

Minnesota State University Moorhead

ENGL 584: Theory & Methods: CA/L Grades 5-8

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

ED 294 - Educational Psychology AND AMCS 233 - Education and Multicultural America AND SPED 225 - Individuals with Exceptionalities AND ED 205 - Introduction to Education

Corequisites: None

MnTC Goals: None

Review of current trends in adolescent and young adult literature. Approaches and techniques for teaching reading and for studying literature in junior and senior high school. May be repeated after five years with consent of instructor.

B. COURSE EFFECTIVE DATES: 02/02/2016 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Young Adult Literature (YAL)
 - A) Understand the history of YAL.
 - B) Recognize the features of YAL.
 - C) Explore multiple genres in YAL.
 - D) Examine censorship of YAL.
 - E) Include multi-cultural YAL.
2. Theories and Trends in Middle School/Junior High Education
 - A) Understanding students in middle school/junior high.
 - B) Meeting the needs of a wide variety of students.
3. Effective Expression from a Teacher Stance
 - A) Communicating with parents.
 - B) Writing rationales.
 - C) Producing, reading, and/or evaluating book reviews.
 - D) Creating lesson plans utilizing current teaching methods.
4. Media (which may include film, television, advertising, interviews, computer-generated texts, etc.)
 - A) Exploring the role of media in middle/junior high school classrooms.
 - B) Evaluating and/or creating mediated texts.

D. LEARNING OUTCOMES (General)

1. Recognize and evaluate young adult literature suitable to middle school/junior high students.
2. Utilize current teaching strategies to design and practice teaching lessons suitable to a wide variety of middle school/junior high students.
3. Understand censorship and the consequences of censorship within middle school and junior high classrooms.
4. Facilitate students oral response to texts.
5. Integrate into the middle school/junior high classroom suitable mediated sources in a meaningful way.
6. Produce and/or evaluate mediated interpretations of texts.
7. Articulate rationale for choosing texts and teaching units.
8. Develop their own professional identity as a teacher.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted