

LSC Use Only Proposal No:  
LSC Action-Date: App-11/11/12

UWUCC Use Only Proposal No: 12-625  
UWUCC Action-Date: AP-11/27/12 Senate Action Date: App-1/29/13

Curriculum Proposal Cover Sheet - University-wide Undergraduate Curriculum Committee

Contact Person(s) <b>Dr. Susie Fello</b>	Email Address <b>sfello@iup.edu</b>
Proposing Department/Unit <b>Professional Studies in Ed.</b>	Phone <b>7-2047</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course     
  Course Prefix Change     
  Course Deletion  
 Course Revision     
  Course Number and/or Title Change     
  Catalog Description Change

Current course prefix, number and full title: MIDL 425 Methods of Teaching Language Arts in Grades 4-8

Proposed course prefix, number and full title, if changing: Same title with writing intensive designation

2. Liberal Studies Course Designations, as appropriate  
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills   
  Knowledge Area   
  Global and Multicultural Awareness   
  Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship   
  Information Literacy   
  Oral Communication  
 Quantitative Reasoning   
  Scientific Literacy   
  Technological Literacy

3. Other Designations, as appropriate

Honors College Course   
  Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change   
  Program Revision   
  Program Title Change   
  New Track  
 New Degree Program   
  New Minor Program   
  Liberal Studies Requirement Changes   
  Other

Current program name: Middle Level Education 4-8

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Mary Ann Hamilton</i>	<u>10-1-12</u>
Department Chairperson(s)	<i>Sue A. King</i>	<u>10-1-12</u>
College Curriculum Committee Chair	<i>Edgar Reilly (TECC Chair)</i>	<u>10-22-12</u>
College Dean	<i>Edward N. Gray</i>	<u>10-25-12</u>
Director of Liberal Studies (as needed)	<i>Dee H. ...</i>	<u>11-1-12</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	<u>11/10/12</u>

Received  
 Received  
 OCT 29 2012  
 DEC 6 2012  
 Liberal Studies  
 Liberal Studies

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # \_\_\_\_\_  
Action \_\_\_\_\_

COVER SHEET: Request for Approval to Use W-Designation

## TYPE I. PROFESSOR COMMITMENT

- Professor Dr. Susan E. Fello
- Phone 724-357-2047 Email sfello@iup.edu
- Writing Workshop? (If not at IUP, where? when?) Several writing workshops
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

## TYPE II. DEPARTMENT COURSE

- Department Contact Person Dr. Susan E. Fello
- Phone 724-357-2400 office Email sfello@iup.edu
- Course Number/Title MIDL 425 Methods of Teaching Language Arts in Grades 4-8
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

## TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) *[Signature]*
- Phone \_\_\_\_\_ Email \_\_\_\_\_
- Course Number/Title \_\_\_\_\_
- Proposal for this W-course (see instructions below)

## SIGNATURES:

Professor(s) *[Signature]*

Department Chairperson *[Signature]*

College Dean *[Signature]*

Director of Liberal Studies *[Signature]*

## COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)
- II. Copy of the course syllabus.
- III. Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.

**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

## CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,  
Based on the Senate Criteria for Writing-Intensive Courses

### For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

### For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

### For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

MIDL 425

## I. Writing Summary- MIDL 425 Methods of Teaching Language Arts in Grades 4-8

**Catalog Description:** Emphasizes the view that the art of communication is an interrelated process, and the task of the middle grades teacher is to integrate the language arts throughout the entire curriculum. Techniques for teaching oral and written communication skills, listening, viewing, and visually representing are presented. Other integral components include spelling instruction to meet the developmental needs of middle level learners and methods for increasing vocabulary growth. Special emphasis is given to recent trends and research in middle grades education.

The above course and course description was approved by the University Senate in December 2009. The Professional Studies in Education Department did not realize that the *Writing-Intensive* designation was not included in this course for approval from the Liberal Studies Committee.

*MIDL 425 Methods of Teaching Language Arts in Grades 4-8* was delivered for the first time in January 2012. Undergraduates in the Middle Level Education Program could not be approved to take this course without the pre-requisite, *MIDL 222 Reading Instruction and Assessment in Grades 4-8*. This course was based on its predecessor, *ELED 425 Language Arts Across the Curriculum- writing intensive*. The content of the course parallels the course from the elementary education program. After an initial evaluation from the professor, all written assignments in this course may be revised and resubmitted. The evaluation rubrics for three of the writing assignments appear at the end of the syllabus. Students will receive guidelines for all assignments during the course of the semester. The following list provides a description of the writing assignments for this course.

- **Genre Unit:** With a partner, students will develop a two-week genre unit that should demonstrate students' understanding and ability of integrating language arts across the curriculum. Unit components should be written in IUP format. Each unit will include a Title Page; Table of Contents (with page numbers), a Rationale and Background; English/Language Arts Standards; Goals and Objectives according to age-appropriate state standards; a detailed Planning Web that integrates various content areas and language arts components; a Calendar of Lessons and Activities; a Text Set to use in teaching about the genre (approximately 2-6 books, depending upon genre and grade level); an Annotated Bibliography of the text set; Lesson plans that demonstrate conceptual understanding of integrating the language arts across the curriculum for a two-week unit; a Culminating activity; and Assessment tools to evaluate students' progress. See the attached rubric for further information. (INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; ACEI Standards 1, 2a, b, f, l, 3a, b, c, d, e; PDE Standards 1B, C, 2B, D, E, NAEYC Standards 3, 4D). **This assignment is recommended for inclusion in your digital portfolio. (Required length- 20 pages)**
- **Journal Article:** Students will read, summarize, and analyze one article from the *Language Arts* journal and prepare a three-five paragraph paper. The first

analyze the article; and the third paragraph and subsequent pages should describe how you could implement the article's content (The *Language Arts* journal is available in Stapleton Library or EBSCO host). Teacher candidates will use the outline to present the critique to their peers. (INTASC Standards 1, 2, 9; ACEI Standards 2A, B, 5A; PDE Standard 1C; NAEYC Standard 5). **(Required length- 2 pages)**

- **Dialogue Journals**: Students will correspond in two dialogue journals: with one elementary student and with one graduate student. Students will write directly in their black and white composition books to their elementary buddies. Students will type their journal entries to their graduate buddies. Entries from the dialogue journals will be assessed for content, handwriting, grammar, and spelling. Students will write five to six journal entries; each entry will focus upon an aspect of language arts (i.e., writing or responding to literature). **Students are expected to assume responsibility for submitting the journal in class on the assigned dates and percentage points will be deducted if/when students do not submit the journals when they are due.** Further guidelines will be provided. (INTASC Standards 1, 2, 3; ACEI Standards 1, 2B, 3D, 3E; PDE Standards 1A, B, C, 2D, 3B; NAEYC Standards 1, 4B). **(Required length- 6 pages)**
- **Classroom Newsletter**: Students will write a classroom newsletter at either the primary or intermediate grade levels. The objective of the newsletter is to inform parents and/or primary caretakers of classroom events. Possible ideas for newsletter inclusion include, but are not limited to, helpful suggestions on how to help your child become a better reader and writer, how to promote literacy at home, suggest various web sites that would benefit the child, books and activities that children can do with their parents. See the attached rubric. (INTASC Standards 1, 2, 3, 5, 10; ACEI Standards 1, 2 5A; PDE Standards 1A, C; NAEYC Standards 1, 2, 4A). **(Required length- two-pages, preferably front to back)**
- **Literature-Based Mini-Lesson**: Students will work in pairs to create and present a literature-based mini-lesson that focuses on a specific skill or strategy. Presenters will include a short Power Point overview of the steps in the lesson, followed by actively engaging classmates in the lesson. Presenters will provide classmates with a handout that includes objectives, procedures, and a lesson assessment plan. Performance will be evaluated by the following criteria: evidence of preparation, quality of presentation, and quality of hand-out. Further guidelines will be provided. (INTASC Standards 1, 2, 3, 4; ACEI Standards 1, 2, 2B, 3E; PDE Standards 1A; NAEYC Standard 4B). **(Required length- one page)**

## Summary Chart for Writing Assignments for MIDL 425

### A. Writing Assignments

Assignment Title	# of assignments	# of pages	Graded yes/no	Opportunities for revision	% of course grade
Genre Unit	1	20	Yes	Yes	25%
Journal Article	1	2	Yes	Yes	5%
Dialogue Journals	6	6	Yes	Yes, first two entries only	5%
Classroom Newsletter	1	2	Yes	Yes	10%
Literature-based mini-lesson	1	1	Yes	Yes	10%
<b>Totals</b>	<b>10</b>	<b>31</b>			<b>55%</b>

### B. Examinations

Exams	Approx % of exam that is essay/short answer	Anticipated # of pages for essay/short answer	Exam constitutes % of grade
1	50%	1-2 short answers at 1-2 paragraphs each	10%
2	50%	Five essay questions-one paragraph each	10%
3	50%	Five essay questions-one paragraph each	10%
<b>Totals</b>			<b>30%</b>

### C. Other classroom activities

Field trip	5%
Class participation	10%
<b>Total</b>	<b>15%</b>

### Genre Assessment

	4 Met with distinction	3 Met with merit	2 Met	1 Met with weakness	0 Unmet
Organization	Unit plan shows a high degree of organization and a highly professional appearance.	Unit plan shows a high or acceptable degree of organization and a high or acceptable appearance.	Unit plan shows some degree of organization, and an average professional appearance.	Unit plan shows poor organization and an unprofessional appearance.	Criterion is unmet
Content	Developmentally appropriate content standards	Developmentally appropriate content standards	Content standards and goals are	Content standards and goals are	Criterion is unmet

<b>Standards and Goals</b>	and goals are aligned and are stated clearly throughout all of the unit.	and goals are aligned and stated clearly throughout most of the unit.	aligned and stated throughout most of the unit.	aligned loosely and are not stated clearly.	
<b>Planning Web</b>	Planning web shows an outstanding ability to plan a variety of integrated lessons and activities that will meet the goals of the unit. Planning web is clearly organized.	Planning web shows a good ability to plan a variety of integrated lessons and activities that will meet the goals of the unit. Planning web is fairly well-organized.	Planning web shows a fair ability to plan a variety of integrated lessons and activities that will meet the goals of the unit. Planning web is adequately organized.	Planning web shows an inadequate ability to plan a variety of integrated lessons and activities that will meet the goals of the unit. Planning web is poorly organized.	Criterion is unmet
<b>Calendar</b>	The calendar provides excellent details about the flow of the unit and provides mini-lessons of important concepts, strategies, and skills.	The calendar provides good details about the flow of the unit and provides mini-lessons of important concepts, strategies, and skills.	The calendar provides adequate details about the flow of the unit and provides few mini-lessons of important concepts, strategies, and skills.	The calendar provides inadequate details about the flow of the unit and provides few mini-lessons of important concepts, strategies, and skills.	Criterion is unmet
<b>Assessments</b>	Formal and informal assessments are developmentally appropriate and well-suited to lessons; they are varied, evaluate outcomes, strengthen instruction, and are stated clearly.	Formal and informal assessments are developmentally appropriate for lessons, are somewhat varied, partially evaluate outcomes, somewhat strengthen instruction, and are stated clearly.	Formal and informal assessments are appropriate for lessons, demonstrate little variety, evaluate outcomes somewhat, and are stated unclearly.	Formal and informal assessments are inappropriate for lessons, demonstrate no variety, evaluate outcomes minimally, and are stated unclearly.	Criterion is unmet

Culminating activity: A Synthesizing Event	Culminating activity is engaging, aligned to the unit outcomes, highly appropriate for the content of the unit, and provides an opportunity for students to connect and apply concepts, knowledge, and skills.	Culminating activity is engaging, and appropriate for the content of the unit, and provides some opportunities for students to connect and apply concepts, knowledge, and skills.	Culminating activity is somewhat engaging, and appropriate for the content of the unit, and provides few opportunities for students to connect and apply concepts, knowledge, and skills.	Culminating activity is slightly engaging, but inappropriate for the content of the unit, and does not provide opportunities for students to connect and apply concepts, knowledge, and skills.	Criterion is unmet
Assessment of Writing	Overall, the unit plan is error-free with respect to sentence structure, spelling, punctuation, and grammar.	Overall, the unit plan has few errors with respect to sentence structure, spelling, punctuation, and grammar.	Overall, the unit plan has several errors in sentence structure, spelling, punctuation, and grammar.	Overall, the unit plan has an unacceptable amount of errors.	Criterion is unmet
Lesson Plan 1	To the highest degree, the lesson plan is developmentally appropriate, follows IUP format, and meets the curricular goals and outcomes of the unit. It stimulates critical thinking, problem solving; encourages students' active inquiry, and meets the needs of diverse learners. Lesson plans are clearly written and could be taught by another teacher easily.	To a high degree, the lesson plan is developmentally appropriate, follows IUP format, and meets the curricular goals and outcomes of the unit. It stimulates critical thinking, problem solving; encourages students' active inquiry, and meets the needs of diverse learners. Lessons are clearly written and could be taught by another teacher.	To a moderate degree, the lesson plan is appropriate, follows IUP format, and meets the goals and outcomes of the unit. It stimulates critical thinking, problem solving; encourages students' active inquiry, and meets the needs of diverse learners. Lessons are written clearly.	To an insufficient degree, the lesson plan is appropriate, follows IUP format, and meets the goals of the unit. Lessons are not written clearly and could not be taught by another teacher easily.	Criterion is unmet
Lesson Plan 2 Lesson Plan 3 Lesson Plan 4 Lesson Plan 5 Lesson Plan 6 Lesson Plan 7 Lesson Plan 8 Lesson Plan 9					



### Evaluation of Mini-lesson

	<b>4 Met with Distinction</b>	<b>3 Met with Merit</b>	<b>2 Met</b>	<b>1 Met with weakness</b>	<b>0 Unmet</b>
<b>Knowledge of Topic</b>	Candidate demonstrated mastery of topic; able to present without reliance on notes	Candidate demonstrated knowledge of topic; able to present without over-reliance on notes	Candidate's knowledge of topic was acceptable; relied on notes during presentation	Candidate was not knowledgeable about topic	Criterion was not met.
<b>Developmental Appropriateness</b>	Candidate selected an excellent piece of children's literature, planned procedures appropriate to elementary learners, designed a suitable assessment tool	Candidate selected an appropriate piece of children's literature, planned procedures appropriate to elementary learners, designed a suitable assessment tool	Candidate selected a piece of children's literature, planned procedures appropriate to elementary learners, designed an assessment tool	Candidate did not select a piece of children's literature, planned procedures inappropriate to elementary learners, did not design an assessment tool	Criterion was not met.
<b>Professional preparation</b>	Candidate assembled all necessary materials, created exemplary handout, and met time guidelines	Candidate assembled necessary materials, created very good handout, and met time guidelines	Candidate assembled most materials, created acceptable handout, and met time guidelines	Candidate did not assemble all of the materials, created poor handout, and did not meet time guidelines	Criterion was not met.
<b>Use of technology</b>	Candidate created an outstanding Power Point presentation, which included an attractive background, appropriate amount of text, and suitable animation.	Candidate created a very good Power Point presentation, which included an attractive background, appropriate amount of text, and suitable animation.	Candidate created an acceptable Power Point presentation, which included an attractive background, appropriate amount of text, and suitable animation.	Candidate created an inadequate Power Point presentation, which lacked attractive background, appropriate amount of text, or suitable animation.	Criterion was not met.
<b>Communication</b>	Candidate demonstrated outstanding oral and written communication skills	Candidate demonstrated very good oral and written communication skills	Candidate demonstrated acceptable oral and written communication skills	Candidate demonstrated in adequate oral and written communication skills	Criterion was not met.
<b>Professional presentation</b>	Candidate dressed professionally, maintained eye contact at all times, and used multiple representations to promote learning	Candidate dressed professionally, maintained eye contact most of the time, and used multiple representations to promote learning	Candidate dressed neatly, maintained eye contact somewhat, and used multiple representations to promote learning	Candidate dressed unprofessionally, did not maintain eye contact, and did not use multiple representations to promote learning	Criterion was not met.

### Evaluation of Classroom Newsletter

	4 Met with Distinction	3 Met with Merit	2 Met	1 Met with Weakness	0 Unmet
Classroom-Related Content	Candidate assembled text that conveyed classroom events clearly and celebrated students' classroom experiences thoroughly.	Candidate assembled text that conveyed classroom events clearly and celebrated students' classroom experiences.	Candidate assembled text that conveyed classroom events and celebrated students' classroom experiences.	Candidate assembled text that conveyed classroom events and celebrated students' experiences unclearly.	Criterion was not met.
Home-Related Content	Candidate provided many helpful suggestions, websites, literature choices, and content-related activities for parents/caretakers. A variety of writings were included i.e., poetry, quotations, etc.	Candidate provided helpful suggestions, literature choices, and content-related activities for parents/caretakers. Various writings were included i.e., poetry, quotations, etc.	Candidate provided suggestions, literature choices, and content-related activities for parents/caretakers. Various writings were included.	Candidate provided few suggestions, literature choices, and content-related activities for parents/caretakers. A variety of writings were not included.	Criterion was not met.
Organization	Candidate assembled a newsletter which shows a high degree of organization and a highly professional appearance.	Candidate assembled a newsletter which shows a high degree of organization and an acceptable appearance.	Candidate assembled a newsletter which shows some degree of organization and an unprofessional appearance.	Candidate assembled a newsletter which shows little organization and an unprofessional appearance.	Criterion was not met.
Use of Technology	Candidate used a word processing program and created an outstanding professional looking newsletter with attractive designs, appropriate amount of text, and suitable graphics.	Candidate used a word processing program and created a very good professional looking newsletter with attractive designs, appropriate amount of text, and suitable graphics.	Candidate used a word processing program and created an acceptable newsletter with attractive designs, appropriate amount of text and suitable graphics.	Candidate created an inadequate newsletter which lacked attractive designs, appropriate amount of text, or suitable graphics.	Criterion was not met.
Assessment of Writing	Overall, the newsletter is virtually error-free with respect to sentence structure, spelling, punctuation, and grammar.	Overall, the newsletter has few errors in sentence structure, spelling, punctuation, and grammar.	Overall, the newsletter has several errors in sentence structure, spelling, punctuation, and grammar.	Overall, the newsletter has unacceptable errors in sentence structure, spelling, punctuation, and grammar.	Criterion was not met.

**Statement of Department Responsibility**

The Professional Studies in Education (PSE) Department commits to ensuring that the writing component is present regardless of who is teaching MIDL 425 Language Arts Instruction and Assessment 4-8. The syllabus of record will be shared with all faculty members who are assigned to teach the course and those professors will be encouraged to use the same or equivalent writing assignments. The Program Coordinator will share the requirements of the writing intensive course with PSE faculty. The Chairperson of the department will assign the course to those faculty members who are familiar with current theory and practice in writing across the curriculum.

## II. Syllabus

**MIDL 425 Methods of Teaching Language Arts in Grades 4-8**

**3c-01-3cr**

**Prerequisite:** MIDL 222 (minimum grade of C)

### I. Catalog Description.

Emphasizes the view that the art of communication is an interrelated process, and the task of the middle grades teacher is to integrate the language arts throughout the entire curriculum. Techniques for teaching oral and written communication skills, listening, viewing, and visually representing are presented. Other integral components include spelling instruction to meet the developmental needs of middle level learners and methods for increasing vocabulary growth. Special emphasis is given to recent trends and research in middle grades education.

**II. Course Outcomes.** Upon successful completion of this course the students will:

1. Use the six language arts (reading, writing, speaking, listening, viewing, and visually representing) to communicate effectively with a variety of audiences that includes peers, students, parents, and the community. (INTASC: 1,2,3,4, 5, 6,7, 9, 10; ACEI: 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 5.2; PDE: I.A, I.C, II.A, II.B, II.C, II.D, II.F, III.A, III.C, III.D; IRA: 1, 2; AMLE: 4, 6; NCTE 4, 6,12)
2. Develop and utilize instructional methods and assessment techniques that evaluate and support language arts instruction in grades 4 through 8. (INTASC: 1,2,3, 4, 5, 7, 8; ACEI: 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; PDE: I.A, I.B, I.C, II.A, II.B, II.C, II.D, II.E, II.F; IRA: 1, 2, 3, 4; AMLE: 3, 4, 5; NCTE:3, 5, 8)
3. Design and teach lessons for integrating the language arts into middle grade content areas that are aligned with the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. (INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 10; ACEI: 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; PDE: I.A, I.B, I.C, II.B, II.C, II.D, II.E, II.F; IRA: 1, 2, 3, 4; AMLE: 3, 4, 5; NCTE: 1,3,5,8,12)
4. Examine instructional materials, programs, and classroom environments that support literacy instruction and promote cultural sensitivity and multiculturalism. (INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ACEI: 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; PDE: I.A, I.B, I.C, II.A, II.B, II.C, II.D, II.E, II.F; IRA: 1, 2, 3, 4; AMLE: 2, 3, 4, 5, 6;NCTE: 1,2,3,5,8,11 )
5. Select, create, and adapt materials that are appropriate for diverse learners in grades 4-8. (INTASC: 2, 3, 7, 8; ACEI: 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; PDE: I.A, I.B, I.C, II.B, II.D, II.E, II.F; IRA: 1, 2, 3, 4; NMSA: 4, 5;NCTE: 2, 3, 5, 8, 11)

6. Describe and design a literacy-rich classroom environment that creates a positive, inclusive learning environment for language arts instruction. (INTASC: 1, 2, 5; ACEI: 2.1, 3.4, 3.5; PDE: I.C, II.A, II.D; IRA: 1, 2, 4; AMLE: 2; NCTE: 4, 9,12)
7. Demonstrate professionalism characteristic of a middle school educator through reflection, collaboration, and knowledge of the NCTE/IRA Standards for the English Language Arts. (INTASC: 9; ACEI: 2.1, 5.1, 5.2; PDE: II.D, III.B, III.C; IRA: 5; AMLE: 7;NCTE: 7,10,11,12)
8. Improve the professional quality of written expression. (PDE: I.C, II.D, AMLE: 4,7; NCTE: 6,11,12)

### **Relationship of Course to College Conceptual Framework:**

The College of Education and Educational Technology employs a conceptual framework that requires the learner to be firmly grounded in content, and to demonstrate commitment, collaboration, and competence. The readings, assignments, and activities for this course reflect this framework by providing a thorough foundation of language learning theory, opportunities to observe language development and serve as language models through written interactions with elementary students, and practice in designing language lessons.

### Student Outcomes Assessment Matrix

College Conceptual Framework	INTASC	NCTE	NCATE	PDE Standards	IRA Standards	AMLE Standards	Course Objective and Performance Indicator	Course Assessment Measuring Objective*
Planning and Preparation Instruction Classroom Environment Professional Responsibilities	1,2,3,4,5, 6,7, 9, 10	4,6,12	1,6	I.A, I.C, II.A, II.B, II.C, II.D, II.F, III.A, III.C, III.D	1, 2	4, 6	Objective 1	Classroom Newsletter rubric Journal article presentation Mini-lesson presentation Examinations
Planning and preparation Classroom Environment Instruction	1,2,3, 4, 5, 7, 8	3,5,8	2.5	I.A, I.B, I.C, II.A, II.B, II.C, II.D, II.E, II.F	1, 2, 3, 4	3, 4, 5	Objective 2	Genre Unit rubric
Planning and preparation Instruction	1, 2, 3, 4, 5, 6, 7, 8, 10	1,3,5, 8,12	1	I.A, I.B, I.C, II.B, II.C, II.D, II.E, II.F	1, 2, 3, 4	3, 4, 5	Objective 3	Mini-lesson rubric
Planning and preparation Classroom Environment Instruction Professional Responsibilities	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1,2,3, 5,8,11	4	I.A, I.B, I.C, II.A, II.B, II.C, II.D, II.E, II.F	1, 2, 3, 4	2, 3, 4, 5, 6	Objective 4	Genre Unit rubric Journal article review Dialogue journals
Planning and preparation	2, 3, 7, 8	2,3,5, 8,11	1,4	I.A, I.B, I.C, II.B, II.D, II.E, II.F	1, 2, 3, 4	4, 5	Objective 5	Genre Unit Rubric Mini-lesson rubric
Classroom Environment	1, 2, 5	4,9,12	1,4,6	I.C, II.A, II.D	1, 2, 4	2	Objective 6	Elementary school visit Genre Unit Rubric Examinations
Professional Responsibilities	9	7,10,11,12	5,6	II.D, III.B, III.C	5	7	Objective 7	Class Participation
Professional Responsibilities	9	6,11,12	5,6	I.C, II.D	5	4,7	Objective 8	Revision and resubmission of written assignments

### **III. Detailed Course Outline.**

(Tentative and may be adjusted as necessary)

<u>Date</u>	<u>Topic</u>
Week 1	Course Introduction; What are the language arts? How do children learn? Providing Support for English Learners' Language Development (2 hours-1/2 hour ELL)
Week 2	Characteristics of a Language Arts Classroom Overview of Literature Focus Units, Literature Circles, Reading and Writing Workshops; "Teaching Theme Cycles; Overview of Technology Integration  Teaching and Assessing Language Arts Meeting the Needs of Diverse Learners (2.5 hrs) Discussion of Genre Units
Week 3	The Reading and Writing Process Reading and Writing Workshop Adapting the Writing Process for English Learners (1/4 hour); Teaching Writing Using a Variety of Forms of Technology; Digital Bring 3-4 children's books Language Experience Approach and Digital Storytelling ( 2.5 hours)
Week 4	Looking Closely at Words Enriching English Learners' Vocabularies (1/4 hour) Promoting the Language Development of Students with Exceptionalities (3/4 hour)  Technology and the Language Arts: Using Interactive Whiteboards to Teach Writing (1.5 hours)
Week 5	Journal and Letter Writing Value of revision( .5 hours) Technology and On-line Communication Family Involvement ( 2 hours)
	<b>Examination (Chapters 1, 2, 3, 5, 6)</b>

- Week 6 Tentative Field Trip to Elementary School  
(Meet School Writing Buddies)(2 hours)
- Reading and Writing Narrative Stories  
Scaffolding English Learners' Knowledge of  
Stories (1/2 hour)
- Week 7 Reading and Writing Informational Stories  
Four Square Writing Method (1.5 hours)
- English Learners' Use of Writing as a  
Learning Tool (1/2 hour)  
Reading and Writing Poetry(1/2 hour)
- Week 8 Children's Spelling Development  
Teaching Spelling to English Learners  
(1/2 hour); Spelling Instruction for  
Children with Exceptionalities (1/2 hour)  
**Examination (Chapters 9, 10, 11, 12)**  
(1.5 hours)
- Week 9 **Genre Unit: Partner Research Assignment &  
Patterns of Practice CD/ROM Investigation**
- Writers Who Struggle; Meeting the Needs of  
Writers with Exceptionalities (1.5 hour);  
Work with Genre Partner to Complete CD ROM  
Investigation( 1 hour)
- Week 10 Grammar and Usage  
Best Ways to Teach Grammar to English  
Learners (1/2 hour); Handwriting  
Development(2 hours)
- Week 11 Sustaining Talk in the Classroom- (1.5 hours)  
English Learners' Use of Talk as a  
Learning Tool (1/2 hour); Exceptionalities  
in Speech Development (1/2 hour)
- Week 12 Aesthetic Listening; Efferent and Critical  
Listening; Importance of Listening for  
Teaching English Language Learners  
**Examination (Chapters 7, 8, 13, 14)**  
**Mini-Lesson Presentations ( 2.5 hours)**



- Week 13 Tentative Field Trip to Elementary School  
( 2.5 hours)  
**Mini-Lessons**; Review concepts, as necessary
- Week 14 **Mini-Lessons**; Review concepts, as necessary  
Field Trip: Meet Graduate Writing Buddies  
View Poster Presentations ( 2.5 hours)
- Week 15 **Final: Genre Unit Presentations/Synthesis of Course Content**  
(2 hours) Culminating activity

#### **IV. Evaluation Methods.**

**The learning outcomes will be evaluated as follows:**

Genre Unit	25%
Exam 1	10%
Exam 2	10%
Exam 3	10%
Newsletter	10%
Mini-Lesson Presentation	10%
Participation	10%
Field Trip Activity	5%
Journal Article Review	5%
Dialogue Journals	5%

Failure to prepare, attend, and participate will result in a deduction of points for participation. This class adheres to the attendance policy in the IUP Undergraduate Catalog.

**Assignments:** All students are expected to do the readings plus:

Literature-Based Mini-Lesson	-10%
Genre Unit	25%
Journal Article	5%
Dialogue Journals	5%
Classroom Newsletter	10%
Classroom visitation	5%
Participation.	10%
Exams	30%

## **V. Grading Scale.**

Final Grade: Percentage scores will be converted to letter grades as follows:

93% - 100% = A  
 85% - 92% = B  
 77% - 84% = C  
 69% - 76% = D  
 <68% = F

**VI. Undergraduate Course Attendance Policy.** Attendance will be taken in every class. Three hours of absence is allowed, without penalty, for this 3-credit course. Exceptions that relate to an emergency or illness (with a medical excuse or documentation by an authority) should be discussed with the instructor. Your participation in the course is critical to your success and your attendance is essential. Extreme cases may result in a grade of "Incomplete" until all assignments are completed. The IUP Undergraduate Catalog is used as a guide for attendance policy.

## **VII. Required Textbook(s), Supplemental Books and Readings.**

### **Required Text:**

Tompkins, G. (2009). *Language arts: Patterns of practice*. (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

### **Supplemental Material:**

Common Core Standards: <http://www.pdesas.org>

Additional required readings will be determined by the instructor.

Students will be expected to purchase resource books and materials in order to teach specific reading concepts.

Please use the Companion Website: <http://www.prenhall.com/tompkins>

### **Optional Texts and Reading Materials:**

Culham, R. (2005). *6+1 traits of writing for the primary grades*. Jefferson City, MO: Scholastic.

Culham, R. (2003). *6+1 traits of writing. The complete guide grades 3 and up*. Jefferson City, MO: Scholastic.

## **VIII. Special Resource Requirements.**

Students will use technology in this course and computer labs on campus provide the equipment that is needed. A CD-ROM will be needed for storing files on your electronic portfolio. There is no lab fee associated with this course.

