Teaching Literacy in the Middle School
EDUC-669

Contact Information
See detailed faculty information in Canvas.

Course Description
This course focuses on promoting the middle level learner's literacy development. Emphasis is placed on current theories, models, and methods of teaching, learning and communicating through the language processes of reading, writing, listening and speaking in the content areas. Students will explore, analyze, and critique research in reading, and the relationship of other disciplines to reading in the context of the middle school.

Requisites
For information regarding prerequisites for this course, please refer to the Academic Course Catalog (https://catalog.liberty.edu/).

Rationale
This course allows teacher candidates to explore adolescent literacy to support instructional practices. The candidate will develop a repertoire of middle-school-level literacy activities which promote reading strategies and technology in order to foster literacy progress in middle schools. Additionally, the reading specialist candidate will focus on literacy leadership at the middle level.

Measurable Learning Outcomes
Upon successful completion of this course, the student will be able to:

A. Demonstrate an understanding of current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking.
B. Design strategies that promote the middle-level learner's literacy development and language acquisition in different content areas.
C. Examine an understanding in comprehension skills, writing process, questioning strategies, summarizing, and retelling related to adolescent literacies and new literacies.
D. Critique a variety of fiction and nonfiction texts to support the middle-level learner instruction and independent reading.
E. Develop a repertoire of reading strategies (including technology) for teaching vocabulary, comprehension, and fluency at the middle school level.
F. Integrate digital technologies into content area lessons for middle school learners.
G. RS candidates only: design instruction with a variety of means by selecting fiction and nonfiction texts of appropriate literacy leadership in the middle level classroom.

Course Resources
Click on the following link to view the required resource(s) for the term in which you are registered: Liberty University Online Bookstore (https://bncvirtual.com/liberty).
Additional Materials for Learning

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
D. Microsoft Word
E. One fiction or non-fiction text (intermediate/middle-school level) from the most recent Virginia Reader’s Choice [Awards](http://readvirginia.org/virginia-readers-choice/) or from a Christian publisher.
F. Standards of Learning for elementary/literacy/ELA as provided for the candidate’s state of residence. These standards should be available online.
G. Access to professional education journals (these are available online through the Jerry Falwell Library [here](http://www.liberty.edu/newlibrary/)). Please use scholarly sources only. Consult with the library for assistance.

Course Assignments

Textbook readings and lecture presentations

Course Requirements Checklist

After reading the Course Syllabus and Student Expectations ([here](https://www.liberty.edu/institutional-effectiveness/student-expectations/)), the student will complete the related checklist found in the Course Overview.

Discussions (2)

Discussions are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each discussion. Each thread must be 300–400 words, demonstrate course-related knowledge, include at least 2 scholarly citations, and include the candidate’s biblical worldview. Scripture must be included to support the candidate’s thoughts. In addition to the thread, the candidate is required to reply to 2 of his/her classmates’ threads. Each reply must be 200–250 words and include 1 scholarly citation in current APA format. (MLO: A, B, C)

Young Adult Literacy Project

1. Literacy Activities (3)

The candidate must describe activities which integrate reading strategies in vocabulary, comprehension, and fluency with a fiction or nonfiction text for use in middle school. (MLO: A, B, C, E, G)

*The reading specialist candidate will demonstrate modeling by focusing on leadership and coaching in the literacy activities.*

2. Lesson Plan

The candidate must create 1 lesson plan using the fiction or nonfiction text chosen for the Young Adult Literacy Project. The lesson plan must use the edTPA Lesson Plan Template. Reading strategy activities and digital technology must be integrated into some of the activities and the lesson plan. (MLO: A, B, C, D, E, G)

*The reading specialist candidate will demonstrate modeling by completing a leadership and coaching section of the lesson plan.*

3. Young Adult Literacy Project

The candidate must select and read 1 trade book (fiction or nonfiction) chosen from the most recent Virginia Reader’s Choice Awards, a Christian publisher, or other recent books published within the last 10 years. The selection must focus on topics or themes relevant to middle school students. The candidate must include a repertoire of reading strategies (including technology) for teaching vocabulary, comprehension, and fluency to promote middle school literacy, one lesson plan, and a reflection on the project. The assignment must be submitted in Canvas (MLO: A, B, C, D, E, F, G)

Discussion: Journal Article Critiques Topic Selection

The candidate must select a topic from the provided list and must post his/her topic to the provided discussion in Canvas. The candidate may not choose a topic that has already been selected by another candidate in the course.
Journal Article Critiques Paper

