middle level teachers understand and use the major concepts, principles, theories, and research related to effective instruction, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents</p> <p>NC-T.MIDL.8 Middle level teachers understand and use formal and informal assessment strategies to evaluate learning and teaching to ensure the continuous intellectual, social, and physical development of young adolescents.</p> <p>NC-T.MIDL.9 Middle level teachers understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals</p>
<p><b>Activities &amp; Assignments:</b></p>	<p>Weekly observation, in a middle school classroom for 2-3 hours per week.</p> <p>Classroom sessions with didactic instruction and discussions that aim to encourage inquiry and critical-thinking about methods and planning lessons associated instructional practices in the Language Arts.</p> <p>Design a complete Language Arts Unit with at least five lesson plans, consult with the classroom teacher, and demonstrate evidence of inclusion of differentiation for students with special needs, a literacy component, and a technology component.</p>
<p><b>Requirements:</b></p>	<p>Attendance at all scheduled meetings and on-time full time participation is expected. Students in EDUC 563 must present documentation in order for any tardiness or</p>

	<p>absence to be excused. All absences, tardies or late work, even if excused, must be accompanied by the “<b>Acknowledgement of Absence, Tardy or Delinquent Work</b>” form used by the Middle Grades Program and found on Blackboard. Students who are absent or tardy must notify the instructor before or immediately after the incident. Grade point penalties apply for failure to comply. Unexcused absences are penalized by 3 points deduction from the final grade for each occurrence. Tardiness of more than 10 minutes or early exit from class result in 1point deduction from the final grade for each occurrence. <b>A two page written analysis of the readings assigned for the date missed is required in addition to all regular assignments and readings due the day class is missed. The written analysis is a requirement for each absence excused or unexcused.</b></p>
<p><b>Accommodations for Disability:</b></p>	<p>Students who require assistance or accommodations due to special needs or disabilities are expected to inform instructors and provide the appropriate documentation from the UNC-Chapel Hill Department of Disability Services at the beginning of the course.</p>
<p><b>Topics:</b></p>	<p>These are among the topics considered in class sessions of EDUC 563: Methods and strategies for planning substantive content instruction with developmentally appropriate strategies and methods, identifying objectives and designing focused assessments, transitions, questioning, differentiation, and directions</p>
<p><b>References and Resources:</b></p>	<p><b>Bandura, A. (1994).</b> Self-efficacy. In V. S. Ramachaudran (Ed.), <i>Encyclopedia of human behavior</i> (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], <i>Encyclopedia of mental health</i>. San Diego: Academic Press, 1998).</p> <p><b>Bacevich, A., &amp; Salinger, T. (2006, June).</b> Lessons and recommendations from the Alabama Reading Initiative: Sustaining focus on secondary reading. <i>Alabama Reading Initiative</i>, Carnegie Corporation: New York.</p> <p><b>Brandon, W. (2003).</b> Towards a white teacher’s guide to playing fair: Exploring the cultural politics of multicultural teaching. <i>Qualitative Studies in Education</i>. 16:1 31-50</p> <p><b>Burke, J. (2004, May).</b> Learning the Language of Academic Study. <i>Voices from the Middle</i> 11.4: 37–42.</p> <p><b>Christensen, L., &amp; Wilhelm, J. (2004, September).</b> Reading the world. <i>The Council Chronicle (NCTE)</i>. Urbana, IL: National Council of Teachers of English.</p> <p><b>Cruz, M. C. (March, 2004).</b> Can English Language Learners Acquire Academic English? <i>English Journal</i> 93.4: 14–17.</p> <p><b>Freeman, D., and Freeman, Y. (2004, July).</b> Three Types of English Language Learners. <i>School Talk</i> 9:4 1–3.</p> <p><b>Frey, N., Fischer, D., &amp; Hernandez, T. (2003).</b> What’s the gist: Summary for struggling adolescent writers. <i>Voices in the Middle</i>. 11:2.</p> <p><b>Greenwood, S., (2002, December).</b> Contracting revisited: Lessons learned in literacy differentiation. <i>Journal of Adolescent &amp; Adult Literacy</i>. 46:4, p. 338, 13p</p> <p><b>Kaplan, Jeffrey S. (November, 2003).</b> Bold Books for Innovative Teaching. <i>Nonfiction books in the classroom: Undervalued, underused, and oversimplified</i>. English Journal. 93.2: 90–94.</p> <p><b>Kingen, S. (2000).</b> Teaching language arts in middle schools: Connecting and communicating. Mahwah, New Jersey: Lawrence Earlbaum Associates.</p>

