

Learning and Teaching the English Language Arts in Middle School

Rutgers, The State University of New Jersey- Graduate School of Education

Summer 2014, Course 15:251:575 Section A1

Tuesday, Wednesday, Thursday May 27- June 19 4:00-7:45PM

Freylinghuysen Hall B3

Instructor: Dr. Lorell Levy
Email: levyteach2@msn.com
arrangement

Phone: 609-532-0203
Office hours: After class and by

Course Overview

The purpose of this course is to investigate methods for middle school reading and writing instruction. Through active participation in both reading and writing workshops, we will reflect on the comprehension and composition strategies essential for middle school students' literacy development. In addition to studying and reflecting on effective instructional practices, we'll investigate methods of assessment and explore "hot" topics.

This course fulfills the middle school methods requirement for students seeking certification in *Elementary Education with Subject Matter Specialization (K-8)*.

Required Texts

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Heinemann

Fletcher, R., & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

Williams, C.L. (2009). *The Chosen One*. New York: St. Martin's Press

Articles/readings listed on the reference page.

NJ Language Arts Core Content Standards www.corestandards.org/the-standards/english-language-arts-standards

IRA/NCTE Standards for the English Language Arts www.ncte.org/standards

When turning in assignments, please consider the following:

I only accept work that meets professional standards. As a teacher, you will be expected to clearly communicate information to parents, administrators, and colleagues. Errors will make you appear unprofessional. All work should be proofread and corrected before submission

Assignments	Percentage of grade
<p>Attendance and Active Participation: Your attendance and participation are necessary for you and your classmates to get the most out of this fast-paced, intensive course. You are expected to attend every class session having completed all required readings and assignments for that session. It is impossible to get the most out of this class without showing up and doing the work. Missing even one class may influence your grade negatively. You also need to arrive on time, stay for the entire period, and actively participate. <i>Contact me through email if you know that you will miss any portion of the class.</i> Missing two classes will automatically result in a grade reduction.</p>	15%
<p>Exploration of Young Adult Literature: We will undertake a collaborative study of a variety of young adult texts. As part of this study, you will read the YA novel <i>The Chosen One</i> by Carol Lynch Williams and participate in a Literature Circle (try to read the text from the perspective of a teacher and a student...not an easy task). Also, you will select a text that would be appropriate for adolescents and perform an in-class read aloud for 10-15 minutes (follow Atwell's suggestions outlined on pages 144 and 145).</p>	10% Read aloud Date:_____
<p>Mini-lesson: Since there is no required field placement for this course we will need to act as a classroom of Middle Schoolers for each other. You will prepare one mini-lesson to teach the class (related to writing or comprehension). For this assignment you will have a chance to try out a strategy that you have read about in class or somewhere else.</p>	20% Minilesson Date:_____
<p>Workshop: You will choose one chapter or pair of chapters among the following : Atwell chapter 11, Atwell chapter 14, Tovani Chapters 3/4, Tovani Chapters 5/6 to read and discuss with a small group. After your discussion, you will plan a mini-workshop (approximately 20-30 minutes) on the topic of your chapter(s). During the workshop you will provide the class with an overview of the chapter(s) and involve the class in an activity related to the chapter.</p>	15% Workshop Date:_____
<p>Review of Research: During this summer session, you will have the opportunity to research a topic of your choice. For this assignment, you are encouraged to explore theoretical concepts in order to develop your teaching philosophy and deepen your understanding of pedagogy. Another</p>	40%

<p>option is to further explore a topic introduced in the course or study a related topic that we might not have addressed.</p> <p>For this assignment you are asked to:</p> <ul style="list-style-type: none"> Submit a list of resources (10 or more) and prepare a draft for peer revision Present your findings in class Submit a 5 to 7 page <i>Review of Research</i> paper written in APA format 	
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Evaluation

Academic Integrity: You can find the policy on Academic Integrity for Undergraduate and Graduate Students at the following website: <http://academicintegrity.rutgers.edu>

<u>Grading Scale</u>	<u>Grading Summary</u>
A=90-100	A=Outstanding work
B+=87-89	B=Good Work
B=80-86	C=Satisfactory work
C+=77-79	F=Failing work (Or stopped attending without withdrawing)
C=70-76	
F=69 and below	

Standards:

This course will focus specifically on the Common Core State Standards and the NCTE/IRA standards that can be found online. Many of the standards will be addressed as part of assignments and discussions

NCTE/IRA Standards 1, 3, 4, 5, 6, 7, 8, 9, 12

Common Core State Standards 1, 2, 3, 4, 5, 6, 7, 8, 9

Class Section	Topics and Activities	Readings Due	Assignments Due
<i>Session 1</i>	<p>Introduction to the Course and Syllabus</p> <p>Introduction to Readers and Writers Workshop</p>		

May 27	The Adolescent Learner Instructor Read Aloud (10-15 minutes)		
<i>Session 2</i> May 28	Working with Adolescent Learners Writers Workshop Readers Workshop <i>A Voice from the Field: Bob Krech, Author/Educator</i>	Biancarosa & Snow (3) Baker (3) Santa (10) Atwell Chapter 3 (35)	
<i>Session 3</i> May 29	Learning How to Teach Writing and Reading Writing Workshop Reading Workshop Instructor Mini-lesson Student Read Alouds (2)	Atwell Chapters 1 & 2 (48) Fletcher & Portalupi Chapters 1-4 (46)	Submit the topic for your Review of Research
<i>Session 4</i> June 3	Writing and Reading Workshop: Getting Ready, Getting Started, and Minilessons Writing Workshop Reading Workshop Student Read Alouds (2) Instructor Writing Territories	Atwell Chapters 4, 5, 6 (128)	Submit Topic for Mini-lesson
<i>Session 5</i> June 4	Student Choice in Reading: What Are Middle School Students Interested In Reading? Writing as a Personal Activity Student Read Alouds (2)		Assignment # 1 Writing Territories
<i>Session 6</i> June 5	Responding to Writers and Writing Writing Workshop Reading Workshop Student Read Alouds (2) Student Minilessons (2)	Atwell Chapter 7 (45) Fletcher & Potalupi Chapters 5 & 6 (25) YA Literature: <i>The Chosen One</i> pages 1-109	Submit a reference list for your Review of Research
<i>Session 7</i> June 10	Responding to Readers ad Reading Writing Workshop Reading Workshop Student Minilessons (2)	Atwell Chapter 8 (37) Fletcher & Portalupi Chapter 7 (13) Tovani Chapters 1-2 (21) YA Literature: <i>The Chosen One</i> Pages 109-213	Assignment # 2 Write a reflection on something you have read so far this semester. What impressed or disappointed you? Intrigued you?
<i>Session 8</i> June 11	Assessment: Valuing and Evaluating Formative and Summative Assessment Depth of Knowledge	Atwell Chapter 9 (28) Fletcher & Portalupi Chapters 8 & 9 (26)	

	Student Mini-lessons (2)		
<i>Session 9</i> June 12	Turning Kids on to Great Fiction and Poetry Using Poetry in the Classroom Prep time for workshop presentations Student Mini-lessons (2)	Atwell Chapter 12-13 (61)	Assignment # 3 Bring in poem to read & discuss an aspect of (photocopy for all)
<i>Session 10</i> June 17	Teaching Memoir, Understanding Purpose, and Tracking Confusions Student Mini-lessons (2) Student Workshop Presentations on: Atwell Chapter 11 Tovani Chapters 3 & 4 Peer review of Review of Research		Workshop Presentations Bring Draft of Review of Research
<i>Session 11</i> June 18	Writing in the Real World Fixing Misconceptions and Connecting the New to The Known A Look at the Core Content Standards Student Presentations on: Atwell Chapter 14 Tovani Chapters 5 & 6	Review the NJ Common Core State Standards and the NCTE/IRA Standards for the English Language Arts	Workshop Presentations
<i>Session 12</i> June 19	Synthesis, Evaluation, Application Presentation of Reviews of Research		Review of Research

References

Baker, M. I. (2002). Reading resistance in middle school: What can be done? *Journal of Adolescent and*

Adult Literacy, 45(2), 364-366.

Biancarosa, G., & Snow, C.E. (2004). *Reading next: A vision for action and research in middle and high school literacy. A report from the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Garrison, C. & Ehringhaus, M. *Formative and Summative Assessments in the Classroom. AMLE*.

Santa, C.M. (2006). A vision for adolescent literacy: Ours or theirs? *Journal of Adolescent & Adult Literacy*, 49(6), 466-476.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, MN: Stenhouse Publishers.

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