### **IX. Bibliography.**

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- \*Indicates reading materials that support ELL students and students with special needs.*



## 2. Summary of the changes

### MIDL 425 Methods of Teaching Language Arts in Grades 4-8

<b>Current Course Description</b>	<b>Requested Course Description</b>
<p>Emphasizes the view that the art of communication is an interrelated process, and the task of the middle grades teacher is to integrate the language arts throughout the entire curriculum. Techniques for teaching oral and written communication skills, listening, viewing, and visually representing are presented. Other integral components of the course include spelling instruction to meet the developmental needs of middle level learners and methods for increasing vocabulary growth. Special emphasis is given to recent trends and research in middle grades education.</p>	<p>Emphasizes the view that the art of communication is an interrelated process, and the task of the middle grades teacher is to integrate the language arts throughout the entire curriculum. Techniques for teaching oral and written communication skills, listening, viewing, and visually representing are presented. Other integral components of the course include spelling instruction to meet the developmental needs of middle level learners and methods for increasing vocabulary growth. Special emphasis is given to recent trends and research in middle grades education.</p> <p style="text-align: center;"><b>(Writing Intensive course)</b></p>

**3. Justification:** This course was originally approved in December 2009. In consulting the Liberal Studies guidelines for Writing Across the Curriculum, this course has been rewritten as a writing intensive class.

## II. Old Syllabus of Record

**MIDL 425 Methods of Teaching Language Arts in Grades 4-8      3c-01-3cr**

### I. Catalog Description.

**Prerequisite:** MIDL 222 (minimum grade of C)

Emphasizes the view that the art of communication is an interrelated process, and the task of the middle grades teacher is to integrate the language arts throughout the entire curriculum. Techniques for teaching oral and written communication skills, listening, viewing, and visually representing are presented. Other integral components of the course include spelling instruction to meet the developmental needs of middle level learners and methods for increasing vocabulary growth. Special emphasis is given to recent trends and research in middle grades education.

The content and objectives of the course address the following standards:

**INTASC Standards:** Principles #1 through #10

**ACEI Standards:** 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2

**PDE Standards:** I.A, I.B, I.C, II.A, II.B, II.C, IID, IIE, IIF, III.A, III.B, III.C, III.D

**IRA Standards:** 1, 2, 3, 4, 5

**NMSA Standards:** 2, 3, 4, 5, 6, 7

**SEE MATRIX (page 3)**

**II. Course Outcomes.** Upon successful completion of this course the students will:

1. Use the six language arts (reading, writing, speaking, listening, viewing, and visually representing) to communicate effectively with a variety of audiences that includes peers, students, parents, and the community. (INTASC: 1,2,3,4, 5, 6,7, 9, 10; ACEI: 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 5.2; PDE: I.A, I.C, II.A, II.B, II.C, II.D, II.F, III.A, III.C, III.D; IRA: 1, 2; NMSA: 4, 6)
2. Develop and utilize instructional methods and assessment techniques that evaluate and support language arts instruction in grades 4 through 8. (INTASC: 1,2,3, 4, 5, 7, 8; ACEI: 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; PDE: I.A, I.B, I.C, II.A, II.B, II.C, II.D, II.E, II.F; IRA: 1, 2, 3, 4; NMSA: 3, 4, 5)
3. Design and teach lessons for integrating the language arts into middle grade content areas that are aligned with the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. (INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 10; ACEI: 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; PDE: I.A, I.B, I.C, II.B, II.C, II.D, II.E, II.F; IRA: 1, 2, 3, 4; NMSA: 3, 4, 5)
4. Examine instructional materials, programs, and classroom environments that support literacy instruction and promote cultural sensitivity and multiculturalism. (INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ACEI: 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; PDE: I.A, I.B, I.C, II.A, II.B, II.C, II.D, II.E, II.F; IRA: 1, 2, 3, 4; NMSA: 2, 3, 4, 5, 6)
5. Select, create, and adapt materials that are appropriate for diverse learners in grades 4-8. (INTASC: 2, 3, 7, 8; ACEI: 1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; PDE: I.A, I.B, I.C, II.B, II.D, II.E, II.F; IRA: 1, 2, 3, 4; NMSA: 4, 5)
6. Describe and design a literacy-rich classroom environment that creates a positive, inclusive learning environment for language arts instruction. (INTASC: 1, 2, 5; ACEI: 2.1, 3.4, 3.5; PDE: I.C, II.A, II.D; IRA: 1, 2, 4; NMSA: 2)
7. Demonstrate professionalism characteristic of a middle school educator through reflection, collaboration, and knowledge of the NCTE/IRA Standards for the English Language Arts. (INTASC: 9; ACEI: 2.1, 5.1, 5.2; PDE: II.D, III.B, III.C; IRA: 5; NMSA: 7)

**Relationship of Course to College Conceptual Framework:**

The College of Education and Educational Technology employs a conceptual framework that requires the learner to be firmly grounded in content, and to demonstrate commitment, collaboration, and competence. The readings, assignments, and activities for this course reflect this framework by providing a thorough foundation of language learning theory, opportunities to observe language development and serve as language models through written interactions with elementary students, and practice in designing language lessons.

### Student Outcomes Assessment Matrix

College Conceptual Framework	INTASC Standards	ACEI Standards	PDE Standards	IRA Standards	NSMA Standards	Course Objective and Performance Indicator	Course Assessment Measuring Objective*
Planning and Preparation Instruction Classroom Environment Professional Responsibilities	1,2,3,4, 5, 6,7, 9, 10	1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 5.2	I.A, I.C, II.A, II.B, II.C, II.D, II.F, III.A, III.C, III.D	1, 2	4, 6	Objective 1	Classroom Newsletter rubric Journal article presentation Mini-lesson presentation Examinations
Planning and preparation Classroom Environment Instruction	1,2,3, 4, 5, 7, 8	1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0	I.A, I.B, I.C, II.A, II.B, II.C, II.D, II.E, II.F	1, 2, 3, 4	3, 4, 5	Objective 2	Genre Unit rubric
Planning and preparation Instruction	1, 2, 3, 4, 5, 6, 7, 8, 10	1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0	I.A, I.B, I.C, II.B, II.C, II.D, II.E, II.F	1, 2, 3, 4	3, 4, 5	Objective 3	Mini-lesson rubric
Planning and preparation Classroom Environment Instruction Professional Responsibilities	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0	I.A, I.B, I.C, II.A, II.B, II.C, II.D, II.E, II.F	1, 2, 3, 4	2, 3, 4, 5, 6	Objective 4	Genre Unit rubric Journal article review Dialogue journals
Planning and preparation	2, 3, 7, 8	1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0	I.A, I.B, I.C, II.B, II.D, II.E, II.F	1, 2, 3, 4	4, 5	Objective 5	Genre Unit Rubric Mini-lesson rubric
Classroom Environment	1, 2, 5	2.1, 3.4, 3.5	I.C, II.A, II.D	1, 2, 4	2	Objective 6	Elementary school visit Genre Unit Rubric Examinations
Professional Responsibilities	9	2.1, 5.1, 5.2	II.D, III.B, III.C	5	7	Objective 7	Class Participation