**Marzano, R., & Marzano, J. (2003, September).** The key to classroom management. *Educational Leadership*, 61:1, 6-13.

**Mueller, V. (May 2005).** What If They Can't? *Voices from the Middle* 12:4 44-48.

**NCTE (2006, April).** *NCTE Principles of Adolescent Reform*. Urbana, IL: National Council of Teachers of English.

**NCTE (2004, May).** A Call to Action: What We Know About Adolescent Literacy and Ways to Support Teachers in Meeting Students' Needs. (A Position/Action Statement from NCTE's Commission on Reading). Urbana, IL: National Council of Teachers of English.

**NCTE (2004, May).** On learning to read and effective instruction... Urbana, IL: National Council of Teachers of English.

**Noguchi, S. (2006, July).** Literacy program helps turns around troubled lives. San Jose Mercury News, San Jose, CA.

**Peske, H., & Haycock, K. (2006).** Teaching inequality. How poor and minority students are shortchanged on teacher quality. Chicago, IL: *The Education Trust*. 1-20.

**Tomlinson, C. A., (1999, September).** Mapping a route toward differentiated instruction. *Educational Leadership*. 12-16.

**Tomlinson, C. A., (2003).** Reconcilable differences: Standards-based teaching and differentiation. *Association for Supervision and Curriculum Development (ASCD)*; pp 6-11.

**Warne, B. (May 2006).** Teaching Conventions in a State-Mandated Testing Context. *English Journal* 5-95, 22-27.

**Wederich, D., (2002, May).** Individualized responses: using journal letters as a vehicle for differentiated reading instruction; here are some easy ways to individualize instruction in your classroom. *Journal of Adolescent and Adult Literacy*. 45:8 pp: 746-755.

