



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
Fall 2010
Dr. Mary Ransdell
mransdll@memphis.edu
(<https://elearn.memphis.edu/>)
108 The Millington Center
(o) 678-4848 (h)737-7554 (c) 901-338-0481

College of Education Norms

- I take 100% responsibility.**
- I seek equity of voice.**
- I am willing to talk about sensitive issues.**
- I listen for understanding.**
- I appreciate the strengths and contributions of others.**
- I bring positive energy and encouragement to the team.**
- I commit to the mission of the college.**

RDNG 4241: Literacy in 5-8

***eCourseware – Your syllabus, schedule, forms, discussions, handouts and assignments can be downloaded from: <https://elearn.memphis.edu/> . You will have to log in with your UM email name and password. **You will also submit your assignments through the drop box.** YOUR ACCESS TO THIS SITE ENDS WITH THE COURSE.**

Course Description: Instructional strategies and assessment procedures relevant to the acquisition of reading, speaking, listening, writing and thinking skills for students in the middle grades.

Fourteen hours of field experience are required.

Text:

Tompkins, G. E. (2010) *Literacy in the middle grades: Teaching reading and writing to fourth through eighth graders*, 2nd ed. Boston: Pearson.

Support of Conceptual Framework: The Literacy in Grades 5-8 course supports and addresses the College's commitment to preparing educational leaders for diverse communities through exploration of the teaching of reading and writing across the curriculum, examination of appropriate scientifically based reading instruction, and investigation of effective curricula to meet the diverse learning needs of students.

Key Assessments: N/A

Methods of Instruction:

Lecture, Discussion, Group Work, Individual Activities

Course Objectives:

1. Identify the unique reading and language needs for middle school learners.
2. Explain the sequence and interrelatedness of middle school students' skills in reading, writing, listening, speaking and thinking.
3. Identify appropriate middle school assessment instruments/procedures in reading, writing, listening, speaking and thinking.
4. Plan and implement instructional strategies based on assessment data.
5. Utilize various materials and strategies for developing student mastery in reading, writing, listening, speaking and thinking.
6. Develop reading, writing, listening, speaking and thinking strategies appropriate for a diverse middle level group of learners.
7. Identify ways to develop action research projects.
8. Identify ways to integrate literature into the content areas.
9. Plan lessons for diverse learners.
10. Describe the characteristics of classroom environments that foster positive language and reading development of middle level learners.
11. Identify ways to integrate technology into the middle school literacy curriculum.

Attendance: Class interactions are critical to professional growth and development. Class attendance and cooperative engagement in class cannot be duplicated in any other way. You are expected to attend all classes for the full time period called for in the schedule. Attendance is documented at each class period and includes coming late to class or leaving early. Two late arrivals to class and/or early exits total one absence. Class attendance will be reflected in your participation grade.

Plagiarism: Plagiarism is a serious violation of the code of Student Conduct. It is defined in the 1994-1995 Student Handbook as 'the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement' (p.9). To prevent plagiarizing someone else's work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person's exact words. Paraphrasing is summarizing a passage or taking the idea of the sentence and constructing a new sentence in your own words. You must substantially alter the original sentence for it to be your work. Citing the source is still necessary, because you took the idea from the source. Plagiarism is academic misconduct and may result in a failing grade on the assignment or in the course. .

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to

discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

*****Background Check**

Tennessee Board of Regents requires every field experience student to complete a background check.

Assignments:

Participation and Professionalism (20 points): Your active participation in this class is essential for building a productive learning community. Responsibility for participation includes: completing reading assignments and in-class activities, arriving on time, sharing your professional opinions and ideas and verbally participating in class discussions and activities. Cell phones must be turned off during class.

You will find directions to these and other assignments by going to eCourseware (<https://elearn.memphis.edu/>).

Assignments will be due on the date noted. However, if there are **extenuating circumstances**, the student should discuss the situation with the instructor and make mutually agreeable alternative arrangements **before** the assignment is overdue. *****All assignments will be evaluated on content as well as writing style and mechanics. Please be sure that all written assignments are grammatically correct.*****

Grading Scale:

93-100	A	269-290 points
84-92	B	243-268 points
75-83	C	217-242 points
66-74	D	191-216 points

Final grades will be based on total points accumulated from all assignments and tests.

Assignments		Possible Points	Earned Points
Participation & Professionalism		20	
Literacy Autobiography		10	
Article Responses (10 pts. each)	#1 #2	20	
Reading across the curriculum		20	
Literature circle activity and PPT		20	
Field Experience Assignment		Points	80
Assign. 1: 2 Observations and reflection of Coop. Teacher (10 pts for each observation / reflection.)		20	
Assign. 2: Getting- to- Know-You Activity		5	
Assign. 3: Transition Activity		5	
Assign. 4: Lesson plan (20 pts. Each + 5 for each reflection) #1 #2		50	
Case Study 1		60	
Case Study 2		60	
Total		290	

Tentative Class Schedule

Date	Chapter/Topic	Assignment Due
Sept. 1	<ul style="list-style-type: none"> • Introductions • Begin story 	
Sept. 8	2 / Examining the reading and writing process	<ul style="list-style-type: none"> • Literacy Autobiography
Sept. 15*	1 / Becoming an effective literacy teacher	<ul style="list-style-type: none"> • Article Critique #1
Sept. 22	3 / Assessing literacy learning	<ul style="list-style-type: none"> • Print Literature Circle docs from eCourseware (https://elearn.memphis.edu/)
Sept. 29	4 / Differentiating instruction	<ul style="list-style-type: none"> •
Oct. 6	5 / Eliminating obstacles to fluency	<ul style="list-style-type: none"> • Literature circles (1) • Lesson Plan #1
Oct. 13	Case Study 1-regular class time	<ul style="list-style-type: none"> •
Oct. 20**	6 / Expanding academic vocabulary	<ul style="list-style-type: none"> • Literature Circles (2) • Article Critique #2
Oct. 27	7 / Promoting comprehension: Reader factors	<ul style="list-style-type: none"> • Literature circles (3)
Nov. 3	8 / Promoting comprehension: Text factors	<ul style="list-style-type: none"> • Lesson Plan #2 • Literature circles (4)
Nov. 10	9 / Teaching writing	<ul style="list-style-type: none"> • Literature circles (5)
Nov. 17 **	11 / Teaching with text books	<ul style="list-style-type: none"> • Lit. Circle culminating project PPT on eCourseware • Observation of cooperating teacher • Reading across the curriculum • Getting-to-know-you activity • Transition activity
Nov. 24	10 / Teaching with trade books	<ul style="list-style-type: none"> • Bring 2 novels suitable for Middle School students to read • Lit. Circle culminating project presentation
Dec. 1	12 / Using literacy in the content areas	<ul style="list-style-type: none"> • Bring math, science or SS textbook
Dec. 8	Internet research project during class time.	<ul style="list-style-type: none"> •
Dec. 15	Case Study 2-regular class time	

* Small group day. Dr. Ransdell has a meeting on campus.

** Possible small group day. Dr. R. may have a meeting on campus.