

William Paterson University of New Jersey
College of Education

Course of Study

Theme- Preparing Inquiring Educators: Knowledge, Understanding, Application

1. Course Title and Credits: CIMS 329 Reading and Writing Across the Grades 5-8 Curriculum (2 undergraduate credits)

2. Course Description:

This course is designed for pre-service teachers who are planning to teach students in grades 5-8. The course helps prospective teachers construct a theoretical knowledge base and a practical conceptual understanding of content area reading instruction. Specifically, students will learn different teaching and learning strategies in the grade 5-8 content areas and will select, plan and design materials for content area instruction.

3. Prerequisites: CIED 203

4. Course Objectives: The student will be able to:

1. Understand the characteristics and diversity of middle school students.
2. Learns about the components of the reading act.
3. Strengthens understanding of the interconnections among reading and writing
4. Develop prereading and prewriting strategies and activities.
5. Develop postreading and postwriting activities.
6. Develops media literacy, and can choose appropriate technology for use in the classroom, including film, television, photography, newspapers and computers demonstrated by their applicability to the curriculum.
7. Builds an understanding that literature is a means for integrating language.
8. Incorporate study techniques.
9. Develops language that varies in content and form for various content and purposes.”
10. Understands and can utilize various formal and informal assessments in the 6-8 classroom.

5. Student Learning Outcomes:

SLO	NJ STD	ACEI/NCATE	NJCCCS
1. Demonstrates an understanding of the interrelationship among reading, discussion, and writing by developing a <u>lesson plan</u> which incorporates all three.	1, 3, 4, 5, 6, 8	2a, 2b, 3a, 4	3.1A 3.2 3.3A 3.4 3.5
2. Demonstrates an understanding of assessment by including various <u>formal and informal measures of assessment</u> in their lesson plans.	1, 3, 4, 5, 6, 8	2a, 2b, 3a, 4	3.1A 3.2 3.3A 3.4 3.5
3. Demonstrates an understanding of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing by presenting a series of <u>mini lessons</u> . The lessons should also include the appropriate <u>technology</u> for the lesson.	1, 3,4, 5, 6, 8	2a, 2b, 3a, 4	3.1A 3.2 3.3A 3.4 3.5

6. Course Content:

1. This course further explores language as interaction in grades 6-8 through texts, media, and technology.
2. Characteristics of integrated language arts classrooms that support learning.
3. Diversity and multiculturalism in the integrated classroom.
4. Reading and writing as reciprocal processes.

5. Reading instruction within an integrated language arts classroom.
6. Grammar
7. Learning and teaching study skills.
8. Multimedia resources.
9. Assessment of student progress and text difficulty.

7. 7. Teaching/Learning Methods

1. Lecture
2. Discussion
3. Video tapes
4. Various arrangements; whole class, collaborative and interest groups.
5. Reports
6. Presentations/Demonstrations
7. Technologies
8. Models

8. Assessment (Performance Based)

1. SLO #1: Rubric for a lesson plan based upon reading, writing, and listening.
2. SLO #2: Rubric for a lesson plan including assessment emphasis.
2. SLO #3: Rubric for the presentation of a series of mini-lessons with technology.
3. Attendance, participation, and examinations.

- 9. Recommended Texts: *Teaching Language Arts: A Student and response centered classroom.* 4th ed.(2002). Carole Cox. Allyn & Bacon.
Language Arts Activities for Children (2003). (5th Ed.) Norton, & Norton.**

10. Preparer's Names and Date: Dr. Andrew Pachtman, Fall, 2004

11. Department Approval Date: Fall, 2004

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