LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

CIEP 327: Teaching English Language Arts in the Middle Grades
Loyola University Chicago
Spring 2020

Instructor Information
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Course Information
Dates: January 13—May 2, 2020
Days: Wednesdays,
On-Campus Location: Lakeshore Campus—Cuneo Hall 202

Course Description

This writing course is required in the undergraduate reading teacher endorsement sequence. It is intended for undergraduate teacher candidates seeking elementary, middle school or secondary reading or language arts teaching endorsements. This course is based on the fundamental beliefs that people learn to write by writing; writing is a process; writing is a tool for thinking, and that writing is a social process. Teacher candidates will recognize the significance of their role as writing models as well as teachers, and will recognize and create connections to literacy instruction across the curriculum using the CCSS ELA. They will be introduced to research based strategies and instructional differentiation strategies and will design effective writing lessons, develop a philosophy of teaching writing based on best practices, and recognize elements of valid writing assessment. Teacher candidates will become familiar with developmental issues related to learning to write across grades K – 12, and issues related to struggling writers and students with culturally and linguistically diverse backgrounds. The role of instructional software and word processing skills will be highlighted. SMARTboard Notebook software will be utilized.

Important note: This course is offered in a blended format; class will meet online via Sakai and Zoom, and in person at the Lakeshore campus. Please see the course schedule and announcements in Sakai to confirm the dates when we have live online sessions or meet in person at the Lakeshore campus.

Course Standards: Compiled from the 2010 International Reading Association (IRA), Chicago Teacher Partnership Program (CTPP), and the Illinois State Board of Education (ISBE) standards.

Knowledge Indicators:

1. Reads the scholarship of the reading profession and recognizes the theoretical knowledge base about the reading and writing of children and adolescents.
2. Recognizes how reading and writing are reciprocal processes.
3. Explains major theories of writing processes and development in children and adolescents using supporting research evidence,
4. Explains language and writing development through adolescence with supporting evidence from theory and research.
5. Understands the role of motivation and interest in developing students' ability to write.
6. Understands the relationship between culture and the native language of English learners as a support system in their learning to read and write in English.
7. Understands the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, K-12, their organization, progressions, and the interconnections among the skills
8. Knows the scientific basis of teaching (i.e. the logic of using appropriate research in identifying and implementing effective instructional practices.)
9. Understands theoretical and evidence-based practices for supporting writing development.
10. Understands the theory and research on the reading and writing demands of the elementary and middle school classroom.
11. Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA.
12. Understands writing problems and how to support struggling writers in the classroom.
13. Demonstrates and models high level personal communication skills.

Performance Indicators:

1. Develops, implements, evaluates and modifies effective instruction using the new Illinois Learning Standards for English Language Arts incorporating the Common Core.
2. Reflects on his/her own teaching in light of evidence based literacy research, theory and practices and makes adjustments in teaching as appropriate.
3. Enacts instructional practices that reflect the theory and research on the interaction among content, motivation and engagement in instruction.
4. Evaluates the curriculum to ensure that instructional goals and objectives are met.
5. Teaches students to use a wide variety of effective composing strategies to generate meaning and to clarify understanding.
6. Teaches students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.
7. Provides opportunities for students to take on the challenges of a new topic or type of writing that include   learning new or different vocabulary, using appropriate syntactical patterns and organizing structures, and recognizing their patterns of errors.
8. Provides opportunities for students to read as writers, analyzing craft and style of writing, in addition to reading for information and comprehension.

9. Provides students with a variety of opportunities to collaborate in the process of writing and to provide supportive responses to other writers in the process of their revision and rewriting.
10. Teaches students to write narratives based on real or imagined experiences or events that establishes a   context or point of view; introduces a narrator and characters; employs precise language, dialogue, pacing, description, and reflection to develop experiences, events, and characters; and uses relevant descriptive details to develop organized, well-structured event sequences.
11. Guides student to write arguments using sound reasoning and relevant and sufficient evidence; to write informative/explanatory texts that analyze and examine complex ideas; and to write narratives that tell of real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
12. Supports student planning, revising, editing, and publishing and use of collaboration within the writing process including use of technological tools for writing.
13. Teaches students to use transitional devices appropriate for specific texts to create cohesion.
14. Teaches students to create effective conclusions for written arguments, informative/explanatory texts, narratives, and research projects
15. Teaches students to establish and maintain a formal style of writing when appropriate.
16. Uses sentence combining as a method to provide students with opportunities to embed words, phrases and clauses in a variety of grammatically appropriate forms of sentence structures.
17. Teaches students to observe conventions of capitalization, punctuation, spelling, usage, and grammar when developing written texts.
18. Uses knowledge of semantics, syntax, morphology, and phonology in teaching students how to use written language to create effective texts.
19. Teaches students techniques that contribute to clear and coherent writing that reflects appropriate development, organization, and style as appropriate to the task, purpose, and audience.
20. Incorporates knowledge of English Grammars into teaching skills that empowers students to compose and   to respond effectively to written, oral and other texts.
21. Teaches students conventions of Standard English including: functions of phrases and clauses; use of simple, compound, complex and compound-complex sentences; placement of phrases and clauses within a sentence recognizing and correcting misplaced and dangling modifiers; verb usage in active and passive voice and in the conditional and subjunctive mood; function of verbals including gerunds, participles, infinitives.

