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

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

**LAE 3324C MIDDLE GRADES PRACTICUM I: COMPOSITION (4 CREDITS)**

This course is designed to prepare teacher candidates to teach composition in grades 5-9. Teacher candidates will survey various composition styles and rhetorical methods. Writing workshop methodology will be applied to standards-based language arts instruction. Research and methods on dialect diversity, development of semantics and the teaching of Standard English grammar will be considered as lessons are created. 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 instruction in composition
* The composing process
* Writing workshop and the writing environment
* The rhetorical situation
* Craft and technique lessons within the composing process
* Teaching language conventions and editing in context
* Responding to student writing
* Conferring
* Assessment and criteria for the evaluation of writing
* Portfolio assessment
* Rubrics and the Six-Trait Model

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 composition lessons to middle grades (5-9) students.
* The teacher candidate will design and teach lessons that integrate reading and writing development of middle grades (5-9) students.
* The teacher candidate will design and teach craft and technique lessons within the stages of the composing process for middle grades (5-9) students.

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

* The teacher candidate will design differentiated writing instruction for diverse student populations including English Language Learners (ELLs) and students with exceptionalities.
* The teacher candidate will utilize writing workshop methodology to engage middle grades (5-9) learners in listening, speaking, reading, and writing activities related to age-appropriate mentor texts.
* The teacher candidate will apply knowledge of the composing process, the integration of reading and writing, and writing workshop to develop a composition unit.

**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 3342C  Middle Grades Practicum I: Composition | LA.2.1, LA2.2, LA.2.3, LA.2.4, LA.2.5, LA.3.5,  LA.3.6,  LA.4.2,  LA.4.4,  LA.4.5,  LA.4.7, LA.4.8,  LA.4.9  LA.5.3 | 1b | 1.A.1  1.A.2  1.A.4  1.A.6  1.B.3  1.C.3  1.E.4  1.G.4  2.A.1-3  2.A.5  2.F.1-2  2.G.1 | 3.2.d, 3.2.f, 3.2.g,  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, 8.10 | 1,3, 4, 5, 6, 7, 11, 12 |
| 5.3 | 1a, 1b, 1c, 1d,1e,1f | 1.A.1  1.A.2  1.A.4  1.A.6  1.B.3  1.C.3  1.E.4  1.G.4  2.A.1-3  2.A.5  2.F.1-2  2.G.1 | 3.2.d, 3.2.f, 3.2.g,  3.2.i, 3.2.k, 4.1.e | 4.1, 4.3, 4.6, 6.6, 6.8, 6.9, 6.11, 8.2, 8.10 | 1, 3, 4, 5, 6, 12 |
| 20.1, 32.1, 32.3, 1.1 | 5e, 5f | 1.A.1  1.A.2  1.A.4  1.A.6  1.B.3  1.C.3  1.E.4  1.G.4  2.A.1-3  2.A.5  2.F.1-2  2.G.1 | 3.2.d,  3.2.f,  3.2.g,  3.2.i,  3.2.k,  4.1.e | 4.1, 6.6,  6.8, 6.9,  6.11, 8.2, 8.10 | 3, 4, 5, 6, 12 |
|  |  | 2d, 2e, 2g, 3f | 2.B.1-4  2.C.3  2.D.2  2.F.2  2.G.5 | 1.1.b,  1.1.f,  2.3.a,  2.3.b,  3.2.d,  3.2.f,  3.2.g,  3.2.i,  3.2.k,  3.3.c,  4.1.c,  4.2.a,  4.2.b  4.2.c | 2.10, 3.6, 3.7, 3.9 4.1,  4.4, 6.5, 6.8, 6.9, 6.11, 6.12, 7.1, 7.5, 8.1, 8.2, 8.10 | 1, 7, 8, 9, 11, 12 |
|  |  | 4a, 4f | 1.A.1  1.A.2  1.A.4  1.A.6  1.B.3  1.C.3  1.E.4  1.G.4  2.A.1-3  2.A.5  2.F.1-2  2.G.1 |  |  | 3, 7, 11, 12 |
|  |  | 5a |  |  |  |  |

**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](mailto: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, they 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.

**Composition Unit Project and Presentation**

The purpose of this assignment is for the teacher candidate to construct a series of lessons for a thematic reading-writing unit 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 the practicum placement. The teacher candidate will review the Common Core Standards for the grade level and choose one or more standards related to teaching writing. Based on the chosen standard(s), the teacher candidate will design five lessons (using a lesson plan template) to teach language arts within the context of a thematic reading-writing unit. The lessons must be meaning-based and contextualized by a theme or an age-appropriate topic and lead to the development of a genre of writing. The lessons must also engage students in active participation in various stages of the writing process. 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 3324c. The presentation should be conducted as if the teacher candidate were teaching the lesson to middle grades learners. The presentation should include interactive activities.

**Digital Storytelling Project: Literacy Profile of a Middle Grades ELL**

The purpose of this assignment is for the teacher candidate to develop an awareness of the diverse literacy histories of students born outside of the U.S. It is also an opportunity for teacher candidates to employ the Language Experience Approach (LEA) and Oral History collection with English Language Learners (ELLs). The project will give the teacher candidate experience using technology as a storytelling tool and a means to engage diverse learners in English language development. Finally, the teacher candidate will use scaffolding and constructivist methodology to co-construct literacy profiles by working one on one with an ELL. During the thirty-five hours of practicum, the teacher candidate will develop focused interview questions to gain insight into the literacy life of an ELL. Using the ELL’s responses, the teacher candidate will create a digital multimedia literacy profile that may include photographs, drawings, graphics, music, video clips and the ELL’s own voice (in English or bilingual native language/English). The teacher candidate will present the digital literacy profile to the members of LAE 3324c. The candidate will also write a one-page reflection about the experience, noting how the experience affected her/his views of ELLs, as well as pedagogical implications for teaching language arts to ELLs.

**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.

**Writing Workshop Mini-lessons and Presentation**

The purpose of this assignment is for teacher candidates to construct standards-based mini-lessons to scaffold and provide intervention techniques to middle grades writers in various stages of the composing process. It is also an opportunity for teacher candidates to employ writing workshop methodology to assist middle grades learners in making reading-writing connections.

Finally, this assignment gives teacher candidates the opportunities to apply knowledge of the stages of the composing process in order to create craft and technique lessons for writing instruction. Teacher candidates will work in **groups of 3-4** to create a series of **five writing workshop mini-lessons** (instructor will provide a mini-lesson template). The workshops should relate to a specific stage of the composing process for a genre of writing. The teacher candidates will use NCTE, Common Core Standards as a guide. The mini-lessons should have a duration of no more than 15-20 minutes. The group will **present one** of the mini-lessons to the class.

Examples of writing workshop mini-lesson topics:

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedural Lessons** | **Craft Lessons** | **Strategy or Technique Lessons** | **Editing Conventions Lessons** |
| Rules for Writing Workshop  Setting Up a Writer’s Notebook  Locating Materials  What to Do When the Teacher Is Busy  What to Do When You Think You’re Done  Preparing for a Writing Conference  Peer Conferring  Participating in a Response Group | Activating Prior Knowledge  Show, Don’t Tell  Developing Questions  Anecdotes or Flash Drafts  Snapshots  Thoughtshots  Exploding a Moment  Making a Scene  Sensory Imagery  Leads and Endings  Introductions and Conclusions  Specific Nouns  Strong Verbs  Quotations  Placement of Topic Sentences  Creating Transitions  Charting Information  Establishing the Significance of a Fact  Listing Pros and Cons of an Argument  Airing the Opposing Point of View  Using Humor | Clustering  Listing  Brainstorming  Gathering Information  Writing Dialogue  Character Description  Figurative Language  Using a Narrator  Adding Details  Narrowing a Topic  Eliminating Unnecessary Information  Rereading  Sentence Composing, Combining, and Imitating  Revising Sentence Fragments and Run-Ons  Reading Aloud | Using Commas  Using Semicolons  Using Colons  Using Quotation Marks  Using Apostrophes  Distinguishing Homonyms  Consistent Verb Tense  Punctuation of Titles  Using Articles  Spelling Rules |

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.