

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION  
COURSE SYLLABUS**

**Course Prefix and Number:** EDS 6673

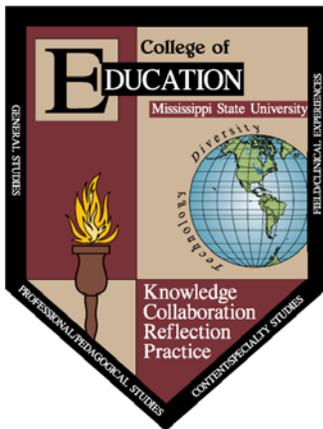
**Course Title:** Advanced Methods of Teaching Language Arts

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

**Type of Course:** Lecture

**Catalog Description:** Three hour lecture. Field-based. An examination of the effective practices for teaching and evaluating English/Language Arts in secondary settings.

**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 superior 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 are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus

that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

### **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 #9, 10)
2. demonstrate an understanding of all aspects of writing and reading processes and appropriate instruction. (CFPO #2, 3; InTASC #4, 5)
3. demonstrate the ability to develop learning objectives aligned with the English Standards and the Common Core State Standards (CFPO #3, 4; InTASC #10)
4. develop an understanding of the impact of language diversity in the classroom. (CFPO #2, 3; InTASC #2)
5. develop, practice, evaluate, and reflect on teaching practices. (CFPO #4; InTASC #3, 7, 8)
6. explore innovative ways to implement technology during Language Arts instruction using sound pedagogical practices. (CFPO #3, 5; InTASC #4, 7)
7. identify ways to incorporate and build school and community support for education. (CFPO #5; InTASC #9, 10)
8. create and implement several teaching lessons related to Language Arts Education 7-12. (CFPO #5; InTASC #6, 7, 8)
9. apply critical thinking skills to lesson plans and teaching methodology. (CFPO #5; InTASC #7)
10. design lesson plans utilizing technology and organizing activities around thinking skills concepts. (CFPO #5; InTASC #7, 8)
11. implement teaching methods with junior/senior high school students in tutorial and small group sessions in school settings. (CFPO #6, 7; InTASC #7)
12. create lessons that express sensitivity to cultural diversity in the classroom. (CFPO #5; InTASC #1, 3)
13. develop lessons that express specific literary genres: novels, poetry, essays, drama, dramatic monologues, advertisement, and television writing. (CFPO#3, #5; InTASC #2, 7)
14. develop lessons around themes related to rhetoric and speech skills. (CFPO #5; InTASC #7, 8)
15. research aspects of the historical English development.
16. present a mini lesson on literature using multi-media and addressing the Common Core. (CFPO #7, 10; InTASC #4, 5)

### **Topics:**

1. The role of the English teacher in a culturally diverse society (4 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 (4 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 (4 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 nonprint and nonverbal media (3 hours)
  - a. Comparisons with print and verbal media
  - b. Integrating nonprint and nonverbal media into English language arts units
  - c. Guiding students toward enjoyment and critical understanding of nonprint forms
  
5. Application of concepts and instructional processes studied in previous courses to the English language arts classroom (4 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
  
6. Areas of the writing process including: (4 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

7. Knowledge of literature including: (3 hours)
  - a. literature for youth/adolescents
  - b. works of theory and criticism
  - c. the short story, novel, poetry, drama, and essay
8. Selecting appropriate reading materials for students based on interests, abilities, and grade level including: (3 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
9. The ability to promote language acquisition and development by: (3 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
10. Knowledge of how to establish curriculum goals, objectives, and appropriate learning strategies including: (4 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
    - a. 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)
    - b. establishing learning climates in which individual differences are respected
    - c. the ability to incorporate strategies specific to Special education inclusion students.
11. Knowledge of how to use a variety of current materials, technologies, and media including: (3 hours)
  - d. a wide variety of school and community materials, human and technological resources
  - e. how to encourage students' use of technology as a learning tool
  - f. knowledge and characteristics of appropriate and effective learner-centered lessons and units that integrate technology
  - g. how to incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication
12. Knowledge of professional literature, research, organizations, and other resources for continuing professional development (3 hours)

13. Knowledge of RIT, depth of understanding, differentiated instruction, and other current instructional practices. (3 hours)

**Required Texts:**

Burke, J. (2013). *The English Teacher's Companion* (4<sup>th</sup> ed). Portsmouth, NH: Heineman.

