|  |  |
| --- | --- |
| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**LAE 3326C MIDDLE GRADES PRACTICUM II: LITERATURE (4 CREDITS)**

This course is designed to prepare teacher candidates to teach literature in grades 5-9. Teacher candidates will use standard-based instruction to design instruction with literature as a centerpiece for developing the five strands of the language arts. Reader Response theory, Socratic seminars, and Reading workshop methodology will be explored. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

1. **PREREQUISITES FOR THIS COURSE:**

**ENC 1101, ENC 1102, 3 credits of college level mathematics, EDM 3230, EDG 3410, EDG 4004 all with a grade of “C” or higher**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
* Standards-based literature instruction
* Literature pedagogy
* Literature appropriate for the middle grades
* Literature genres studies
* Literary Elements
* Literature comprehension strategies: Cognitive and Metacognitive
* Print-rich literature classrooms
* Reader Response Theory
* Socratic Seminar
* Reader’s Workshop Methodology
* Portfolio Assessment
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The teacher candidate will design and teach standards-based literature lessons to middle grades (5-9) students.
* The teacher candidate will design and teach lessons that develop literature comprehension with middle grades (5-9) students.
* The teacher candidate will utilize reading workshop methodology to engage middle grades (5-9) learners in listening, speaking, reading, and writing activities related to age-appropriate literature.

**B.** **Other Course Objectives/Standards**

* The teacher candidate will differentiate literature instruction for diverse student populations including English Language Learners (ELLs) and students with exceptionalities.
* The teacher candidate will employ reader response theory to literature instruction for middle grades (5-9) students.
* The teacher candidate will apply knowledge of reading workshop to develop a portfolio of reader response artifacts.

**SPECIFIC COURSE COMPETENCIES:**

 **Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC- Florida Subject Area Competencies and Skills**

 **FEAP- Florida Educator Accomplished Practices**

 **PEC- Professional Education Competencies**

**ESOL T.S.- Florida Teacher Standards for ESOL Endorsement**

 **ESOL K-12- English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and*

 *competencies found above.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course  | FSAC | FEAP/PEC | Reading | ESOL T.S.  | ESOL k-12 | NCTE |
| LAE 3326CMiddle Grades Practicum II: Literature | 5.1, 5.2 | 4c |  | 3.2.d, 3.2.e, 3.2.i, 3.2.k, 4.1.e | 4.1, 4.3, 4.6, 6.6, 6.8, 6.9, 6.11, 8.1 | 1,2,3 |
|  | 1a, 1b, 1c, 1d,1e, 1f | 2. A.3, 4.13 | 3.2.d, 3.2.e, 3.2.i, 3.2.k, 4.1.e | 4.1, 4.3, 4.6, 6.6, 6.8, 6.9, 6.11, 8.1 | 1,2,3 |
| 2.1, 2.3, 2.5 | 3a3g | 1.G.3, 2.A.1, 2.A.52.A.83.84.124.15 |  |  | 1,2,3 |
|  |  | 5e | 2.G.34.16 |  |  | 1,2,3 |
|  |  | 5e |  |  |  |  |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Practicum Hours**

Students must successfully complete 35 hours in a middle grades (5-9) classroom. During the 35 hours, the teacher candidate will plan and teach at least five whole class lessons as supervised by the mentor teacher.  Students are required to successfully complete the practicum portion in order to receive a passing grade of “C” or better.  Successful completion of the practicum requires mentor teacher documentation of the 35 hours, submission of the five lesson plans taught, and a successful mentor teacher evaluation. In the event a student does not pass on the first attempt, he or she will only be permitted to retake the course one additional time.  Students may not repeat the course after stepping out of the program for two years.

**Mentor Teacher Evaluation**

Mentor teachers evaluate teacher candidates on their performance and attitude in the field at the mid-term and end of the 35 hours.  The mid-term evaluation should be used by the teacher candidate to set goals for improvement and continued success. The final practicum evaluation equates to 25% of the course grade.

**Lesson Plans**

Teacher candidates will plan and deliver five (5) language arts lessons.  The teacher candidate should work with their mentor teacher to identify the objectives of each lesson. The lesson plans should minimally contain: goals, objectives which are aligned with Florida Standards, materials, activities, reading skills or strategies, assessment practices (actual assessment does not need to be included for all lessons) and adaptations for ELL and ESE students.  The plans should also include a reflection after the lesson was taught identifying strengths, challenges, and overall impression of the teacher candidate.

**Assessment Project and Lesson Plan**

During the practicum, teacher candidates (with input from their mentor teacher) will choose a chapter or lesson to pre- and post-test students to measure specific learning. The chapter or lesson should be one in which candidates will be conducting most of the teaching. Candidates will use this data to plan the lesson. Technology should be used to organize and integrate assessment information. Scores should be recorded, and graphs should be created to demonstrate growth.

