



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

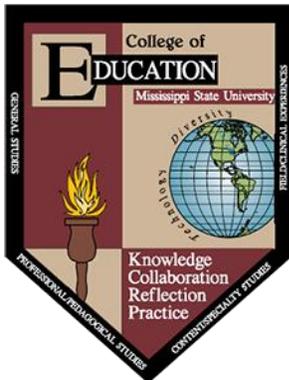
EDS 4673 Methods of Teaching Language Arts

Credit Hours: Three (3) credit hours

Method of Instruction: C = Lecture

Catalog Description: (Prerequisite: Admission to Teacher Education, EDS 3673). Field based. Objectives in English/Language Arts: content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of 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. Complete 50 hours in field-based activities and submit weekly blog entries describing and reflecting on his/her experiences. (CFPO #1; INTASC #9, 10; CRT 2.1, 11.1, 13.1)
2. Create and implement several teaching lessons related to English/language arts education 7-12. (CFPO #5; INTASC #5, 7, 8; CRT 14.1)
3. Apply critical thinking skills to lesson plans and teaching methodology. (CFPO #5; INTASC #5, 7, 8; CRT 5.1)
4. Design lesson plans and organize activities around thinking skills concepts. (CFPO #5; INTASC #6, 7, 8; CRT 4.1)
5. Implement teaching methods with 7-12 students in tutorial and small group sessions in school settings. (CFPO #6, 7; INTASC #7, 8; CRT 5.1)
6. Create and implement lessons that express sensitivity to cultural diversity in the classroom. (CFPO #5; INTASC #1, 2, 3; CRT 5.1)
7. Develop and demonstrate several lessons that express specific literary genres: novels, poetry, essays, drama, short stories, advertisement, and television writing. (CFPO #3, 5; INTASC #4, 5, 7, 8)

8. Develop several lessons around themes related to rhetoric and speech skills. (CFPO #5; INTASC #5)
9. Research aspects of historical English development. (CFPO #3; INTASC #4; CRT 5.1)
10. Develop lessons that utilize technology. (CFPO #10; INTASC #7, 8)
11. Present mini-lessons that demonstrate instructional strategies used for English/language arts using multi-media and addressing national and state standards. (CFPO #7, 10; INTASC #7, 8)
12. Participate in professional development activities. (CFPO #1; INTASC #9; CRT 1.1)
13. Read literature specific to teaching English/language arts, young adult literature, and professional literature. (CFPO #1; INTASC #9)
14. Demonstrate proficiency of applied content knowledge and pedagogy via lesson plans, teaching demonstrations, and mastery on exams and papers. (CFPO #1, 3, 5, 10; INTASC #4, 5, 7, 8)

Detailed Course Outline/Topics Covered in the Course

A. General Themes

1. The Language Arts teacher as decision-maker
2. Critical thinking lesson remodeling
3. Critical thinking strategies
4. English lesson presentation skills
5. Socratic questioning skills
6. Grammar concepts and vocabulary development
7. Interpersonal communication skills
8. Classroom management
9. Cooperative learning
10. Evaluation procedures
11. Multicultural, diversity, and gender issues
12. Multicultural, diversity, and gender issues
13. Common Core Standards

B. Specific Themes

1. The role of the English teacher in a culturally diverse society (8 hours)
 - a. Changing attitudes toward public education
 - b. Changing standards
 - c. Cultural pluralism in the classroom
 - d. Goals of the English language arts teacher
 - e. Attitudes of the English language arts teacher
 - f. The English teacher and the immediate community
2. Language (9 hours)
 - a. Interrelationships of reading, writing, speaking, listening, thinking
 - b. Relationships between language and learning
 - c. Language development
 - (1) Developmental process
 - (2) Social, cultural, and economic influences
3. Teaching literature as a source for exploring and interpreting human experiences (9 hours)
 - a. Understanding relationships between reader and text
 - b. Guiding students in experiencing and improving their processes of reading for personal growth, information, understanding, and enjoyment
 - c. Guiding students toward enjoyment, aesthetic appreciation, and critical understanding of literary types, styles, themes, and history
4. Teaching non-print and nonverbal media (9 hours)
 - a. Comparisons with print and verbal media

- b. Integrating non-print and nonverbal media into English language arts units
- c. Guiding students toward enjoyment and critical understanding of non-print forms
- 5. Application of concepts and instructional processes studied in previous courses to the English language arts classroom (10 hours)
 - a. Instructional planning
 - (1) Selection, design, and organization of objectives, strategies, and materials for teaching English language arts
 - (2) Organizing students for effective whole-class, small-group, and individual work in English language arts
 - b. Instructional performance
 - (1) Using a variety of instructional strategies appropriate to diverse cultural groups and individual learning styles
 - (2) Employing a variety of stimulating instructional strategies that aid students in their development of speaking, listening, reading, writing, and thinking abilities
 - (3) Using appropriate technology and materials to support learning
 - c. Instructional evaluation
 - (1) Formative and summative techniques for assessing and describing students' progress in English
 - (2) Uses and abuses of testing instruments and procedures

Text(s)/Course Materials

Required Texts:

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

Burke, J. (2013). *The English teacher's companion*. Portsmouth, NH: Heinemann.

