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

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

**RED 3324 TEACHING READING IN THE MIDDLE SCHOOL CURRICULUM (3 CREDITS)**

This course is designed to prepare teacher candidates with theory and methodology for teaching reading at the middle school level. The course will emphasize Scientifically-Based Reading Research (SBRR) and strategies for developing vocabulary and comprehension. In this course teacher candidates will also examine research and practice regarding teaching of specialized reading strategies for the various disciplines. Teacher candidates will also evaluate student progress in reading and integrate reading and study skills into content area instruction. This course requires 15 hours of field experience in a middle grades (5-9) reading classroom.

1. **PREREQUISITES FOR THIS COURSE:**

**Admission to the Bachelor of Science in Education program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
	* Scientifically-Based Reading Research (SBRR)
	* Comprehension
	* Oral language development
	* Phonological Awareness
	* Phonics
	* Fluency
	* Vocabulary
	* Integration of Reading Components
	* Reading Assessment
	* Differentiated Instruction
	* Higher order thinking
	* Critical thinking
	* ELLs and Literacy
	* Students with exceptionalities and literacy
	* Content-Area Reading Strategies
	* Striving readers
	* Data-driven instruction
	* Standardized testing
2. **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 examine the interdependence between each of the major reading components and their effect upon fluency and comprehension in the reading process.
* The teacher candidate will design literacy experiences that promote comprehension and critical thinking skills for a diverse population of students.

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

* The teacher candidate will design and teach standards-based reading lessons in a middle grades (5-9) classroom.
* The teacher candidate will design lessons that use differentiated instruction for diverse learners including ELLs and students with exceptionalities.
* The teacher candidate will classify characteristics of language acquisition and reading development of learners from mainstream, exceptional needs, and ELL populations.
* The teacher candidate will utilize technology to enhance middle grades learners’ reading experiences.
* The teacher candidate will analyze and critique reading instruction using Scientifically-Based Reading Research (SBRR) as a framework.
* The teacher candidate will synthesize research on content-area reading strategies.
* The teacher candidate will evaluate the role of phonology, phonemic awareness, and phonics as they relate to language development and reading performance.
* The teacher candidate will identify and apply the principles of morphology, semantics, and syntax as they relate to language acquisition and reading development.
* The teacher candidate will differentiate between informal language and academic language and understand the implications for reading instruction.
* The teacher candidate will analyze the connection between listening, speaking, reading, and writing; and apply that understanding to create meaningful literacy experiences for students.
* The teacher candidate will create lessons that engender a love of reading among a diverse population of students.
* The teacher candidate will classify characteristics of language acquisition and reading development of learners from mainstream, exceptional needs, and ELL populations.

**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), Sunshine State Standards, Professional and Subject Area 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**

 **NCTE-National Council of Teacher of English Standards**

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

 *competencies found above.*

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| --- | --- | --- | --- | --- | --- | --- |
| **Course**  | **FSAC** | **FEAP/****PEC** | **Reading** | **ESOL T.S.**  | **ESOL k-12** | **NCTE** |
| RED 3324 Teaching Reading in the Middle School |  | 1.1 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13 | 2.3.a, 3.2.d,3.2.e,3.2.i,3.2.j,3.2.k | 6.8, 6.9 | 1,3 |
| 2.1, 3.1, 3.2, 4.1 | 1.A.1, 1. A. 2, 1.B.1, 1.B.2, 1.C.1, 1.C.2, 1.D.1,1, D.2, 1.E.1, 1.E.2, 1.E.3, 1.E.4, 1.F, 1, 1.F.2, 1.F.3, 1.F.4, 1.F.5,1.F.5, 2.A, 2.B, 2.C, 2.D, 2. E, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 4.1c,3.10, 5.9, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.12 | 3.2.d | 4.1, 4.2, 4.3 | 1,3 |
|  | 1.E.2, 2.E, 6.8 |  |  | 1,3 |
|  | 1.A. 1, 1. A. 2, 1.B.1, 1.B.2, 1.C.1, 1.C.2, 1.D.1,1, D.2, 1.E.1, 1.E.2, 1.E.3, 1.E.4, 1.F, 1, 1.F.2, 1.F.3, 1.F.4, 1.F.5,1.F.5, 2.A, 2.B, 2.C, 2.D, 2. E, 2.F.1, 2.F.2, 2.F.3, 2.F.4 | 2.1.a, 2.1.b,2.1.c,2.3.a,2.3.b,2.3.c,2.3.e | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.12, 8.3, 8.4, 8.5, 8.8, 8.9 |  |
|  |  |  |  |  |  |  |