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, as weighted above and following this scale:

Grade	Percent	Points
A	93%	93-100
A-	90%	90-92
B+	87%	87-89

B	83%	83-86
B-	80%	80-82
C+	77%	77-79
C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-66
F	62% and	0-62

Attendance:
- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless **prior permission** to hand them in late is given. There will be a deduction in points for late assignments.

Course Assignments:

Participation in Online Activities, Online Live Sessions, and In-Person Sessions (30% of course grade):

Candidates are expected to consistently and actively participate in all class activities and discussions. As a blended format course, students will participate in discussion posts and other online activities, including pair work, and online Live Sessions. The course also has occasional in-person sessions at the Lakeshore campus. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must participate in class having read all assigned texts and articles.

In-class activities and pop or announced guided reflections will also count towards the participation grade and will not be available for make-up.

Students will also keep a writer's journal throughout the course wherein they will participate in the journal activities as assigned. In addition to written entries, students will gather writing lesson ideas, activities, plans from other sources. There will be journal checkpoints along the way. More

information will be offered in a document in Sakei.

Students will also participate in the writing workshops in class and then complete their essays at home. In addition to refining the draft done in class, students will also provide feedback to two other colleagues.

Reflection Papers (30% of course grade):
Students will complete three reflection papers on assigned topics. The purpose of the reflection paper is to engage in making connections between the readings and class experiences, and one's own experiences or developing pedagogy. Students must (briefly) quote two different texts from the course in each paper, using APA format. Do NOT summarize the readings. Instead, focus on making connections between theory and praxis. Summaries will result in a deduction of points. Papers must be a minimum of two pages and not exceed three pages using APA format, 12 point Times New Roman font, double spaced and include in-text and end citations.

Pedagogy (40% of course grade):
One of the primary goals of this class is to support students in developing their own classroom pedagogy. To this end, students will write lesson and unit plans, give brief teaching demonstrations, and facilitate a classroom session wherein they discuss a particular genre of writing and then teach a writing lesson to their colleagues.

Scaffolding and Brainstorming Activities: Students will curate a collection of five scaffolding or brainstorming activities appropriate for supporting middle grade students through the planning phase of the writing process. Each activity will have a brief written description, reproducibles, and a sample completed activity so colleagues can see what successful completion of the activity looks like.

Designing Effective Writing Prompts: Students will develop three writing prompts appropriate for their content area. Each writing prompt will include both the student handout and scoring rubric or holistic scoring guide.

Writing Mini-Unit: Students will develop a set of 3-5 lessons in a series that utilize mentor texts to teach a specific genre of writing. There must be a minimum of three lessons, and a maximum of five. Students will use the assigned lesson plan template. In addition to the lesson plans, students will also submit a brief justification of their unit, as well as the supporting materials (i.e. assignments, rubrics, hand-outs, PowerPoints, etc.)

Student facilitation: Students will conduct a 7-10 minute presentation about the writing unit they designed (see above), including a description, key skills and content knowledge students will need and an overview of useful teaching strategies for the unit.

More information about each assignment will be available in Sakei.

Required Course Materials

All students must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide

related assessments. For additional information about LiveText, please visit LiveText.

Students must also have access to Zoom for our online meetings. You can download Zoom here: https://luc.zoom.us/. It is free to use with your Loyola email address.

Required Texts

- Atwell, N. (2015). *In the middle: new understandings about writing, reading, and learning* (3rd ed.). Portsmouth, NH: Boynton/Cook.
- Buckner, A. E. (2005). *Notebook know-how: Strategies for the writers notebook*. Portland, ME: Stenhouse.

- Christensen, L. (2009). *Teaching for joy and justice: re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools Publication.
- Gallagher, K. (2011). *Write like this: teaching real-world writing through modeling & mentor texts*. Portland, Me.: Stenhouse Publishers.
- Robb, L. (2010). *Teaching middle school writers: what every English teacher needs to know*. Portsmouth, NH: Heinemann.
- Serravallo, J. (2017). *The writing strategies book: your everything guide to developing skilled writers*. Portsmouth, NH: Heinemann.

School of Education Policies and Information

Conceptual Framework:

Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Standards: These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework www.luc.edu/education/mission/. – standards that are explicitly embedded in major benchmarks across all SOE programs. Conceptual framework standards are listed below.

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practice*s*

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

The dispositions for the Teaching and Learning area of the School of Education are foundationed in the overarching dispositions of inquiry, social justice, and professionalism.

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

LiveText and Sakai
Candidates will be responsible for regularly accessing their Sakai accounts at http://sakai.luc.edu. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates MUST use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit all course assessments.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

Diversity
By focusing on individual, diverse students in urban classrooms, this seminar addresses multiple perspectives on diversity, including but not limited to the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa*. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***