



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

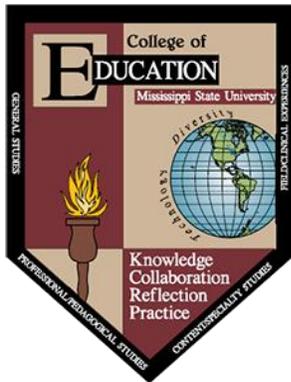
### RDG 3423 Middle Level Literacy II

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

**Method of Instruction:** C = Lecture

**Catalog Description:** Three hours lecture. (Pre-Requisites: RDG 3113 and 3123; Co-Requisites: RDG 3413 and EDE 3423) Instructional strategies and materials for teaching literacy in the middle grades. Focus on writing and speaking strategies for diverse students.

#### 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

Upon completion of the course, the teacher candidate will be able to:

1. Explain theories and research on literacy processes, with an emphasis on the components of writing, speaking and listening. (CAEP 1.1., 1.2; INTASC 1, 4, 9; CFPO 1, 3, 10, 12)
2. Select and explain appropriate curriculum options and instructional practices to teach writing, speaking and listening. (CAEP 1.1, 1.3, 1.4; CRT 5.1, 11.1; CRT 1.1, 4.1, 13.1; INTASC 1, 2, 4, 5; CFPO 2, 3, 10, 12)
3. Identify the impact of diversity, including cultural and linguistic diversity and ability, on children's learning and adapt curriculum in appropriate ways. (CAEP 1.1, 1.2, 1.3, 1.4; CRT 1.1, 3.1, 5.1, 6.1, 9.1; INTASC 1, 2, 4; CFPO 2, 3, 4, 6, 7, 9, 10, 12)
4. Develop strategies (including technology) to plan, implement and assess literacy teaching and learning with an emphasis on writing, speaking and listening. (CAEP 1.1, 1.3, 1.4, 1.5; CRT 2.1, 10.1; INTASC 1, 4, 8; CFPO 2, 3, 4, 6, 7, 12)
5. Plan for and model the use of methods and resources for teaching writing, speaking and listening within the context of an integrated curriculum. (CAEP 1.1, 1.2, 1.3, 1.4; CRT 2.1, 10.1, 11.1; INTASC 1, 3, 4, 5, 7, 8; CFPO 2, 3, 4, 5, 10, 12)

6. Demonstrate ability to adapt/differentiate instruction for diverse student needs and develop a repertoire of strategies to accommodate differences. (CAEP 1.1, 1.2, 1.3, 1.4; CRT 1.1, 2.1, 4.1, 4.2, 5.1, 6.1, 9.1, 10.1; INTASC 1, 2, 8; CFPO 1, 2, 3, 6, 10)
7. Collaborate with peers and classroom teachers in school setting(s) and engage in small group and/or individual literacy instruction to assess, plan and implement instruction. (CAEP 1.1, 1.2, 1.3, 1.4, 1.5; CRT 1.1, 2.1, 7.1, 11.1; INTASC 1, 3, 5, 6, 7, 8, 10; CFPO 1, 2, 3, 4, 5, 10, 12)
8. Analyze middle grades students' literacy assessment and use for planning instruction and communicating with families. (CAEP 1.1, 1.2, 1.3, 1.4; CRT 1.1, 12.1, 13.1; INTASC 1, 4, 6; CFPO 1, 3, 4, 5, 9, 10)
9. Evaluate teacher candidate's own teaching performance through meaningful, professional reflection. (CAEP 1.1., 1.2; INTASC 9; CFPO 1, 8)

