

**MGED 3221**  
**Adolescent Language Arts Pedagogy**  
**Fall 2007 • Tuesday/Thursday 11:30 a.m.-12:45 p.m. • University Hall 353**  
**Department of Teacher Education, Augusta State University**

**Instructor:** Jackie Tobias, Ph.D.  
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**Office Hours:** August 20-October 12: M 9:00-2:00; T 9:00-10:00; TH 9:00-10:00 a.m. & 1:00-4:00  
Beginning October 15: M 1:00-5:00, T 9:00-10:00, TH 9:00-10:00 a.m. & 1:00-5:00

**COURSE DESCRIPTION:** Students will develop instructional skills to effectively teach language arts in the middle grades classroom. Students will develop an understanding of language arts philosophies and best practices in the middle grades. They will explore areas of reading, writing, speaking, and listening as the context for skill development in students. Instructional strategies for planning and implementation through assessment will be examined, with adolescent student needs as the locus of instructional decisions. Strategies to address special needs students and the diverse needs of all learners will be explored.

**GENERAL COURSE OBJECTIVES:**

- ◆ To engage in intellectual activity within a community of learners (NCTE/IRA 2, 11).
- ◆ To examine the concept of literacy. (NCATE 1; NCTE/IRA 1, 2)
- ◆ To stimulate student awareness of constructivist, transformative, and other progressive, student-centered pedagogies. (NCATE 1; NCTE/IRA 1, 2)
- ◆ To examine language arts as an integrated concept, embracing multiple literacies . (NCATE/NMSA 5.3; PSC I; NB II, IV, VII; NCTE 2.5; CF 1)
- ◆ To research various philosophies/practices related to the instruction of language arts. (NCATE/NMSA 5.1; PSC I; NB II, VI, VII; NCTE 1.2, 1.3, 4.0; CF 1,7)
- ◆ To become aware of culturally relevant pedagogy as it applies to literacy learning.
- ◆ To identify the concepts and curricular content of the middle grades language arts curriculum (NCATE/NMSA 5.3; PSC I; NB II; NCTE 3.2; CF 8)
- ◆ To examine planning and implementation strategies (NCATE/NMSA 5.1, 5.4, 5.5; PSC I; NB VI, VII; NCTE 3.1; CF3, 5)
- ◆ To develop and use various authentic assessments (NCATE/NMSA 5.8, 5.4, 5.5; PSCI, V; NB VII, VIII; NCTE 3.2; CF 8)
- ◆ To examine strategies addressing individual differences, special needs, and diversity (NCTE/NMSA 3.1, 5.1; PSC IV; NB IV, VII; NCTE 2.1.4, 3.1.4; CF 3)
- ◆ To provide students with a working knowledge of materials and literature available that can help create a positive classroom atmosphere which actively values the cultural and linguistic differences of classroom students.

**NATIONAL & STATE STANDARDS:**

This course addresses the IRA/NCTE Standards for the English Language Arts (<http://www.readwritethink.org/standards/index.html>), the INTASC Standards (<http://www.emu.edu/maed/INTASC.html>), and the Georgia Department of Education, English Language Arts Standards <http://www.georgiastandards.org/english.aspx> .

**CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:**

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.

3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seek the opportunity to grow professionally.

**ATTENDANCE POLICY:** Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” In a 16 week semester, this translates to approximately 3 days for Tuesday/Thursday classes. Tardies and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion. Please keep all pagers and cell phones OFF during class time.

**ACADEMIC HONESTY:** “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade.

**DISABILITY/OTHER-ABILITY:** If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

**FIELD EXPERIENCE :** Students will be required to spend five weeks in a lab school conducting observations, teaching, and completing specific course assignments. A failure of lab constitutes a failure of this class. It is not possible to pass MGED 3221 unless you pass the lab experience requirements—no matter what your other grades are.

#### FALL 2007 CLASS/LAB SCHEDULE

August 20 - September 21	Class meets on campus
September 24 - September 28	Students report to lab school
October 1 - October 19	Class meets on campus
October 22 - November 16	Students report to lab school
November 19 - December 6	Class meets on campus

**EVALUATION/GRADING:** Much of the learning in this course takes place during class as students interact with one another and the instructor. Therefore, regular attendance and active, engaged participation are essential. Throughout the semester, feedback on students' work will be provided orally and in writing by both the instructor and peers. Specific guidelines for assessment of assignments will be provided and/or developed in class. In addition, reflective writing activities will provide students with opportunities for self-evaluation of their learning and growth. Submitting assignments on due dates is expected. If unusual circumstances prevent a student's attendance in class when an assignment is due, the student must contact the professor as late papers are not acceptable. On the extremely rare occasion a late paper is accepted, ten percent of the grade will be forfeited.

**COURSE REQUIREMENTS:** Regular and punctual attendance & participation in class discussions and activities. Lack of participation in class (including absences) may lower your grade 10% (one grade).

- 25% – Regular and punctual attendance, **preparedness** for and **active participation** in class (including leading discussions)
- 15% – Response papers and Annotated Bibliography
- 15% – Presentation of a lesson with class handout (10%) and follow-up reflection (5%)
- 25% – Instructional Unit Plan
- 20% – Field Experience Assignments

Students are expected to check their ASU Campus Pipeline Account on a regular basis as messages might be forwarded from your instructor. Students are also expected to use *LiveText* to create and submit their assignments throughout the semester.

**TEXTS:**

- Golden, J. (2001). *Reading in the dark : using film as a tool in the English classroom*. Urbana, Ill.: National Council of Teachers of English.
- Johnston, P. H. (2004). *Choice words : how our language affects children's learning*. Portland, Me.: Stenhouse Publishers.
- Olson, C. B. (2007). *The reading/writing connection : strategies for teaching and learning in the secondary classroom* (2nd ed.). Boston, MA: Pearson Allyn and Bacon.
- LiveText* Membership
- Various articles from current journals (on e-reserve)

**Recommended (optional):**

- O'Connor, J. S. (2004). *Wordplaygrounds : reading, writing, and performing poetry in the English classroom*. Urbana, Ill., National Council of Teachers of English.
- Polette, K. (2007). *Teaching grammar through writing : activities to develop writer's craft in all students in grades 4-12*. Boston: Pearson/A & B.

**ALPHABETICAL BIBLIOGRAPHY OF SUPPLEMENTAL READINGS:**

- Bott, C. C. J. (2002). Zines--The Ultimate Creative Writing Project. *English Journal*, 92(2), 27-33.
- Chandler, K. (1997). Canon Construction Ahead. In B. M. Power & J. D. Wilhelm & K. Chandler (Eds.), *Reading Stephen King: Issues of Censorship, Student Choice and Popular Literature* (pp. 247).
- Dziedzic, B. B. (2002). When Multigenre Meets Multimedia: Reading films to Understand Books. *English Journal*, 92(2), 69-75.
- Freire, P. (1970/1993/2002). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.
- Gallo, D. R. (2001). How Classics Create an Aliterate Society. *English Journal*, 90(3), 33-39.
- Gillespie, T. (1994). Why Literature Matters. *English Journal*, 83(8), 16-21
- Hobbs, R. (2005). What's News? *Educational Leadership*, 63(2), 58-61.
- Jacobi, T. (2007). The Zine Project: Innovation or Oxymoron. *English Journal*, 96(4), 43-49.

- Kubey, R. (2000). "Media Literacy: Required reading for the 21st Century." High School Magazine 7(8): 29-33.
- Kubey, R. (2004). What is media literacy and why is it important? *Television Quarterly*, 34(3/4), 21-27.
- Lewison, M., Flint, A. S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79(5), 382-392.
- Schniedewind, N., & Davidson, E. (2000). Differentiating Cooperative Learning. *Educational Leadership*, 58(1), 24.
- Wormeli, R. (2001). *Meet me in the middle : becoming an accomplished middle-level teacher*. Portland, ME; Westerville, Ohio: Stenhouse Publishers; National Middle School Association.