Supplemental Reading:

Fowler, R., Aaron, J., & Brittenham, R. (1998). *The little, brown handbook*. New York: Pearson/Longman. (or other grammar handbook)

Standards for the English language arts. (1996 ed.). A Project of: National Council of Teachers of English & International Reading Association.

Description of Instruction

Lecture, class discussion, candidate presentations, peer-teaching, group collaboration and individual projects and papers are all used as instructional methods for delivering course content.

The same instructional methods are used in Meridian.

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/honorcode>

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.

The same is true for Meridian students.

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

(Course Objective #1, 2, 5) Each class member will be paired with a practicing teacher in his/her content area. Class members will spend a total of 50 hours in this field experience. For block-scheduled schools (80-95 minutes+ per class meeting), plan to spend two full blocks per week in your field experience. For traditional school schedules (45-60 minutes per class meeting), plan to spend four full classes per week in your field experience.

Our purpose for this fieldwork is to experience the secondary English teachers' life at school. Our work should provide increased knowledge of secondary language arts classrooms and increased confidence functioning as facilitator in the language arts classroom. Expect to assist teachers in planning and delivering lessons, interacting with students in group or tutorial activities, and participating in every day class events that occur while observing. Class members will contribute reflections of each field observation through a shared class blog. Also, class members will teach at least two lessons assessed by the host classroom teacher.

Field work will be assessed by review of weekly blog entries/reflections, through lessons taught in the classroom as evaluated by host classroom teacher, by evaluations of overall performance by the host teacher, and through review of other separate field work components as presented and discussed in the methods course.

Evaluation of Student Progress

Assessment/Activity	Points/Percentage of Final Grade
Read (Course Objective #13, 9): <ul style="list-style-type: none">Fiction for secondary classrooms. Consult reading lists offered by experts (NCTE, IRA, MDE, NLA, etc.).Informational texts appropriate for the Common Core State Standards	Reading Suggestions Annotated Bibliography = 50 possible points

<ul style="list-style-type: none"> • Two current issues of <i>The English Journal</i> or <i>Research in the Teaching of English</i> and be able to discuss the contents in class. • The education section of a state or local newspaper at least weekly. • An assortment of secondary student-level magazines. • About a special population or a disenfranchised group of students you may encounter during your teaching career. 	
<p>Presentations (Course Objective #2, 7, 8, 10):</p> <ul style="list-style-type: none"> • Present short reports on articles relevant to Language Arts teachers. • Present language arts lessons. 	<p>Presentation on Standards = 50 possible points</p> <p>Provide an abstract of the articles and mini-lessons, which include bibliographical information in APA style.</p>
<p>Grant Proposal (Course Objective #12):</p> <ul style="list-style-type: none"> • Write a grant that will demonstrate your ability to understand curriculum and how it affects student learning. Directions on Watermark. 	<p>Grant Proposal = 50 possible points</p>
<p>Multicultural Book Unit Plan (Course Objective #3, 4, 6, 8, 11, 13)</p>	<p>Multicultural Unit Plan = 200 possible points</p> <p>Directions and rubric on Watermark.</p>
<p>Papers (Course Objective #14):</p> <ul style="list-style-type: none"> • Prepare a practical annotated bibliography of articles that present activities for teachers in Language Arts classes to be included on this syllabus. 	<p>Position Paper = 50 possible points</p>
<p>Textbook Assignments (Course Objective #14):</p> <ul style="list-style-type: none"> • Read the textbooks and related articles as assigned; demonstrate comprehension of the concepts through writing. 	<p><i>The English Teacher's Companion</i> Summary and Reflection (5 total x 20 points) = 100 points</p> <p><i>Bridging English</i> Assignments = 25 x 2 (50 possible)</p>
<p>Participation (Course Objective #1, 4):</p> <ul style="list-style-type: none"> • Be responsible for the content of reading assignments, class lectures, class discussions, and class presentations. Be prepared to present information and answer questions informally. • Write and submit weekly blogs with reflections on field work; blogs must be done the same day as observation. • Study the chapters in the textbook and related articles as assigned. • Participate in class activities - large group, small group, individual. • Be prepared to share all assignments with the class through presentations. 	<p>Attendance and Participation = 25 possible points</p> <p>Field-based observations and blogs = 150 possible points</p>
<p>Professional Development (Course Objective #12):</p> <ul style="list-style-type: none"> • Attend one professional meeting. (Mississippi Council of Teachers of English, NCTE, State Reading Conference, workshop with practicum teacher, play, etc.) Keep the 	<p>Professional Development Opportunity = 25 possible points</p>

program or brochure for proof of your participation.	
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Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or 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 in a written format and provide appropriate documentation such as a doctor's note or permission letter. Only assignments missed during an excused absence will be accepted late.

The same policy of attendance is true for Meridian.

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. 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.

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

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.

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/>

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

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

Texts and Journals:

Beach, R., Haertling, T., & Webb, A. (2016). *Teaching to exceed the English Language Arts Common Core State Standards: A critical inquiry approach for 6-12 classrooms* (2nd ed.). New York, NY: Routledge.

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.

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