### **Detailed Course Outline/Topics Covered in the Course**

1. Literacy theory and practice in the middle grades' classroom (Time allocation: 3 hours).  
Objective(s) targeted: Obj. 1, Explain and apply theories and research on literacy processes, with an emphasis on the components of writing, speaking and listening: CAEP 1.1., 1.2; INTASC 1, 4, 9; CFPO 1, 3, 10, 12. Obj. 3, Identify the impact of diversity (e.g., cultural, linguistic, ability) on children's learning and adapt curriculum in appropriate ways: CAEP 1.1, 1.2, 1.3, 1.4; CRT 1.1, 3.1, 5.1, 6.1, 9.1; INTASC 1, 2, 4; CFPO 2, 3, 4, 6, 7, 9, 10, 12.
  - a. Language rich classrooms (1/2 hr.)
  - b. Philosophies and theories of literacy (1/2 hr.)
  - c. Motivating students (1/2 hr.)
  - d. Diversity (e.g., cultural, linguistic, ability, etc.) (1/2 hr.)
  - e. Authentic reading and writing opportunities (1/2 hr.)
  - f. Student-centered writing, speaking and listening strategies (1/2 hr.)
2. Organizing for writing, speaking and listening Instruction (Time allocation: 9 hours). Objective(s) targeted: Obj. 2, Select and explain appropriate curriculum options and instructional practices for to teach writing, speaking and listening: CAEP 1.1, 1.3, 1.4; CRT 5.1, 11.1; CRT 1.1, 4.1, 13.1; INTASC 1, 2, 4, 5; CFPO 2, 3, 10, 12. Obj. 3, Identify the impact of diversity (e.g., cultural, linguistic, ability) on children's learning and adapt curriculum in appropriate ways: CAEP 1.1, 1.2, 1.3, 1.4; CRT 1.1, 3.1, 5.1, 6.1, 9.1; INTASC 1, 2, 4; CFPO 2, 3, 4, 6, 7, 9, 10, 12.
  - a. National and state standards for writing, speaking and listening (1 hr.)
  - b. Writing processes (prewriting, drafting, revising, editing, publishing) (1 hr.)
  - c. Writing traits (ideas, organization, voice, sentence fluency, word choice, conventions, presentation) (1 hr.)
  - d. Writing modes (narrative/poetry, informational/explanatory, opinion/argument, multimedia/visual, workforce) (4 hrs.)
  - e. Speaking instruction (1 hr.)
  - f. Listening instruction (1 hr.)
3. Instructional strategies for teaching writing (Time allocation: 12 hours). Objective(s) targeted: Obj. 4, Develop strategies (including technology) to plan, implement and assess literacy teaching and learning with an emphasis on writing, speaking and listening: CAEP 1.1, 1.3, 1.4, 1.5; CRT 2.1, 10.1; INTASC 1, 4, 8; CFPO 2, 3, 4, 6, 7, 12. Obj. 5, Plan for and model the use of methods and resources for teaching writing within the context of an integrated curriculum: CAEP 1.1, 1.2, 1.3, 1.4; CRT 2.1, 10.1, 11.1; INTASC 1, 3, 4, 5, 7, 8; CFPO 2, 3, 4, 5, 10, 12. Obj. 6, Demonstrate ability to adapt/differentiate instruction for diverse student needs and develop a repertoire of strategies to accommodate differences: CAEP 1.1, 1.2, 1.3, 1.4; CRT 1.1, 2.1, 4.1, 4.2, 5.1, 6.1, 9.1, 10.1; INTASC 1, 2, 8; CFPO 1, 2, 3, 6, 10. Obj. 7, Collaborate with peers and classroom teachers in school setting(s) and engage in small group and/or individual literacy instruction:

- CAEP 1.1, 1.2, 1.3, 1.4, 1.5; CRT 1.1, 2.1, 7.1, 11.1; INTASC 1, 3, 5, 6, 7, 8, 10; CFPO 1, 2, 3, 4, 5, 10, 12. Obj. 9, Evaluate teacher candidate's own teaching performance through meaningful, professional reflection: CAEP 1.1., 1.2; INTASC 9; CFPO 1, 8.
- a. Principles of writing instruction (1 hr.)
  - b. Using mentor texts (1/2 hr.)
  - c. Modeling and shared writing (1/2 hr.)
  - d. Strategies for teaching writing modes (4 hrs.)
  - e. Strategies for teaching standard English grammar (2 hrs.)
  - f. Accommodating diverse learners (1 hr.)
4. Instructional strategies for teaching speaking standards (Time allocation: 3 hours). Objective(s) targeted: Obj. 4, Develop strategies (including technology) to plan, implement and assess literacy teaching and learning with an emphasis on writing, speaking and listening: CAEP 1.1, 1.3, 1.4, 1.5; CRT 2.1, 10.1; INTASC 1, 4, 8; CFPO 2, 3, 4, 6, 7, 12. Obj. 7, Collaborate with peers and classroom teachers in school setting(s) and engage in small group and/or individual literacy instruction: CAEP 1.1, 1.2, 1.3, 1.4, 1.5; CRT 1.1, 2.1, 7.1, 11.1; INTASC 1, 3, 5, 6, 7, 8, 10; CFPO 1, 2, 3, 4, 5, 10, 12.
- a. Principles of speaking instruction (1/2 hr.)
  - b. Strategies for teaching speaking standards (2 hr.)
  - c. Accommodating diverse learners (1/2 hr.)
5. Instructional strategies for teaching listening standards (Time allocation: 3 hours). Objective(s) targeted: Obj. 4, Develop strategies (including technology) to plan, implement and assess literacy teaching and learning with an emphasis on writing, speaking and listening: CAEP 1.1, 1.3, 1.4, 1.5; CRT 2.1, 10.1; INTASC 1, 4, 8; CFPO 2, 3, 4, 6, 7, 12. Obj. 7, Collaborate with peers and classroom teachers in school setting(s) and engage in small group and/or individual literacy instruction: CAEP 1.1, 1.2, 1.3, 1.4, 1.5; CRT 1.1, 2.1, 7.1, 11.1; INTASC 1, 3, 5, 6, 7, 8, 10; CFPO 1, 2, 3, 4, 5, 10, 12.
- a. Principles of speaking and listening instruction (1/2 hr.)
  - b. Strategies for teaching listening standards (2 hr.)
  - c. Accommodating diverse learners (1/2 hr.)
6. Media/visual/critical literacy (Time allocation: 3 hours). Objective(s) targeted: Obj. 2, Select and explain appropriate curriculum options and instructional practices for to teach writing, speaking and listening: CAEP 1.1, 1.3, 1.4; CRT 5.1, 11.1; CRT 1.1, 4.1, 13.1; INTASC 1, 2, 4, 5; CFPO 2, 3, 10, 12.
- a. National and state standards regarding media/visual literacy (1/2 hr.)
  - b. Understanding how texts (including print and visual, technological, and other non-print texts) are constructed to impact readers and how readers construct meaning from a variety of texts (1/2 hr.)
  - c. Teaching children to be critical and thoughtful readers and writers (1 hr.)
  - d. Analyzing a variety of print and non-print texts as models for writing (1/2 hr.)
  - e. Analyzing texts around issues of race, class, gender, etc. (1/2 hr.)
7. Assessment in the middle grades' literacy classroom with a focus on writing, speaking and listening practices (Time allocation: 6 hours). Objective(s) targeted: Obj. 8, Analyze middle grades students' literacy assessment and use for planning instruction and communicating with families: CAEP 1.1, 1.2, 1.3, 1.4; CRT 1.1, 12.1, 13.1; INTASC 1, 4, 6; CFPO 1, 3, 4, 5, 9, 10.
- a. Informal assessment procedures (e.g. observation, assessing student work through rubrics) (1 hr.)
  - b. Formal assessment procedures (e.g. standardized tests, etc.) (1 hr.)
  - c. Use of assessment results to accomplish change in literacy instruction (3 hrs.)
  - d. Communicating with families about assessment (1 hr.)

8. Create and manage a research-based literacy program based on current best practices (Time allocation: 6 hours). Objective(s) targeted: Obj. 2, Select and explain appropriate curriculum options and instructional practices for to teach writing, speaking and listening: CAEP 1.1, 1.3, 1.4; CRT 5.1, 11.1; CRT 1.1, 4.1, 13.1; INTASC 1, 2, 4, 5; CFPO 2, 3, 10, 12.
  - a. Plan for adequate time on various components of instruction in the ELA block / class period (1 hr.)
  - b. Model and demonstrate strategies good writers employ (3 hr.)
  - c. Foster purposeful talk (teacher-student, student-student) that is problem-posing, problem-solving, and related to curricular topics (1 hr.)
  - d. Design and implement substantive, challenging work that requires student self-regulation and is a balance of short and longer-term writing projects (1 hr.)

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

#### *Textbook:*

Tompkins, G. E. (2019). Teaching writing: Balancing process and product, with enhanced eText, 7<sup>th</sup> edition, New York, NY: Pearson. ISBN: 0134509676 / 9780134509679.

#### *Other:*

Common Core ELA packet – Available at Barnes & Noble (same packet required for RDG 3413)

TaskStream/Watermark subscription

Binder (1-2 inch), college-ruled paper, pen, pencil

### **Description of Instruction**

*Campuses 1 & 2:* C = Lecture. This class is designed to prepare candidates to teach writing in the K-8 classroom; therefore, the instructor will model teaching techniques appropriate for the elementary and middle grades ELA (reading/writing methods) classroom. A variety of methods of instruction will be employed including interactive lecturer, large/small group discussion, inquiry-based/discovery learning, shared problem-solving, peer-teaching, and individual and small group assignments. Instruction and assignments will be both in class/Face-to-Face and through Canvas platform with MSU access. Active involvement by the students with Canvas will be required in order to access many course documents, complete discussions with instructor/peers, and access/submit assignments.

*Campus 5:* C = Lecture. This class is designed to prepare candidates to teach writing in the K-8 classroom; therefore, the instructor will model teaching techniques appropriate for the elementary and middle grades ELA (reading/writing methods) classroom. A variety of methods of instruction will be employed including interactive lecturer during online chat sessions, large/small group discussion during synchronous and asynchronous interaction, inquiry-based/discovery learning, shared problem-solving, as well as small group and individual assignments. Instruction and assignments will be provided through Canvas platform with MSU access both synchronously and asynchronously. Active involvement by the student with Canvas will be required in order to access course documents, complete discussions with the instructor/peers, and access/submit assignments.

### **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 please visit: <http://students.msstate.edu/honorcode>

### **Technology**

*Campuses 1, 2, & 5:* All students are required to use University IT resources in an effective, efficient, ethical, and lawful manner. Use of Mississippi State University's IT resources must be consistent with the mission of the University and all applicable laws and policies. Please see the *Operating Policy and Procedure for Use of Information Technology Resources* for guidelines followed by the instructor (<https://www.policies.msstate.edu/policypdfs/0112.pdf>). Guidelines are provided for security, digital and electronic copyright infringement, usage examples, privacy, academic freedom, student personal use, and sanctions and appeals.

Technology will be used in RDG 3423 through the use of *Taskstream by Watermark*, a course website, through Canvas, and through Microsoft productivity software (Word, Power Point, etc.). Candidates are expected to have necessary technology skills to efficiently and effectively use these technological resources. Candidates must have on-going access to a computer with high speed Internet access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support).

### **Diversity**

As the objectives and topics presented previously indicate, diversity within the context of the elementary and middle level language arts classroom will be addressed throughout the course in relation to lectures, assigned readings, and discussions.

### **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**

RDG 3423 includes a field-based practicum. The purpose of the field experience is for teacher candidates to learn to recognize the stages of physical growth and cognitive development of middle grades students through active engagement in research-based learning experiences. Teacher candidates are assigned to observe and assist classroom mentor teachers. In terms of expected outcomes, this field experience will provide teacher candidates with opportunities to: (1) assess personal/social suitability for teaching; (2) experience the roles of a professional teacher while working with individual students and small groups; (3) observe social/emotional growth of children as they participate in developmentally appropriate activities; and (4) apply principles from the knowledge bases of the professional program in order to identify the influence of physical / emotional maturity on cognitive development of children in social settings. Teacher candidates will complete 10 hours of field experience to occur over the semester (e.g., 1 hour per week). Additional information about field experience documentation and required assignments will be provided in writing in class.