**Wilhelm, J. (2001, March).** Getting kids into the reading game. *Voices from the Middle*. 8:4.

SCHEDULE	FALL 2006 – EDUC 563 – Methods of Teaching Language Arts
<p><b>Week 1</b></p>	<p><b>Monday, August 28 – 5:00 p.m. – Room 206</b>  <b>Class Topic: Introductions</b></p> <ul style="list-style-type: none"> <li>- Review the Syllabus</li> <li>- Discussion on lab/class time</li> <li>- Review of the Unit Project</li> </ul> <p>Readings for September 11:</p> <ul style="list-style-type: none"> <li>- <i>Adolescent Literacy Captures the Spotlight</i> (Blackboard)</li> <li>- Kingen, S., Chapter 1, pp: 3-27, and Chapter 2, pp: 29-56 (Text)</li> </ul> <p><b>NO CLASS NEXT MONDAY – LABOR DAY – September 4</b></p>
<p><b>Week 2</b></p>	<p><b>September 11</b>  <b>Class Topic: Adolescent Literacy in 2006</b></p> <p>Readings for September 18:</p> <ul style="list-style-type: none"> <li>- NCTE (2006, April). <i>NCTE Principles of Adolescent Reform</i>. Urbana, IL: National Council of Teachers of English. (Blackboard)</li> <li>- NCTE (2004, May). A Call to Action: What We Know About Adolescent Literacy and Ways to Support Teachers in Meeting Students' Needs. (A Position/Action Statement from NCTE's Commission on Reading). Urbana, IL: National Council of Teachers of English.</li> </ul>
<p><b>Week 3</b></p>	<p><b>September 18</b>  <b>Class Topic: Adolescent Literacy Reform</b></p> <p>Readings for September 25:</p> <ul style="list-style-type: none"> <li>- Kingen, S., Chapter 13, <i>Interdisciplinary and Integrative Teaching</i> pp. 534-550</li> </ul>
<p><b>Week 4</b></p>	<p><b>September 25</b>  <b>Class Topic: Interdisciplinary and Integrative Teaching</b></p> <p><b>Units with a literature focus</b> where students read and explore adolescent books in a variety of ways. Teaching to know literature. Teaching to know about literature. Teaching to learn through literature (Units focused on a theme such as the Holocaust)</p> <p><b>Thematic units</b> where teachers integrate content area themes or topics from social studies or science to engage students and connect concepts</p> <p><b>Critique student-made units using rubric (units provided by instructor).</b></p> <p>Readings for October 2:</p> <ul style="list-style-type: none"> <li>- <i>Context Clues and Idiomatic Expressions</i> (Blackboard)</li> <li>- Wilhelm, J. (2001, March). Getting kids into the reading game. <i>Voices from the Middle</i>. 8:4. (Blackboard)</li> <li>- NCTE (2004, May). On learning to read and effective instruction... Urbana, IL: National Council of Teachers of English. (Blackboard)</li> <li>- Noguchi, S. (2006, July). Literacy program helps turns around troubled lives. <i>San Jose Mercury News</i>, San Jose, CA. (Blackboard)</li> <li>- Kingen, S., Chapter 4, <i>Teaching Reading</i>, pp. 101-122.</li> <li>- Literature Circles Folder: various examples, files (Blackboard)</li> </ul>
<p><b>Week 5</b></p>	<p><b>October 2</b>  <b>Class Topic: Literacy and Teaching Reading</b></p> <p>Readings for October 9:</p>

	<ul style="list-style-type: none"> <li>- Kaplan, Jeffrey S. (November, 2003). Bold Books for Innovative Teaching. <i>Nonfiction books in the classroom: Undervalued, underused, and oversimplified</i>. English Journal. 93.2: 90–94. (Blackboard)</li> <li>- <i>Finding the Science ... A Lesson Plan</i> (Blackboard)</li> <li>- Christensen, L., &amp; Wilhelm, J. (2004, September). Reading the world. <i>The Council Chronicle (NCTE)</i>. Urbana, IL: National Council of Teachers of English. (Blackboard)</li> <li>- Kingen, S., Chapter 9, <i>Teaching Literature</i>, pp. 347-388 (Text)</li> </ul>
<b>Week 6</b>	<p><b>October 9</b> <b>Class Topic: Literature and Nonfiction</b></p> <p>Readings for October 16:</p> <ul style="list-style-type: none"> <li>- Kingen, S., Chapter 5, <i>Teaching Writing</i>, pp. 144-192 (Text)</li> <li>- Mueller, V. (May 2005). What If They Can't? <i>Voices from the Middle</i> 12:4 44–48. (Blackboard)</li> <li>- Frey, N., Fischer, D., &amp; Hernandez, T. (2003). What's the gist: Summary for struggling adolescent writers. <i>Voices in the Middle</i>. 11:2. (Blackboard)</li> </ul>
<b>Week 7</b>	<p><b>October 16</b> <b>Class Topic: Teaching Writing</b></p> <p>Readings for October 23:</p> <ul style="list-style-type: none"> <li>- Kingen, S., Chapter 10, <i>Teaching Language</i>, pp. 418-457 (Text)</li> <li>- Warne, B. (May 2006). Teaching Conventions in a State-Mandated Testing Context.” <i>English Journal</i> 5-95, 22–27. (Blackboard)</li> </ul>
<b>Week 8</b>	<p><b>October 23</b> <b>Class Topic: Teaching Language</b></p> <p>Readings for October 30:</p> <ul style="list-style-type: none"> <li>- Kingen, S., Chapter 7, <i>Teaching Listening</i>, pp. 260-280 (Text)</li> <li>- Kingen, S., Chapter 8, <i>Teaching Visual Literacy</i>, pp. 289-327 (Text)</li> </ul>
<b>Week 9</b>	<p><b>October 30</b> <b>Class Topic: Teaching Listening and Visual Literacy</b></p> <p>Readings for November 6:</p> <ul style="list-style-type: none"> <li>- Greenwood, S., (2002, December). Contracting revisited: Lessons learned in literacy differentiation. <i>Journal of Adolescent &amp; Adult Literacy</i>. 46:4, p. 338, 13p</li> <li>- Wederich, D., (2002, May). Individualized responses: using journal letters as a vehicle for differentiated reading instruction; here are some easy ways to individualize instruction in your classroom. <i>Journal of Adolescent and Adult Literacy</i>. 45:8 pp: 746-755.</li> <li>- Tomlinson, C. A., (1999, September). Mapping a route toward differentiated instruction. <i>Educational Leadership</i>. 12-16.</li> <li>- Tomlinson, C. A., (2003). Reconcilable differences: Standards-based teaching and differentiation. <i>Association for Supervision and Curriculum Development (ASCD)</i>; pp 6-11.</li> <li>- Bacevich, A., &amp; Salinger, T. (2006, June). Lessons and recommendations from the Alabama Reading Initiative: Sustaining focus on secondary reading. <i>Alabama Reading Initiative</i>, Carnegie Corporation: New York.</li> </ul>
<b>Week 10</b>	<p><b>November 6</b> <b>Class Topic: Differentiation</b></p>

	<p>Readings for November 13:</p> <ul style="list-style-type: none"> <li>- Brandon, W. (2003). Towards a white teacher's guide to playing fair: Exploring the cultural politics of multicultural teaching. <i>Qualitative Studies in Education</i>. 16:1 31-50 (Blackboard)</li> <li>- Burke, J. (2004, May). Learning the Language of Academic Study. <i>Voices from the Middle</i> 11.4: 37-42. (Blackboard)</li> <li>- Cruz, M. C. (March, 2004). Can English Language Learners Acquire Academic English? <i>English Journal</i> 93.4: 14-17. (Blackboard)</li> <li>- Freeman, D., and Freeman, Y. (2004, July). Three Types of English Language Learners. <i>School Talk</i> 9:4 1-3. (Blackboard)</li> </ul>
<b>Week 11</b>	<p><b>November 13</b>  <b>Class Topic: ESL and ELL Literacy</b></p> <p>Readings for November 20:</p> <ul style="list-style-type: none"> <li>- Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), <i>Encyclopedia of human behavior</i> (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], <i>Encyclopedia of mental health</i>. San Diego: Academic Press, 1998). (Blackboard)</li> <li>- Marzano, R., &amp; Marzano, J. (2003, September). The key to classroom management. <i>Educational Leadership</i>, 61:1, 6-13. Blackboard)</li> <li>- Kingen, S., Chapter 14, Integrating into the Teaching Profession. Pp: 552-575. (Text)</li> <li>- Cincinnati Enquirer (2006, August). Blackboards are so "Old School." Cincinnati: OH.</li> </ul> <p><b>Unit projects are due at the beginning of class on November 20.</b></p>
<b>Week 12</b>	<p><b>November 20</b>  <b>Class Topic: Classroom Management and Integrating into the Teaching Profession</b></p> <ul style="list-style-type: none"> <li>o The importance of self-reflection and professional development</li> <li>o Teacher as researcher</li> <li>o Working with administrators, faculty, and staff and developing positive relationships with parents</li> </ul> <p>No readings will be due for November 27; however, you will need to bring a copy of your unit to class next week.</p>
<b>Week 13</b>	<p><b>November 27</b>  <b>Class Topic: Peer Critique and Evaluation of Units</b></p> <p>Bring at least one copy of your entire unit to class. You will critique and evaluate two of your peers' units, and two of your peers will critique your unit. An evaluation rubric for each will be completed (with comments and suggestions) in class.</p>
<b>Week 14</b>	<p><b>December 4</b>  Final course, topic, and final exam review</p>
<b>Week 15</b> <b>Final Exam</b>	<p><b>December 11 – 4:00 pm - Room 206</b></p>