Southeast Missouri State University
Department: College of Education, Departments of Elementary, Early, & Special Education
Course No. EL317
Title of Course: Intermediate and Middle School Literacy Instruction
Date: November 18, 2014
Please check: Revised

IV. Catalog Description (3 credit hours): This course develops knowledge and skills in intermediate and middle school literacy instruction.

V. Prerequisite: Admission to teacher education
Co-requisite: EL316 Emergent and Early Literacy Instruction
EL314 Literacy Field Experience

VI. Purposes or Objectives of the Course:

Teacher Candidates will:
1. demonstrate knowledge and utilizes evidence-based practices and National Learning Standards to create meaningful learning experiences that builds intermediate and middle school learners’ literacy skills in different situations, materials, and ideas.
2. apply evidence-based practices and strategies to effectively plan instruction for building vocabulary skills and verifying meaning and pronunciation of unfamiliar words or words with multiple meanings for the intermediate and middle school literacy learner.
3. apply strategies to develop lessons which foster comprehension before, during, and after reading, to integrate, analyze, and evaluate knowledge and ideas from literary and informational texts, and to use textual evidence to support analysis, reflection, and research for the intermediate and middle school literacy learner.
4. plan and teaches lessons that includes evidence-based writing strategies in multiple genres and for multiple purposes so the intermediate and middle school literacy learner will develop and express ideas clearly, support ideas with evidence and detail, and apply writing conventions correctly.
5. explore and uses major concepts, principles, theories, and research related to the development of intermediate and middle school literacy learners to create learning opportunities that support the acquisition of knowledge and to motivate students.
6. create instructional opportunities in literacy that are adapted to English Language Learners in intermediate and middle school literacy environments.
7. use formal and informal assessment strategies to assess intermediate and middle literacy skills to plan, evaluate and strengthen instruction and promote intellectual, social, emotional, and physical development to all learners.
8. compare and contrast texts in different forms (genres, historical novels, text structure) and chooses fiction and informational text which matches students’ interests and readiness levels across the literacy continuum and curriculum for intermediate and middle school literacy learners.
9. use technology and identify appropriate ways to incorporate technology into the intermediate and middle school literacy learning environment.
10. demonstrate knowledge and utilize evidence-based practices to instruct intermediate and middle school literacy learners to synthesize material, prioritize pieces of data, restate information, and organize concepts, topics, and details.
Add additional Objectives as needed
I.V. Student Learning Outcomes (Minimum of 3):

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Develop differentiated instructional lesson plans for intermediate and middle school literacy and English Language Learners</td>
<td>Lesson Plan Rubric</td>
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<tr>
<td>Develop instructional strategies to promote vocabulary and comprehension for the intermediate and middle school literacy learners</td>
<td>Strategy Project Rubric</td>
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<tr>
<td>Develop an instructional lesson plan incorporating comprehension strategies</td>
<td>Lesson Plan Rubric</td>
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</table>

Class Concerns
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Department of Elementary, Early and Special Education.

Accessibility
Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

Civility
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Academic honesty
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception
would be group projects assigned by the instructor. In this situation, the work must be that of the group.
Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:
1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:
1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

**Grading scale and policies:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
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<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
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Students must obtain a C or better in this course.
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Objectives</th>
<th>Reading</th>
<th>Course Work</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge and utilizes evidence-based practices and National Learning Standards to create meaningful learning experiences that builds intermediate and middle school literacy learners’ literacy skills in different situations, materials, and ideas.</td>
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<td>2-3</td>
<td>Apply evidence-based practices and strategies to effectively plan instruction for building vocabulary skills and verifying meaning and pronunciation of unfamiliar words or words with multiple meanings for the intermediate and middle school literacy learner.</td>
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<td>4-5</td>
<td>Apply strategies to develop lessons that foster comprehension before, during, and after reading, to integrate, analyze, and evaluate knowledge and ideas from literary and informational texts, and to use textual evidence to support analysis, reflection, and research for the intermediate and middle school literacy learner.</td>
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<td>6-7</td>
<td>Plan and teach lessons that include evidence-based writing strategies in multiple genres and for multiple purposes so the intermediate and middle school literacy learner will develop and express ideas clearly, support ideas with evidence and detail, and apply writing conventions correctly.</td>
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<td>8-9</td>
<td>Explore and use major concepts, principles, theories, and research related to the development of intermediate and middle school literacy learners to create learning opportunities that support the acquisition of knowledge and motivates students.</td>
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<td>10</td>
<td>Create instructional opportunities in literacy that are adapted to English Language Learners in intermediate and middle school literacy environment.</td>
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<td>11</td>
<td>Use formal and informal assessment strategies to assess intermediate and middle literacy skills to plan, evaluate and strengthen instruction and promote intellectual, social, emotional, and physical development to all learners.</td>
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<td>12-13</td>
<td>Compare and contrast texts in different forms (genres, historical novels, text structure) and chooses fiction and informational text which matches students’ interests and readiness levels across the literacy continuum and curriculum for intermediate and middle school literacy learners.</td>
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<td>14</td>
<td>Use technology and identifies appropriate ways to incorporate technology into the intermediate and middle school literacy learning environment.</td>
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<td>15-16</td>
<td>Demonstrate knowledge and utilize evidence-based practices to instruct intermediate and middle school literacy learners to synthesize material, prioritize pieces of data, restate information, and organize concepts, topics, and details.</td>
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Potential Readings and Resources