### **Evaluation of Student Progress**

This course uses a 10-point grading scale based on 1000 points. The points needed for each letter grade are detailed below. Student grades will be determined by the points earned in both class work and field work. All assignments are due on the due date per the tentative course calendar.

**Student Activities/Assessments:**

- *Weekly Reading Notes:* Individual. Each teacher candidate will respond to weekly readings/viewings by taking notes using graphic organizers / strategies assigned and modeled each module, sharing your understanding of appropriate grades K-8 writing, speaking and listening pedagogy as defined by chapter / article readings, power points, class discussions, and activities. Emphasis should be given to specific information introduced in each chapter / article assigned for reading. Specific prompts and a rubric will be provided. (Course Objectives: 1, 2, 3)
- *Writer’s Notebook (online):* Individual. Each teacher candidate will complete 15 entries (1 per week) in an online notebook on Canvas. Specific prompts and a rubric will be provided. (Course Objectives: 2, 4, 9)
- *Multi-Genre Memoir Writing Assignment:* Individual. Each teacher candidate will complete a multi-genre memoir writing assignment(s). Specific prompts and a rubric will be provided. (Course Objectives: 2, 3, 4, 5)
- *Explanatory Book Writing Assignment:* Group. Students will create an informational book as a class, creating explanatory text and visuals for the pages. Specific prompts and a rubric will be provided. (Course Objectives: 2, 3, 4, 5, 7)
- *Info-Graphic Writing Assignment:* Individual. Students will create an info-graphic on an informational topic of their choosing. Specific prompts and a rubric will be provided. (Course Objectives: 2, 3, 4, 5).
- *Express Yourself Writing Assignment:* Individual. Students will complete a self-selected writing assignment(s) incorporating all components of the writing process and skills learned during the semester. Specific prompts and a rubric will be provided. (Course Objectives: 2, 3, 4, 5)
- *Lesson Plan:* Group. Teacher candidates will create a lesson plan focused around a specific writing topic. Each plan must address the CCSS standards for literacy/writing. The lesson must be interactive and involve practice with writing skills and processes. You must use the strategies from your textbook and/or the assigned resource and refer to the readings you have completed to inform your plan. A template with prompts, cues, and guiding questions along with a rubric will be provided. (Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8).
- *Lesson Plan Reflection:* Individual. Each teacher candidate will reflect on the lesson developed above as a group. Candidates will be asked to note areas of strength and areas for growth in their lesson planning. Specific prompts and a rubric will be provided. (Course Objectives: 2, 3, 8, 9).
- *Field Experience Hours:* Individual. Students will complete 10 hours of field experience for RDG 3423. During this time, you will complete one literacy structured observation, weekly field documentation, and create a final cumulative reflection. (Course Objectives: 2, 4, 5, 6, 7, 8, 9)
- *Assessments 1 & 2:* Individual. Each teacher candidate will respond to two assessments to ensure mastery of class content throughout the course. All assessments will be given in class and announced on the course calendar. The assessments will assess current understanding of appropriate elementary and middle grades literacy (writing, speaking, listening) and instruction (e.g., assessments are not cumulative). A study guide will be provided for each assessment. (Course Objectives: 1, 2, 3, 4)

Assessment / Activity	Points	I = Individual G=Group
Weekly Reading Notes (10 wks. @ 10 points ea.)	100	I
Writer’s Notebook (10 wks. @ 15 points ea.)	150	I
Multi-Genre Memoir Writing Assignment	100	I
Explanatory Book Writing Assignment	50	G

