



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

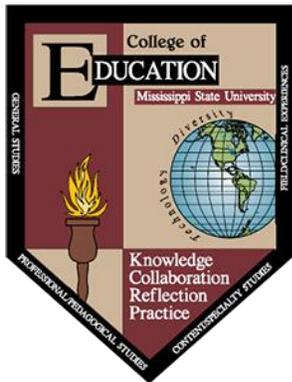
### EDS 3673 Secondary Language Arts Education

**Credit Hours:** Three (3) credit hours

**Method of Instruction:** C = Lecture

**Catalog Description:** (Prerequisite: Admission to Teacher Education). Three hours lecture. Essential knowledge, skills, and attitudes necessary for the successful teaching of the language arts.

#### College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>

#### Course Objectives

The student will:

1. Focus on professionalism by developing long-term professional goals, reading professional literature, and identifying research goals. (CFPO #1, 5; INTASC #1, 9; CRT 11.1)
2. Demonstrate an understanding of all aspects of writing and reading processes and appropriate instruction. (CFPO #2, 3; INTASC #4, 6, 7)
3. Demonstrate the ability to develop learning objectives aligned with the English Standards and Common Core State Standards. (CFPO #3, 4; INTASC #7)
4. Develop an understanding of the impact of language and diversity in the classroom. (CFPO #2, 3; INTASC #3, 5, 8, 9; CRT 1.1, 5.1)
5. Develop, practice, evaluate, and reflect on teaching practices. (CFPO #4; INTASC #1, 10; CRT 12.1)
6. Explore innovative ways to implement technology during Language Arts instruction using sound pedagogical practices. (CFPO #3, 5; INTASC #2, 3)
7. Identify ways to incorporate and build school and community support for education. (CFPO #5; INTASC #9, 10; CRT 6.1)

## Detailed Course Outline/Topics Covered in the Course

1. Areas of the writing process including: (7 hours)
  - a. Stages of prewriting, drafting, revising, editing, and publishing
  - b. The role of writing across the curriculum
  - c. Knowledge of the impact of purpose, occasion, and audience on written and spoken discourse
  - d. The ability to teach students to structure and expand ideas into coherent writing
2. Knowledge of literature including: (7 hours)
  - a. Literature for youth/adolescents
  - b. Works of theory and criticism
  - c. The short story, novel, poetry, drama, and essay
3. Selecting appropriate reading materials for students based on interests, abilities, and grade level including: (6 hours)
  - a. Encouraging student interest in reading for knowledge and pleasure
  - b. The ability to teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse
4. The ability to promote language acquisition and development by: (5 hours)
  - a. Teaching standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity
  - b. Interrelating the teaching of listening, speaking, reading, writing, observing, and thinking
  - c. Encouraging students to recognize, question, and interpret ideas from a variety of perspectives
5. Knowledge of how to establish curriculum goals, objectives, and appropriate learning strategies including: (5 hours)
  - a. Planning learning opportunities appropriate for students' learning styles, including interdisciplinary instruction
  - b. Developmentally appropriate instruction for diverse learners
  - c. A variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching
  - d. The ability to use group interaction for collaborative learning in the language arts. (e.g., discussions, debate, creative problem-solving, composition, drama, reading, and improvisation)
  - e. Establishing learning climates in which individual differences are respected
  - f. The ability to incorporate strategies specific to Special Education inclusion students
6. How to use a variety of current materials, technologies, and media including: (5 hours)
  - a. A wide variety of school and community materials, human and technological resources
  - b. How to encourage students' use of technology as a learning tool
  - c. Knowledge and characteristics of appropriate and effective learner-centered lessons and units that integrate technology
  - d. How to incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication
7. Knowledge of professional literature, research, organizations, and other resources for continuing professional development (5 hours)
8. Knowledge of RTI, depth of understanding, differentiated instruction, and other current instructional practices. (5 hours)

## **Text(s)/Course Materials**

### *Required Texts:*

Milner, J. O., & Milner, L.M. (2008). *Bridging English*. Upper Saddle River, NJ: Pearson Education, Inc.

Common Core State Standards for English/Language Arts <http://www.corestandards.org/>

### *Recommended Text:*

*Standards for the English Language Arts* (1996). National Council of Teachers of English & International Reading Association.