**Literature Unit**

The purpose of this assignment is for the teacher candidates to construct a series of literature lessons that are based on the National Council of Teachers of English (NCTE) Standards and the Florida Standards for a designated grade level (5-9). Each teacher candidate will work with the grade level that corresponds to their practicum placement. The teacher candidate will review the Florida Standards for the grade level and choose one or more standards related to literature. Based on the chosen standard(s), the teacher candidate will design five lessons (using a lesson plan template) to teach language arts related to one or more pieces of literature. The lessons must be meaning-based, drawing on a work of literature, theme, or an age appropriate topic. The lessons must also engage participants in active participation through discussion, use of manipulatives, kinesthetic movement, written exchanges, etc. One or more of these lessons may be taught at the practicum site as part of the five required lessons the teacher candidate must lead for practicum requirements. The teacher candidate will teach **one** of the five lessons as a mini-lesson (15-20 minutes) to the members of LAE 3326c. The presentation should be conducted as if the teacher candidate were teaching the lesson to middle grades learners. The presentation should include interactive activities.

**Reader’s Workshop Mini-lessons and Presentation**

The purpose of this assignment is for teacher candidates to construct standards-based mini-lessons to help students access and comprehend grade-level literature. It is also an opportunity for teacher candidates to employ Reader’s Workshop methodology to teach literature to middle grades learners. Finally, this assignment gives teacher candidates the opportunities to apply knowledge of literary elements, cognitive strategies, and metacognitive strategies to literature instruction. Teacher candidates will work in groups of 3-4 to create a series of **five Reader’s Workshop mini-lessons** (using a mini-lesson template). The workshops should relate to literature that is appropriate for middles grades learners (e.g. one novel, one short story, one play, or a series of poems). The teacher candidates will use NCTE and Florida Standards as a guide. The mini-lessons should have a duration of 15-30 minutes. The group will **present one** of the mini-lessons to the class.

Readers’ Workshop mini-lesson topics:

|  |  |  |
| --- | --- | --- |
| **Literary Elements Topics** | **Cognitive Strategies Topics** | **Metacognitive Strategies Topics** |
| SettingPlotCharacterizationThemeStylePoint of ViewUse of dialogueMain IdeaAllusionsConflictForeshadowingIronyImageryMetaphorSimileAlliterationAssonanceConsonancePersonificationGenre studies | Using sticky notesText- to-text connectionsText-to-self connectionsText-to- world connectionsTwo-column notesVenn diagramsSemantic organizersSQRVisualization/sketch-to-stretchUsing dictionaries/glossariesIdentifying key wordsIdentifying facts vs. opinionsIdentifying cause/effect relationshipsMaking inferencesIdentifying author’s purposeUse of context cluesIdentifying roots, prefixes, and suffixes Thick and thin questions | Learning logsRead, Rate, ReviewReading interest surveyReading record keepingSetting reading goals“Found Words” vocabulary listsKey points reviewKWL/KWHL |

**Reader’s Workshop Portfolio**

The purpose of this assignment is for the teacher candidates to develop an understanding of Reader Response Theory and its application in the middle grades classroom. Over the course of the semester, the teacher candidate will read a minimum of **five** literature selections from one or more genres (fiction, nonfiction, drama, poetry) in a middle grades language arts textbook (preferably the text utilized in the practicum classroom). The teacher candidate will track the selections they read in a Reading Portfolio Learning Log. In an electronic portfolio, the teacher candidate will include **five** reader response artifacts (one for each selection read) and a one-page reflection that draws three conclusions about the literature selected, the experience of creating the artifact, and implications for teaching each of the five selections. At the conclusion of the semester, each teacher candidate will share his or her portfolio in class with a small group of classmates.

Example Reading Workshop artifacts:

Journal response

Letter to the author

Letter to a character in the story/novel

Poem about character or plot

Front page of a newspaper related to story/novel

Character “Open-Mind”

Character “Wanted Poster”

Character thought bubbles

Journal entry in the voice of a character

Plot storyboard

Plot graph

Sticky notes collections

Text-to-text connections chart

Text-to-self connections chart

Text-to-world connections chart

Two-column notes

Venn diagrams

Semantic organizers

Visualization drawing/sketch-to-stretch

Cause/effect chart

Collage related to theme

Story web

Flap charts

Blog, podcast, digital story, PowerPoint with summary and/or reader response

**Professional Development Plan**

The teacher candidates will create a professional development plan to include realistic and measurable goals. The format for the plan will be provided by the instructor. The PDP will use SMART (specific, measureable, achievable, reliable, time-bound) goals using the template provided.  The PDP will be updated and progress noted each semester before adding new goals.  The PDP will begin at the end of the first practicum, continue at the end of the second practicum and be finalized at the end of internship.

1. **ATTENDANCE POLICY:**

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade.  Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

**A.** **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.

**B. Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.

The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:**  All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***.  For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Field Experience:** Field experience is ***active field experience participation*** (not observation). Teacher candidates will work with the Field Experience Coordinator for placement with a mentor teacher. Mentor teachers will complete an ungraded mid-semester checkpoint as well as a final evaluation. It is strongly suggested that the hours be spread throughout the semester so that mentor teachers can more accurately assess a teacher candidate’s strengths/needs prior to completing the final evaluation. For more information regarding field experience, including the evaluation rubric, please refer to FSW’s field experience handbook.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

 1 day late = 10% grade reduction of task

 2-6 days late = 20% grade reduction of task

 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.