**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, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children’s Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

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:**

**Guided Reading Journal**

The purpose of this critical task is for teacher candidates to reflect on the literacy practices and theories discussed in this course, the course texts, videos, and throughout various course activities, including Scientifically Based Reading Research based practices for literacy instruction. It is also an opportunity for teacher candidates to explore literacy strategies for teaching a diverse population of students including English Language Learners (ELLs), and students with exceptionalities. The teacher candidate will keep an electronic journal that includes responses to guided readings, reflections relating course content to teaching and learning during field experiences, and include text features such as bolded text for important vocabulary and literacy concepts.

**Field Experience Showcase, Presentation, and Final Report**

The purpose of this critical task is to give the teacher candidates practical experience with leading reading activities in classroom settings. It is also for teacher candidates to critically analyze the literacy materials available to children in middle grades settings. The teacher candidate should use informed judgment and work with the mentor teacher to modify the activity to fit the needs of the setting. The teacher candidate will collect artifacts to put in an electronic literacy portfolio. PowerPoint that s/he will present in RED 3324 and possibly publish to an educator related Website. As part of the required fifteen hours of foundational field experience, the teacher candidate will choose five of the following field based activities:

1. **Reading Survey**

Consult with the mentor teacher and develop a reading attitudes survey to distribute and collect in the classroom. Create a chart of the data. Provide a one-page reflection on the data.

1. **Reading Interview**

Develop a set of questions about reading habits and conduct an interview with one middle grades student. Fill in and photocopy/scan the interview forms and write a one-page reflection about the interview and the type of reader the child has revealed her/him self to be.

1. **Textbook analysis**

Review the middle grades reading textbook being used in your field experience site. Write a one-page reflection about its features. Note both desirable and undesirable qualities.

1. **Oral Language Development**

Create and oral language development activity to complement a reading lesson the mentor teacher will do. One option for this activity is to lead a Language Experience Activity with second language learners in which learners use their own language to dictate their understanding and you serve as scribe in writing down what is said. Photocopy any student work, take digital photographs of the materials you create, and provide a one page reflection on the experience. The reflection should include your thoughts on the purpose of the lesson as well as your growth and the growth of the students.

1. **Phonemic Awareness and Phonics**

Create a phonemic awareness or phonics activities and perform it with a class or small group of children. Photocopy any student work, take digital photographs of the materials you create, and provide a one-page reflection on the experience. The reflection should include your thoughts on the purpose of the lesson as well as your growth and the growth of the students. An option for this activity is to administer the Names Test of phonics ability to a struggling reader and analyze the results in a one-page reflection.

6. **Comprehension of Texts and Concepts about Books**

Lead a lesson with a class or small group of students using Literature Journals, Literature Circles, or Reader’s Theater. Photocopy any student work, take digital photographs of the materials you create, and provide a one-page reflection on the experience. The reflection should include your thoughts on the purpose of the lesson as well as your growth and the growth of the students.

1. **Literacy Center Evaluation**

Evaluate a literacy center in a classroom in which you are completing field experience hours. You may need to discuss some of the questions with the cooperating teacher. Take digital photographs of the center. Provide a copy of the completed checklist along with a one-page reflection about the utility of the literacy center and suggestions for improvement.

1. **Vocabulary development**

Work with your mentor teacher to identify key vocabulary from a text that will be read in class. Design a vocabulary activity to lead with the students. Take digital photographs of any materials you create and photocopy samples of student work. Write a one-page reflection about the activity.

1. **Literacy Center Development**

With permission from the mentor teacher, set up one or more literacy centers in your field experience site. Take digital photos of the center(s) and write a one-page reflection about its utility.

1. **Environmental Print (Existing)**

With permission from the mentor teacher, take photographs of the environmental print in the school(s) in which you are completing field experience hours. Organize your photos into categories (e.g. classrooms, hallways, cafeteria, playground, etc.) Write a one-page reflection about the quantity and quality of environmental print available for the middle grades learners’ literacy development. Make suggestions about improving the environmental print.

1. **Environmental Print** **(Development)**

With permission from the mentor teacher, add text-related environmental print to the classroom (e.g. create a word wall, poster, bulletin board). Take digital photos of the center(s) and write a one-page reflection about its utility.