### III. Detailed Course Outline.

(Tentative and may be adjusted as necessary)

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Course Introduction; What are the language arts? How do children learn? Providing Support for English Learners' Language Development (1/4 hour)	Read Chapter 1, "Learning and the Language Arts"
Week 2	Characteristics of a Language Arts Classroom Overview of Literature Focus Units, Literature Circles, Reading and Writing Workshops; Theme Cycles; Overview of Technology Integration  Teaching and Assessing Language Arts Meeting the Needs of Diverse Learners (1 hour) Discussion of Genre Units	Read Chapter 14, "Putting it all Together" and Chapter 2, "Teaching and Assessing Language Arts"
Week 3	The Reading and Writing Process Reading and Writing Workshop Adapting the Writing Process for English Learners (1/4 hour); Teaching Writing Using a Variety of Forms of Technology; Digital Language Experience Approach and Digital Storytelling	Read Chapter 3, "The Reading and Writing Processes"  Bring 3-4 children's books
Week 4	Looking Closely at Words Enriching English Learners' Vocabularies (1/4 hour) Promoting the Language Development of Students with Exceptionalities (3/4 hour)  Technology and the Language Arts: Using Interactive Whiteboards to Teach Writing	Read Chapter 5, "Looking Closely at Words" Journal Article Due
Week 5	Journal and Letter Writing Technology and On-line Communication Family Involvement  <b>Examination (Chapters 1, 2, 3, 5, 6)</b>	Read Chapter 6, "Personal Writing"  Study for Exam
Week 6	Tentative Field Trip to Elementary School (Meet School Writing Buddies)	

	Reading and Writing Narrative Stories Scaffolding English Learners' Knowledge of Stories (1/4 hour)	Read Chapter 9, "Reading and Writing Stories"
Week 7	Reading and Writing Informational Stories Four Square Writing Method	Read Chapter 10, "Reading and Writing Information"
	English Learners' Use of Writing as a Learning Tool (1/4 hour)	Classroom Newsletters Due
	Reading and Writing Poetry	Read Chapter 11, "Reading and Writing Poetry" Bring a poem
Week 8	Children's Spelling Development Teaching Spelling to English Learners (1/4 hour); Spelling Instruction for Children with Exceptionalities (1/2 hour) <b>Examination (Chapters 9, 10, 11, 12)</b>	Read Chapter 12, "Learning to Spell Conventionally"  Study for Exam
Week 9	<b>Genre Unit: Partner Research Assignment &amp; Patterns of Practice CD/ROM Investigation</b>  Writers Who Struggle; Meeting the Needs of Writers with Exceptionalities (1 ¼ hours); Work with Genre Partner to Complete CD ROM Investigation	
Week 10	Grammar and Usage Best Ways to Teach Grammar to English Learners (1/4 hour); Handwriting Development	Read Chapter 13, "Language Tools: Grammar and Handwriting"
Week 11	Sustaining Talk in the Classroom English Learners' Use of Talk as a Learning Tool (1/4 hour); Exceptionalities in Speech Development (1/2 hour)	Read Chapter 8, "Sustaining Talk in the Classroom"
	Aesthetic Listening; Efferent and Critical Listening; Importance of Listening for Teaching English Language Learners (1/4 hour)	Read Chapter 7, "Listening to Learn"
Week 12	<b>Examination (Chapters 7, 8, 13, 14)</b>	Study for Exam

### **Mini-Lesson Presentations**

- Week 13 Tentative Field Trip to Elementary School  
**Mini-Lessons**; Review concepts, as necessary
- Week 14 **Mini-Lessons**; Review concepts, as necessary  
Field Trip: Meet Graduate Writing Buddies  
View Poster Presentations
- Week 15 **Final: Genre Unit Presentations/Synthesis of Course Content**

### **IV. Evaluation Methods.**

**The learning outcomes will be evaluated as follows:**

Genre Unit	25%
Exam 1	10%
Exam 2	10%
Exam 3	10%
Newsletter	10%
Mini-Lesson Presentation	10%
Participation	10%
Field Trip Activity	5%
Journal Article Review	5%
Dialogue Journals	5%

### **In-depth explanation of course requirements and evaluation methods:**

Regular attendance, completion of assignments and tests, and participation during class sessions are required for course content, skill acquisition, and competency in this course.

All assignments, projects, tests, and presentations must be completed by the date due (see Policy on Missed Exams and Late Submission of Assignments). Grades on late assignments will be reduced by one letter grade for each calendar day they are late. Assignments must be typed, unless otherwise specified.

Students should come to class having read the assigned material and prepared to engage in classroom activities that demonstrate this preparation and willingness to learn. Certain in-class assignments require that you bring materials to class. *Assignments from other courses may not be used for credit in this course.*

Failure to prepare, attend, and participate will result in a deduction of points for participation.

Students should exhibit behavior and respectfulness for all participants in this class, as characteristic of professionals. Professionalism includes the courteous use of cell phones; for example, text messaging during class sessions is not appropriate.

Contact with the instructor should be made via telephone or e-mail in the event of an emergency or illness. Use cell phones during times other than instructional periods.