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.

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

**Methods of Instruction:**

Instructional strategies include large group lectures and discussions; small group discussions and assignments utilizing electronic sources and multi-media; self-directed assignments including oral presentations and reflection activities; teaching activities.

**Suggested Student Activities:**

Professional Development: (Course Objective #1)

• Each student will show evidence of participating in one professional activity through 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 is also an option.

Presentation on English/Language Arts Standards and the Common Core State Standards:  
(Course Objective #3, 5, 6, 16)

• A presentation using multimedia will be required. Each student will decide on the scope and focus of this presentation through cooperative inquiry with classmates.

Unit Plan: (Course Objective #2, 3, 4, 9, 10, 12)

• Each student will develop two INTASC-style themed unit plans on TaskStream 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 (state, NCTE, etc.) as much as possible.

Units and lessons should include each of the following:

- Evidence of cross-curricular connections.
- Activities for students identified for their deficiencies in English/Reading.
- Incorporation of multimedia including television into the classroom.
- Speech activities for students, individually and in small groups.
- Evidence of attractive classroom environment through posters, bulletin boards, and other

colorful displays.

- Evidence of connection to Webb's Depth of Knowledge.
- Evidence of appropriate choice of multicultural book as the unit base.

#### Article Reviews: (Course Objective #1)

- Because being widely read is one of the standards of our profession, you will be required to do extra reading this semester. Choose three articles from appropriate professional journals to review. Provide your professor with a copy of each article. Turn in a one page summary per article and be prepared to informally discuss articles during class.

#### Reading Summaries and Cultural Relevance of Content Area Assignment: (Course Objective #1)

- Provide two one page summaries of two young adult novels read during the course of the semester. One should be a YA novel that reflects multicultural issues relevant to the level you plan to teach. A lesson plan showing evidence of addressing multicultural issues will be required and will be included in your Unit Plan. Supplemental reading as assigned such as articles, informational texts, and other pertinent information will be decided on between teacher and student.

#### Grant Essay: (Course Objective #7)

- Write a grant that will demonstrate your ability to understand curriculum and how it affects student learning. The grant will be designed to include community support.

#### Position Paper: (Course Objective #5)

- Write a position paper on one critical aspect of education discussed in class. Be prepared to discuss your position in class.

#### Exams: (Course Objective #5)

- Read the textbook and related articles as assigned; demonstrate comprehension of the concepts on two written exams.

#### Participation: (Course Objective #8, 9, 11, 13, 14, 15, 16, 17)

- Be responsible for the content of reading assignments, class lectures, class discussions, and class presentations, discussion board postings, etc.
- 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 as informal presentations.
- Provide teaching opportunities through mini-lessons which will require using your classmates as eager participants.

#### **MSU Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

*“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. 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 Component:**

Technology use will be required to complete student activities and meet Course Objectives #10 and 16.

**Diversity:**

Students will examine curriculum and instructional materials for appropriateness for use with diverse learners and develop lessons with cultural diversity in mind, Course Objective #12.

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 sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex 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 mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>

**Students with Disabilities:**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

**Field Component:**

A field component of observation hours in a local public school is required.

**Evaluation of Student Progress:**

Final grades will be determined by:

Professional development activity (5%)

Presentation on Standards (10%)

Unit Plan including mini-lesson (10%)

Article reviews (10%)

Reading summaries and Cultural Relevance assignment (10%)

Grant essay (10%)

Position paper (10%)

Exams (20%)

Class attendance, in-class activities, participation, and assessments presented by the team teachers (15%)

Grading Scale:

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

**Bibliography:**

<http://www.uta.edu/english/V/rhetcomp.html>

<http://exchanges.state.gov/education/engteaching/>

<http://www.ncte.org/>

<http://aei.uoregon.edu/>

<http://www.usmapandbook.com/english/gramcomp.html>

<http://www.protrainco.com/info/grammar.htm>

<http://www.public.iastate.edu/~honeyl/bib/>

<http://eserver.org/rhetoric/>

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Campbell, K. H. (2010). Eavesdropping on contemporary minds: Why we need more essays in our high school classrooms. *English Journal*, 99(4), 50-54.

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