### *One of the following is also required:*

Fowler, R., Aaron, J., & Bittenham, R. (1998). *The Little, Brown Handbook*. New York: Pearson-Longman.

Glenn, C., Miller, R., Webb, S., Gray, L., & Hodges, J. (2004). *Hodges' Harbrace Handbook*. Boston: Thomson-Heinle.

## **Description of Instruction**

EDS 3673 is a course designed to prepare prospective English/Language Arts teachers to identify, master, and display the essential knowledge, skills, and attitudes necessary for successful teaching of English/Language Arts. Opportunities will be provided for the student to demonstrate techniques and methods for teaching the various components of the English/Language Arts curriculum. This course will also cover policy and theory associated with teaching Language Arts and will seek to hone the awareness of scholars as far as national and local issues are concerned. There will be an emphasis on writing, the integration of technology, and an interpretation of theories and policies. This is a noncompetitive class, designed to devote time for reflection on the profession itself and your professional goals within the profession.

## **Mississippi State University Honor Code**

"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcod>.

## **Technology**

Candidates will be required to use technology to meet assignment requirements. Technology will be used through *Watermark* (a course website), Canvas, and Microsoft productivity software (Word, PowerPoint, etc.). Candidates are expected to have necessary technology skills to efficiently and effectively use these technological resources.

## Diversity

As the objectives and topics presented previously indicate, diversity will be addressed throughout the course in relation to lectures, assigned readings, and discussions. Diversity with respect to teaching challenged literature will be included.

## Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

## Field Component

This course does not include a field experience.

## Evaluation of Student Progress

Assessment/Activity	Points/Percentage of Final Grade
<p>Unit Plan (Course Objective # 3, #5, #7): Each student will develop two INTASC-style themed unit plans covering 5 class days each or one-unit plan covering 10 class days. Each lesson should include specific learning objectives with reference to recognized curriculum standards/frameworks (Common Core, NCTE, etc.) as much as possible.</p> <p>Units and lessons should include each of the following:</p> <ul style="list-style-type: none"><li>• Evidence of cross-curricular connections.</li><li>• Activities for students identified for their deficiencies in English/Reading.</li><li>• Incorporation of multimedia into the classroom.</li><li>• Speech activities for students, individually and in small groups.</li><li>• Evidence of attractive classroom environment through posters, bulletin boards, and other colorful displays.</li><li>• Evidence of connection to Webb's Depth of Knowledge.</li><li>• Evidence of appropriate choice of book as the individual unit base.</li></ul>	<p>Group Unit Assignment Part I/novel (50 points) Group Unit Assignment Part II/graphic novel (50 points) Individual Unit Plan including mini-lesson (100 points)</p>
<p>Teaching Opportunities (Course Objective # 2, 3, 5, 6): Mini-lessons may be required using your classmates as participants and reviewers.</p>	
<p>Professional Development (Course Objective # 1, 7): Each student will show evidence of participating in one professional activity through</p>	<p>Professional Development (20 points)</p>

<p>attendance and membership. Joining the National Council of Teachers of English and/or the International Reading Association may be counted as participation, for example. Both professional organizations offer a reduced rate for students. Attending Mississippi Professional Educators/Mississippi Association of Educators or other campus-based association meeting is also an option.</p>	
<p>Article Reviews (Course Objective # 1, 5): Because being widely read is one of the standards of our profession, you will be required to do extra reading this semester. Choose two articles from appropriate professional journals to review. Provide your professor with a copy of each article. Turn in a one-page summary and a personal reflection for each article. Also, be prepared to informally discuss articles during class.</p> <p>Lesson Plans (Course Objective # 3, 4): Lesson plans illustrating knowledge of standards, diversity, and student interests will be required and will be included in your Individual Unit Plan.</p>	<p>Article 1 Critique (40 points) Article 2 Critique (40 points)</p>
<p>Reflective Conclusion (Course Objective # 1): A reflective writing will be required at the conclusion of this class. This may be done in class and should be included with your philosophy information.</p>	<p>Reflective Writing Assignment (30 points)</p>

**Grading Scale**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59-below

**Attendance Policy**

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor by writing and provide appropriate documentation as close to the absence date as possible. Only assignments missed during excused absences will be accepted late.

**Title IX Policy**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to

MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

### **University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

### **Mississippi Educator Code of Ethics**

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

The Mississippi Code of Ethics is addressed in the course through class discussions and simulated scenarios created for the purpose of introducing teacher candidates to the challenges of classroom teaching.