### Assignments:

- **Read:** Students are expected to read and study the textbook and supplemental articles in preparation for class sessions. **Students should bring the required text and/or accompanying reading materials to each class session.**
- **Literature-Based Mini-Lesson:** Students will work in pairs to create and present a literature-based mini-lesson that focuses on a specific skill or strategy. Presenters will include a short Power Point overview of the steps in the lesson, followed by actively engaging classmates in the lesson. Presenters will provide classmates with a handout that includes objectives, procedures, and a lesson assessment plan. Performance will be evaluated by the following criteria: evidence of preparation, quality of presentation, and quality of hand-out. Further guidelines will be provided. (INTASC Standards 1, 2, 3, 4; ACEI Standards 1, 2, 2B, 3E; PDE Standards 1A; NAEYC Standard 4B).
- **Genre Unit:** With a partner, students will develop a two-week genre unit that should demonstrate students' understanding and ability of integrating language arts across the curriculum. Unit components should be written in IUP format. Each unit will include a Title Page; Table of Contents (with page numbers), a Rationale and Background; English/Language Arts Standards; Goals and Objectives according to age-appropriate state standards; a detailed Planning Web that integrates various content areas and language arts components; a Calendar of Lessons and Activities; a Text Set to use in teaching about the genre (approximately 2-6 books, depending upon genre and grade level); an Annotated Bibliography of the text set; Lesson plans that demonstrate conceptual understanding of integrating the language arts across the curriculum for a two-week unit; a Culminating activity; and Assessment tools to evaluate students' progress. See the attached rubric for further information. (INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; ACEI Standards 1, 2a, b, f, l, 3a, b, c, d, e; PDE Standards 1B, C, 2B, D, E, NAEYC Standards 3, 4D). **This assignment is recommended for inclusion in your digital portfolio.**
- **Journal Article:** Students will read, summarize, and analyze one article from the *Language Arts* journal and prepare a three-paragraph paper. The first paragraph should summarize the article; the second paragraph should critically analyze the article; and the third paragraph should describe how you could implement the article's content (The *Language Arts* journal is available in Stapleton Library or EBSCO host). In small groups, students will use the outline to present the



critique to their peers. (INTASC Standards 1, 2, 9; ACEI Standards 2A, B, 5A; PDE Standard 1C; NAEYC Standard 5).

- **Dialogue Journals:** Students will correspond in two dialogue journals: with one elementary student and with one graduate student. Students will write directly in their black and white composition books to their elementary buddies. Students will type their journal entries to their graduate buddies. Entries from the dialogue journals will be assessed for content, handwriting, grammar, and spelling. Students will write five to six journal entries; each entry will focus upon an aspect of language arts (i.e., writing or responding to literature). **Students are expected to assume responsibility for submitting the journal in class on the assigned dates and percentage points will be deducted if/when students do not submit the journals when they are due.** Further guidelines will be provided. (INTASC Standards 1, 2, 3; ACEI Standards 1, 2B, 3D, 3E; PDE Standards 1A, B, C, 2D, 3B; NAEYC Standards 1, 4B).
- **Classroom Newsletter:** Students will write a classroom newsletter at either the primary or intermediate grade levels. The objective of the newsletter is to inform parents and/or primary caretakers of classroom events. Possible ideas for newsletter inclusion include, but are not limited to, helpful suggestions on how to help your child become a better reader and writer, how to promote literacy at home, suggest various web sites that would benefit the child, books and activities that children can do with their parents. See the attached rubric. (INTASC Standards 1, 2, 3, 5, 10; ACEI Standards 1, 2 5A; PDE Standards 1A, C; NAEYC Standards 1, 2, 4A).
- Two class trips to an elementary school are planned for this semester. The dates will be identified in late September and the syllabus will be adjusted accordingly. This experience will enable you to meet the elementary students and work with them on a language arts activity.

### **Policy on Missed Exams and Late Submission of Assignments:**

Students who anticipate missing an exam should contact the instructor either in person, by phone, or e-mail, to discuss the absence and make alternate arrangements for taking the exam. Exams will be given early only when a need arises due to an illness or emergency. The exam may be in an alternate form. It is expected that work will be completed and turned in on the date that it is due, regardless of absence from class. Missed exams and late submission of assignments may result in a reduction in letter grade for each calendar day late (Saturdays and Sundays count!). Late assignments will not be accepted without a medical excuse or other written documentation. Medical excuses or emergencies will be considered at the discretion of the instructor.

**Students with Disabilities:**

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

**Academic Integrity Policy:**

The Academic Integrity Policy described in the IUP Undergraduate Catalog will be followed in this course. This policy explains that members of the IUP academic community are expected to accept responsibility for academic integrity and honesty, and considers academic dishonesty unacceptable.

It is further expected that all assignments and work conducted by the students in this course are authentic and original, with proper citations as appropriate. Cheating and plagiarism are unacceptable and will result in a score of zero for the assignment or exam. Further descriptions of the types of violations against academic integrity are detailed in the Undergraduate Catalog and include additional penalties depending upon the situation.

**Situations not covered by this syllabus will be deferred to the Undergraduate Catalog for guidelines.**

**V. Grading Scale.**

Final Grade: Percentage scores will be converted to letter grades as follows:

93% - 100% = A

85% - 92% = B

77% - 84% = C

69% - 76% = D

<68% = F

Failure due to absence = FA

**VI. Undergraduate Course Attendance Policy.** Attendance will be taken in every class. Three hours of absence is allowed, without penalty, for this 3-credit course. Exceptions that relate to an emergency or illness (with a medical excuse or documentation by an authority) should be discussed with the instructor. Your participation in the course is critical to your success and your attendance is essential. Extreme cases may result in a grade of "Incomplete" until all assignments are completed.

**VII. Required Textbook(s), Supplemental Books and Readings.**

**Required Text:**

Tompkins, G. (2009). *Language arts: Patterns of practice*. (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

**Supplemental Material:**

Additional required readings will be determined by the instructor.

Students will be expected to purchase resource books and materials in order to teach specific reading concepts.

Please use the Companion Website: <http://www.prenhall.com/tompkins>

**Optional Texts and Reading Materials:**

Culham, R. (2005). *6+1 traits of writing for the primary grades*. Jefferson City, MO: Scholastic.

Culham, R. (2003). *6+1 traits of writing. The complete guide grades 3 and up*. Jefferson City, MO: Scholastic.

**VIII. Special Resource Requirements.**

Students will use technology in this course and computer labs on campus provide the equipment that is needed. A CD-ROM will be needed for storing files on your electronic portfolio. There is no lab fee associated with this course.

**IX. Bibliography.**

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