The candidate must select 3 journal articles to read, analyze, and critique based on the topic selected in the forum. The candidate must write 3 separate critiques, one for each journal article, to be submitted as one paper. The body of the paper must be 4–6 pages long with an additional reference section. (MLO: A, B, C)

Literacy Autobiography Roadmap Project

The candidate must create a personal roadmap and reflection of his/her literacy development from past to present as an autobiographical account of significant experiences and influences. The paper must be 3–4 double-spaced pages. (MLO: A, D)

Video Presentation

The candidate must create a video presentation using Adobe Spark or YouTube to discuss the importance of promoting critical thinking when reading information on the internet. (The reading specialist candidate must create a professional development video for classroom teachers on this same topic.) (MLO: A, B, C, E, F)

Quizzes (6)

Each quiz will cover the Learn material for the assigned module. Each quiz will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 1-hour time limit. (MLO: A, B, C)

Course Grading

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<td>Literacy Autobiography Roadmap Project</td>
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<td>Video Presentation</td>
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<td>Quizzes (6 at 50 pts ea)</td>
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Course Policies
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VDOE Regulation Compliance

b. Middle education - language acquisition and reading development and literacy in the content areas.

(1) Language acquisition and reading development: Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading for adolescent learners.

Course Text:

Readings:
Roe, Kolodziej, Stoodt-Hill, & Burns. (2014). Chapters 4, 5, 6, 8, 9, 10

Presentations:
Content Area Literacy Part 1
Content Area Literacy Part 2
Metacognition – Helping Students Become Strategic Learners
Literature Circles
Bringing Writing to the Classrooms

Assignments:
Literacy Activities – Vocabulary
Literacy Activities – Comprehension
Literacy Activities – Fluency
Quiz Chapter 4
Quiz Chapter 6
Lesson Plan
Quiz Chapter 8
Quiz Chapter 9
Discussion 1
Young Adult Literacy Project
The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:

1. Methods.

j. The ability to use technology as a tool for teaching, learning, research, and communication;

Reading:
Roe, Kolodziej, Stoodt-Hill, & Burns. (2014). Chapters 2, 7

Presentations:
What are New Literacies?
Reaching Students in a World of Information
Middle School Reading Instruction: Integrating Technology
Focus on Out of School Literacy Practices

Assignment:
Quiz Chapter 2
Discussion 2
Literacy Autobiography
Roadmap Project
Discussion Thread: Journal Article Critiques Topic Selection
Journal Article Critiques Paper
The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:

2. English.

f. Understanding of and knowledge in the instruction of speaking, listening, collaboration, and media literacy;

Reading:
Roe, Kolodziej, Stooft-Hill, & Burns. (2014). Chapters 2,7,11

Presentations:
Multimedia Literacy:
Integrating Technology into Middle School Curriculum
Focus on Out of School Literacy Practices

Assignment:
Quiz Chapter 2
Discussion: Collaboration and Community Center
Discussion 2
Journal Article Critiques Topic Selection
Journal Article Critiques Paper
The reading specialist program shall ensure that the candidate has completed at least three years of successful classroom teaching experience in a public or accredited nonpublic school and has demonstrated the following competencies:

2. Communication: speaking, listening, media literacy. The candidate shall:
   a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;
   e. Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, and choral and oral reading; and

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Reading:
Roe, Kolodziej, Stoodt-Hill, & Burns. (2014). Chapters 2, 7

Presentations:
Focus on Out of School Literacy Practices

Multimedia Literacy:
Integrating Technology into Middle School Curriculum

Assignment:
Quiz Chapter 2
Discussion 2

Reading:
Roe, Kolodziej, Stoodt-Hill, & Burns. (2014). Chapter 10

Presentations:
Literature Circles

Assignment:
Literacy Autobiography Roadmap Project
| Reading: | Roe, Kolodziej, Stoodt-Hill, & Burns. (2014). Chapter 2 |
| Presentsations: | Multimedia Literacy: |
| | Integrating Technology into Middle School Curriculum |
| | Developing Student Self-Esteem: Peer Editing Process |
| Assignment: | Quiz Chapter 2 |
| | Lesson Plan |
| | Literacy Activities – Vocabulary |
| | Literacy Activities – Comprehension |
| | Literacy Activities – Fluency |
| | Young Adult Literacy Project |
| | Discussion 2 |

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The reading specialist program shall ensure that the candidate has completed at least three years of successful classroom teaching experience in a public or accredited nonpublic school and has demonstrated the following competencies:

### 2. Communication: speaking, listening, media literacy. The candidate shall:

f. Demonstrate the ability to teach students to identify the characteristics of, and apply critical thinking to, media messages and to facilitate their proficiency in using various forms of media to collaborate and communicate.