1. **Literacy and Diversity**

Lead an English language literacy development activity with an English Language Learner (ELL) or a student with exceptionalities. You may want to create a modification of a lesson that your cooperating teacher is leading with the entire class. Photocopy any student work, take digital photographs of the materials you create, and provide a one-page reflection on the experience. The reflection should include your thoughts on the purpose of the lesson as well as your growth and the growth of the students.

1. **Informational Texts and Narrative Texts**

Choose one short informational text and one short narrative text. Write discussion questions that will involve the middle grades learners in literal, interpretive, and critical thinking. Read the texts with a class or small group of middle grades student. Write a one-page reflection about the activities and discussions. The reflection should include your thoughts on the purpose of the lesson as well as your growth and the growth of the students.

1. **Application**

Choose one of the lessons you created for your thematic unit and enact the plan with a class or small group of children. Photocopy samples of student work and take digital photos of materials you create. Write a one-page reflection about the activities and discussions. The reflection should include your thoughts on the purpose of the lesson as well as your growth and the growth of the students.

1. **Technology**

Review a technology resource that is used in the classroom for assessment, diagnosis, or instruction. Provide publication information and/or Web address and write a one-page analysis and critique of the software and/or Web site.

1. **Other**

Work with your mentor teacher to design an activity or experience that is relevant to middle grades students in a reading classroom. Receive approval from the course instructor. Document the experience and write a one-page reflection about its significance.

 **Final Report/Presentation:**

The report should synthesize content from the guided reading journal, and field experience activities and include the following required elements:

* Grade level, course, and number of students observed in the field experience. Use first names only.
* Discuss both successful and unsuccessful activities the mentor teacher and teacher candidate used with the students.
* Discuss both successful and unsuccessful attempts to use ESOL or ESE accommodations.
* Contain a clear reference to and application of concepts covered in assigned reading and class discussion especially in regards to Scientifically Based Reading Research (SBRR) in the classroom.
* Include insightful thoughts on important issues involved in educating middle grades learners.
* Include at least three peer-reviewed/academic sources.
* Typed in a standard 12-point font, double-spaced, with one-inch margins and adhere to APA format (Cover page, abstract, body of at 3- 5 pages, references page).

**Simulated Teaching**

The purpose of this critical task if for teacher candidates to plan and teach a variety of lessons from the SBRR practices (Fab 6 plus)

**Content Area Reading Strategies Research Paper:**

The purpose of this critical task is for teacher candidates to explore content area reading strategies appropriate for middle grades learners. It is also an opportunity for teacher candidates to explore peer-reviewed research and professional journals to synthesize a research paper describing best practices in content area reading instruction.

1. The teacher candidates will choose mathematics, social studies or science and use an Education database such as Education Full-Text to find journal articles describing reading strategies for the chosen content area.
2. The teacher candidates will synthesize their findings in a research paper with at least five sources.
3. The sources must be peer-reviewed journals or professional journals only. The publication date of the articles must be no more than ten years old.
4. The paper must adhere to APA format guidelines for cover page, abstract, body of 3-5 pages, and a references page)

**Literature Circles (non-fiction)**

The purpose of this critical task is for teacher candidates to participate in reading and discussing a professional text related to issues in teaching literacy to adolescent learners in middle and secondary school settings. Teacher candidates will use the insert strategy to prepare for small group discussions and will be given time in class to reflect on discussions with a ticket out the door. A one or two page reflection of this experience will be uploaded to the electronic portfolio.

**Reading Unit Plan**

The purpose of this critical task is for teacher candidates to develop a multi-genre unit to address both learning in language arts (listening, speaking, reading, writing, viewing, visually representing, critically thinking) and learning in a content area (social studies, science, history, math). See assignment guidelines.

**Final Exam: Middle School Reading**

The teacher candidates will take a comprehensive final exam covering Scientifically-Based Reading Research (SBRR), Comprehension**,** Oral language development**,** Phonological Awareness**,** Phonics**,** Fluency**,** Vocabulary**,** Integration of Reading Components**,** Reading Assessment**,** Differentiated Instruction**,** Higher order thinking**,** Critical thinking**,** ELLs and Literacy**,** Students with exceptionalities and literacy**,** Content-Area Reading Strategies**,** and **Striving** readers**.**

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.

**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.