### **Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Teacher candidates develop a deep understanding of the critical concepts, principles, and practices of their field and are able to use practices to advance the learning of all students toward college and career readiness standards through class assignments, discussion, and practice applying career readiness standards during their field experiences.

### **Bibliography**

#### *Websites:*

American English: A Website for Teachers and Learners of English as a Foreign Language  
Abroad <http://exchanges.state.gov/education/engteaching/>

American English Language Institute <http://aei.uoregon.edu/>

National Council of Teachers of English <http://www.ncte.org/>

#### *Texts and Journals:*

- Bulgren, J.A., Marquis, J.G., Deshler, D.D., Lenz, B.K., & Schumaker, J.B. (2013). The use and effectiveness of a question exploration routine in secondary-level English language arts classrooms. *Disabilities Research and Practice, 28*(4), 156-169.
- Caughlam, S., Pasternak, D. L., Hallman, H. L., Renzi, L., Rush, L. S., & Frisby, M. (2017). How English language arts teachers are prepared for twenty-first-century classrooms: Results of a national study. *English Education, 49*(3), 265-297.
- Conley, M. W. (2012). Foregrounding the disciplines for teacher preparation in secondary literacy. *Journal of Adolescent & Adult Literacy, 56*(2), 141-150.
- Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education-A systematic literature review. *Thinking Skills and Creativity*.
- Eaglestone, R. & Kövesi, S. (2013). What happens in the tempest? *Times Higher Education, 2125*, 36-41.
- Groenendijk, R., Kooy, M., Coppens, P.-A., Imants, J., & Van De Ven, P.-H. (2013). Striving for literary development in secondary literature students: A teacher's selfstudy. *English Teaching, 12*(3), 41-64.
- Haddix, M., & Price-Dennis, D. (2013). Urban fiction and multicultural literature as transformative tools for preparing English teachers for diverse classrooms. *English Education, 45*(3), 247-283.
- Hallman, H. L. (2015). Teacher as "shape-shifter": Exploring the intersection of new times and the teaching of English language arts. *Changing Education, 22*(3), 282-293.
- Hebblethwaite, D. (2010). Effective teaching strategies in the culturally diverse classroom. *Interdisciplinary journal of contemporary research in business, 2*(8), 23-28.
- Hodges, G. C. (2012). Research and the teaching of English: Spaces where reading histories meet. *English Teaching: Practice and Critique, 11*(1), 7-25.
- Kelly, L. (2013). Hip-hop literature: The politics, poetics, and power of hip-hop in the English classroom. *English Journal, 102*(5), 51-56.
- Kelly, P., Hohmann, U., Pratt, N., & Dorf, H. (2013). Teachers as mediators: an exploration of situated English teaching. *British Educational Research Journal, 39*(4), 609-634.
- Monte-Sano, C., & De La Paz, S. (2012). Using writing tasks to elicit adolescents' historical reasoning. *Journal of Literacy Research, 44*(3), 273-299.
- Newell, G. E., Bloome, D., & Hirvela, A. (2015). *Teaching and learning argumentative writing in high school English Language Arts classrooms*. New York, NY: Routledge.
- Rainey, E. C. (2017). Disciplinary literacy in English language arts: Exploring the social and problem-based nature of literacy reading and reasoning. *Reading Research Quarterly, 52*(1), 53-71.

- Roscoe, R. D., & McNam, D. (2013). Writing pal: Feasibility of an intelligent writing strategy tutor in the high school classroom. *Journal of Educational Psychology, 105*(4), 1010- 1025.
- Smith, C.A., & Scullin, S. (2011). I can't believe we read this whole book! How reading for their own purposes affected struggling teens. *English Journal, 101* (2), 30-36.
- Thomas, E. (2013). Dilemmatic conversations: Some challenges of culturally responsive discourse in a high school English classroom. *Linguistics & Education, 24*(3), 328-347.
- Weaven, M. & Clark, T. (2013). Guess it scares us' - Teachers discuss the teaching of poetry in senior secondary English. *English in Education, 47*(3), 197-212
- Wendt, J. (2013). Combating the crisis in adolescent literacy: Exploring literacy in the secondary classroom. *American Secondary Education, 41*(2), 38-48.