### 3. Reading. The candidate shall:

h. Demonstrate the ability to foster appreciation of a variety of literature;
The reading specialist program shall ensure that the candidate has completed at least three years of successful classroom teaching experience in a public or accredited nonpublic school and has demonstrated the following competencies:

3. Reading. The candidate shall:

i. Understand the importance of promoting independent reading and reading strategically through a variety of means including by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and

j. Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.

Reading:

Presentations:
What are New Literacies?

Middle School Reading Instruction: Integrating Technology

Assignment:
Quiz Chapter 2
Literacy Autobiography Roadmap Project
Young Adult Literacy Project
The reading specialist program shall ensure that the candidate has completed at least three years of successful classroom teaching experience in a public or accredited nonpublic school and has demonstrated the following competencies:

5. Technology. The candidate shall demonstrate expertise in their use of technology for both process and product as they work to guide students with reading, writing, and research.

6. Leadership, coaching, and specialization. The candidate shall:
   - c. Demonstrate an understanding of the significance of cultural contexts upon language;

### Reading:
- Roe, Kolodziej, Stoodt-Hill, & Burns. (2014). Chapters 2, 7

### Presentations:
- Multimedia Literacy: Integrating Technology into Middle School Curriculum

### Assignment:
- Quiz Chapter 2
- Journal Article Critiques Topic Selection
- Journal Article Critiques Paper

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### Policies

#### Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University’s Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit https://www.liberty.edu/online/online-disability-accommodation-support/ (https://www.liberty.edu/online/online-disability-accommodation-support/). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar’s Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s Discrimination, Harassment, and Sexual Misconduct Policy (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the Student Disability Grievance Policy and Procedures (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one’s professor regarding an academic subject. More information regarding the attendance policy (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2Band%2BNon-Attendance&data=02%7C01%7Cccollins2%40liberty.edu%7C7d91431fa6ac547056b93408d833029e1a%7C7c08d34b78218eb3024365a9934a69c7251b2%7C0%7C7C637315433613719138&sdata=%2BNBTsP0oXuHAPfISQRugqK7cRSuV6U7cQ7d3aqfSlk%3D&reserved=0) can be found in the Academic Course Catalogs (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Findex.cfm%7FpID%3D791&data=02%7C01%7Cccollins2%40liberty.edu%7C7d91431fa6ac547056b93408d833029e1a%7C7c08d34b78218eb3024365a9934a69c7251b2%7C0%7C7C637315433613729132&sdata=DijhMIRBnf%2BZJUJc8ed1odNvB2659AduKODYsIa%3D&reserved=0). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of “FN” (Failure for Non-Attendance https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Cccollins2%40liberty.edu%7C7d91431fa6ac547056b93408d833029e1a%7C7c08d34b78218eb3024365a9934a69c7251b2%7C0%7C7C637315433613729132&sdata=MoMvZdPfZa69nuhVHMAVQu5ZP0Fw45xJTU9PiBrU%3D&reserved=0)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

Grading Scale

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<th>Grade</th>
<th>A-</th>
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<th>A+</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.
Add/Drop Policy

The full policy statement and procedures are published in the Policy Directory (https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University’s operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.


Schedule

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<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>Course Overview</td>
<td>Student Acknowledgements</td>
<td>Course Requirements Checklist</td>
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<td>Technology Integration Set-Up</td>
<td>Prepare: Cengage MindTap</td>
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<tr>
<td>Module 1: Week 1</td>
<td>Learn</td>
<td>Read: 1 item</td>
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<td>Watch: 2 items</td>
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<td>Apply</td>
<td>Discussion: You are a Teacher of Literacy</td>
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<td>Quiz: Content Area Literacy</td>
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<td>Module 2: Week 2</td>
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<td>Apply</td>
<td>Video Presentation Assignment</td>
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<td>Discussion Thread: Journal Article Critiques Topic Selection</td>
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<td>Module 3: Week 3</td>
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<td>Discussion Thread: Reflection on Learning and Action Plan</td>
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