<i>Info-Graphic Writing Assignment</i>	50	I
<i>Express Yourself Writing Assignment</i>	100	I
Lesson Plan	100	G
Lesson Plan Reflection	50	I
Assessment #1	100	I
Assessment #2	100	I
Field Experience Hours (10 hours @ 10 points ea.)	100	I
<b>Total Points =</b>	<b>1000</b>	
<i>Extra Credit Point (Optional; 5 points per hour of additional field experience and/or field events)</i>	25	I

### Grading Scale

900 - 1000 = A

800 - 899 = B

700 - 799 = C

600 - 699 = D

599 & below = F

### Attendance Policy

*Campuses 1 & 2:* 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 absence from class is essential, the student must inform the instructor through email (link in Canvas) within 24 hours of absence. Students will be granted two absences for emergency situations (personal illnesses and other related situations) without providing documentation. For all other absences, students must provide appropriate documentation (e.g., a doctor's note) to be excused. Additionally, students who are more than 5 minutes tardy to class will be considered absent and marked as such. When determining if an absence is excused or unexcused, instructors will follow the procedures as outlined in the *university academic operating policy, AOP 12.09* (<https://www.policies.msstate.edu/policypdfs/1209.pdf>). Each unexcused absence will result in a 10-point deduction from the student's overall point total for the class (up to 10%, or 100 points, of your total possible points). If the student is absent for an extended period of time, his/her circumstances will be considered on an individual basis after returning to class and he/she will be required to meet with the instructor.

Excused absences shall not result in attendance or grade penalties as stated by *university academic operating policy, AOP 12.09* (<https://www.policies.msstate.edu/policypdfs/1209.pdf>). When excused absences occur on days of scheduled measures of academic progress (e.g., exams, quizzes, assignments) listed in the course syllabus, the instructor will provide a student with an opportunity for a comparable evaluation prior to or after the absence. However, it is the student's responsibility to initiate a request of making up missed measures of academic progress in a timely manner (within 24 hours of absence), and the instructor should communicate a response to such a request in a timely manner (within 48 hours after receiving request). Students with excused absences will have one week (7 days) from original due date to complete missed work, if they communicate by the required deadlines above. Late work for unexcused absences may be accepted and assigned up to one-half of the original value of the assignment, within one week of the original due date, at the discretion of the instructor.

*Campus 5:* In accordance with university policy (AOP 12.09), students are expected to attend all classes. In an online class, attendance is understood to be a student's active involvement in online class synchronous / asynchronous interactions and/or submission of weekly assignments. AOP 12.09 also defines what is an excused absence. When absence from weekly interactions or missing assignments is

essential due to illness or other university excused reasons, the student must inform the instructor through email (link in Canvas) within 24 hours of absence/missing work. When absent, students must provide appropriate documentation (e.g., a doctor's note) to be excused. To determine if an absence is excused or unexcused, instructors will follow the procedures as outlined in the *university academic operating policy, AOP 12.09* (<https://www.policies.msstate.edu/policypdfs/1209.pdf>). Each unexcused absence will result in a 10-point deduction from the student's overall point total for the class (up to 10%, or 100 points, of your total possible points). If the student is absent for an extended period of time, his/her circumstances will be considered on an individual basis after returning to class.

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### **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 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 IEEEO 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/sties/default/files/documents/code-of-thics\\_final.pdf](https://www.mdek12.org/sties/default/files/documents/code-of-thics_final.pdf)

In this class, the Mississippi Code of Ethics is addressed during orientation and enforced throughout the semester during classroom and field experience performance. Teaching is a career dependent on performance, assessment of content knowledge, and evaluation. The tasks chosen for this course are designed to facilitate the teacher candidate's growth as a professional educator. Within the teacher candidate's classroom and field experience performance, professional conduct is expected at all times. If unprofessional conduct is observed, the teacher candidate will have a conference with the instructor to discuss behavior and consequences.

### **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 will develop a deep understanding of the critical concepts, principles, and practices of their field through the completion of course assignments and activities and will be able to use practices to advance the learning of all students toward college and career readiness standards.

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