

Revised 2007

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Course Syllabus

Graduate: Undergrad: X  
Credit Hours: 3  
Field/Clinical Hours: 12

**Course Number:** EDCI 261

**Course title for the catalog:** Language Arts for Middle Grades

**Catalog description:**

This course provides an understanding of the development of the language arts and instructional procedures that facilitate competent oral and written communication in the middle grades classroom.

**The prerequisite (s) for this course is (are):**

EDFN 130 Workshop in Teaching

**The enrollment restriction (s) for this course is (are):**

25 students

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**KNOWLEDGE:**

The teacher education student will have knowledge of:

1. The characteristics of the English language and their influence on spoken and written language.
2. Current instructional practices in their historical context.
3. The development of oral and written language and the environmental factors that promote development.
4. The inter-relatedness of all areas of the language arts (reading, writing, speaking, listening, and viewing).
5. The writing process and associated instructional strategies.
6. Plans for integrating the language arts into a variety of disciplines.
7. Methods for including the instruction of language conventions (spelling, grammar, punctuation) in an integrated language arts program.
8. Individual language differences associated with diverse cultures and exceptionalities.
9. The general principles and practices contained in the Ohio Academic Content Standards for the English Language Arts.

**SKILLS:**

The teacher education student will have skills to:

1. Identify methods that encourage children to become literate and communicatively competent.
2. Identify methods for evaluating and documenting student progress in the language arts.
3. Identify ways to promote reading, writing, and oral language for personal growth, lifelong learning, enjoyment, and insight into the human experience.
4. Identify individual differences in language use, and suggest instructional implications.
5. Describe and analyze various curriculum materials, e.g., children's books, textbooks, computer programs, and courses of study used in the language arts classroom.
6. (CLINICAL) Experience the writing process by developing a manuscript that is refined through prewriting, writing revision/editing and sharing phases.
7. (CLINICAL) Create an integrated language arts unit that accommodates various learning styles and demonstrates the principles of effective instructional design.
8. (CLINICAL) Conduct a video taped writing conference with a peer and review the tape with the instructor and peers.
9. Develop plans for using computers and other technology to develop communicative competence.

**DISPOSITIONS:**

The teacher education student will:

1. Value the role of teachers as writers and models of the writing process.
2. Value the importance of maintaining currency in the field of language arts through professional associations, journals, and reflective practice.
3. View the language arts as an integral part of the total curriculum that aids acquisition of concepts presented in other subject areas.
4. Value individual differences in how language is acquired and used as important considerations in developing a language arts program.
5. Value the role of the teacher as one who orchestrates a learning environment that allows children freedom to participate, interact, and experience all aspects of the language arts.
6. Value the importance of reading, writing, and oral language for personal growth and life-long learning.

**Suggested texts and/or references:**

Blasingame, J. & Bushman, J. (2005). *Teaching writing in middle and secondary schools*.  
Upper Saddle River New Jersey: Pearson Education.

Ohio Dept. of Education (2002). *Academic Content Standards for the English Language Arts*.  
Columbus, OH: Author.

**Suggested instructional strategies:**

Participation in writing workshop, internet searches, lecture, group and individual projects, clinical experiences.

**Description of field/clinical experiences:**

**CLINICAL EXPERIENCES**

Students videotape themselves conducting a writing conference with a peer. After viewing the videotape, they complete a self-evaluation and receive feedback from the instructor and/or peers. Students will practice creating writing assignments and evaluation rubrics for middle school students and/or giving feedback (responses or evaluations) to papers of middle school students.

Students complete a self-evaluation of their strengths and weaknesses as writers, and they develop one or more pieces of writing that demonstrate careful topic choice, meaningful revision, and appropriate editing.

Students will design writing assignments that are developmentally appropriate and consistent with Content Standards, with appropriate evaluation and/or practice giving feedback (responses or evaluations) to papers of middle school students.

**Evaluation of Students** should include oral or written assessments of their ability to:

- Create integrated language arts units that include reading, writing speaking, listening, viewing, and visual production activities that develop the Ohio English Language Arts Content Standards.
- Make appropriate writing assignments with appropriate evaluation
- Support the development of young adolescents' writing process, their ability to write in many genres, and their knowledge of written language conventions
- demonstrate careful topic choice, meaningful revision, and appropriate editing in their own writing.

Suggested products for assessment include:

- Unit plans
- Research papers or other written products
- Oral presentations or demonstrations of instructional techniques
- Writing portfolio or writing autobiography

**Faculty who frequently teach the course:**

Dr. Rycik, Dr. Morton

**Licensure programs in which course is required:**

Middle Grades Licensure with a concentration in Language Arts

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:**

**Bibliography:**

- Allen, C. A., (2001). *The multigenre research paper: Voice, Passion, and discovery in grades 4-6*. Portsmouth, NH: Heinemann.
- Alvermann, D.E., Moon, J.S. & Hagood, M.C., (1999). Popular culture in the classroom: Teaching and researching critical media literacy. Newark, DE: International Reading Association.
- Atwell, N. (1998). In the middle: New understandings about writing, reading, and learning. (2<sup>nd</sup> ed.) Portsmouth, NH: Heinemann.
- Baines, L. & Kunkel, A.J. (2000). Going bohemian: Activities that engage adolescents in the act of writing well. Newark, DE: International Reading Association.
- Combs, M. (2003). *Readers and Writers in the Middle Grades* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education
- Graves, D. H. (1983). Writing: Teachers and children at work. Portsmouth, NH: Heinemann.
- Lee, G. (2000). Getting in line to publish online. *Voices from the Middle*, 8(1), 23-34.
- Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacy*, 43, 400-410.
- National Council for the Teachers of English and International Reading Association (1996). *Standards for the English language arts*. Urbana, IL: Authors.
- Ohio Department of Education. (2002). *Academic content standards k-12: English language arts*. Columbus, OH: Author.
- Olson, C. B. (2003). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*. Boston, Allyn and Bacon.
- Macrorie, K. (1988). The I-search paper. Portsmouth: Heinemann Publications.
- Strunk, W., & White, E. B. (1979). The elements of style (3<sup>rd</sup> ed.). New York: MacMillan Publishing.
- Simmons, J.S., & Baines, L. (eds.) (1998). Language study in the middle school, high school, and beyond. Newark, DE: International Reading Association.
- Warner, M.L. 2001). *Winning ways of coaching writing: A practical guide to teaching writing grades 6-12*. Boston: Allyn and Bacon.
- Wilhelm, J.D. (1996). Standards in Practice 6-8. Urbana, IL:NCTE.