Recommended Academic Coursework for Middle Level English/Language Arts and Reading (Grades 4-8)

COM 101 Composition and Research (3 cr):
Core writing requirement, reviews fundamental principles of rhetoric, grammar, punctuation and spelling. Requirements include a research paper using MLA documentation guidelines and several expository papers. Course is available only after placement by departmental faculty. Students must achieve "C" or better to fulfill core requirements.

COM 261 or 263 (3 cr):
COM 261 Workshop in which principle forms of poetry are studied, with emphasis on developing student’s own ability to write poems.
COM 263 Study of fiction styles/techniques aimed at developing student’s ability to write fiction.

COM 270 ESL Teachers (3 cr):
Students learn teaching techniques, tutoring strategies, and oral reading skills appropriate for working with ESL students. The course seeks to provide opportunities for native English speakers to tutor ESL students and to design and present lessons in grammar for both native and non-native speakers.

ENG 202 or 209 Critical Approaches to Literature or Adolescent Literature (3 cr):
ENG 202 Basic study of literature using a variety of critical approaches to interpret major works in world literature.
ENG 209 The study of literature for young adults, with a particular emphasis on how to teach such works in the middle and secondary schools. Course is restricted to students majoring in Education or English or with permission of the instructor.

ENG 302 or 303 Shakespeare: Histories and Comedies or Shakespeare: Tragedies and Romances
ENG 302 Study of Shakespeare’s development as a writer of historical dramas and comedies.
ENG 303 Study of Shakespeare’s development as a writer of tragedies and romances.

ENG Elective

SPE 100: Overview of Human Exceptionalities (3 cr):
Designed for prospective classroom teachers, this course surveys the process and provision of special education services for students with special needs. The causes and characteristics of individuals with mental retardation, learning disabilities, emotional and behavior disorders, autism, and sensory impairment, and the impact of disabilities on families are addressed. This course fulfills the Human Diversity graduation requirement.

ED 203 Social Foundations for the Middle Learner (3 cr):
This introductory course provides an overview of the historical, philosophical, social and cultural foundations of education. Topics covered include professionalism, ethical and legal issues and the philosophy of middle school education. Co-requisite ED 206.

ED 206: Field Experience Stage I (20 hours) (1 cr):
This experience is an introduction to the teaching profession, which allows students the opportunity to observe classrooms in operation and to apply theory to practice using a lesson plan design that emphasizes small group/whole group instruction. All education majors should do this field experience in an inclusive general education setting with access to a separate special education setting as well. Students will have the opportunity to observe a practicing teacher in action and work with students in the classroom. As described in the Handbook, this experience is the first developmental phase, which provides active observation and participation.
ED 209: Planning, Instruction & Assessment (3 cr):
Study of research-based teaching methods and education measures for students in diverse classrooms including lesson planning, and implementation, and assessment.

ED 210: Methods for the Elementary Inclusive Classroom (3 cr):
This course addresses the learning needs of exceptional and at-risk students, kindergarten through high school, and the needed instructional management strategies to be acquired by special education and regular education teachers who will teach these students in inclusive classroom settings. This course fulfills the Human Diversity graduation requirement. Prerequisite: ED 209, SPE 100.

ED 215 Adolescent Development (3 cr):
This course explores the various and multi-dimensional elements of adolescent development, from ages 9 to 14, including social, emotional, physical, moral, cognitive, and academic. In addition, the individual’s place in society and the role of peers will be addressed.

ED 306: Field Experience Stage II (20 hours) (1 cr):
This experience provides the teaching candidate with the opportunity to apply theory to practice using classroom management and instructional strategies. It will include supervised observations of teaching with an emphasis on management skills, instruction, and assessment. Special Education dual majors should do this field experience in special education. Co-requisite: ED 313 or ED 375.

ED 313: Managing Classroom Learning Communities (3 cr):
This course will prepare teachers to be educational leaders who effectively manage their classrooms. It will focus on taking a pro-active approach to create a positive learning environment for all students. This course will operate from a perspective that it is the teacher’s responsibility to bring an enhanced level of professionalism and strong sense of ethical behavior to the classroom. Special attention will be given to the recognition that today’s classrooms are inclusive and contain students with a variety of needs and learning styles that need to be accommodated. A successful learning environment requires effective lesson plans and appropriate communication with students, parents, administration, and community resources. Co-requisite: ED 306 (Secondary Education Students).

ED 333 Literary Methods for Middle Level and Secondary Inclusive Classroom (3 cr):
This course is concerned with helping adolescents become more skillful with reading, writing, speaking, listening, viewing and performing in all content areas. Participants will explore strategies and methods to effectively improve literacy skills (comprehension, vocabulary, writing) of middle and secondary students within the context of demanding subject matter classes. Course content will include strategies to address students with special educational needs, English language learners and other diverse learning styles.

ED 402: Professional Seminar (3 cr):
This course focuses on the development of dispositions required in the teaching profession. The concept of professionalism will be defined and discussed in depth. Other topics will include the importance of effective communication, building and sustaining relationships, and practicing professional responsibilities. These topics will be studied with regards to diversity of ethnicity, culture, socio-economic status, and family structures that influence and shape policies in schools today. Teacher candidates will also become thoroughly familiar with the evaluation instruments used to assess teacher competence and professionalism in Pennsylvania public schools. Co-requisite: ED 436 (Early Childhood Education students).

ED 436 Field Experience III (150 hours) (4 cr):
This experience provides the candidate with the opportunity to apply theory to practice in learning, motivation and development through lesson plans, assessment and management. The experience will provide opportunity to develop lessons that include Reading, Math, Science, Social Studies strategies. This semester will provide students with practical classroom experience on a daily basis. Dual major students will split the classroom experience
between a special education setting and an inclusive general education setting. There will be supervised observations of the teacher candidates by school district and University personnel. The observations will emphasize teaching individual lessons. Co-requisite for Pre-K-4: ED 300, ED 403, ED 404, ED 414, Corequisite for Middle School: ED 460, ED 461, ED 463, ED 464.

ED 460 Teaching Literacy/ Language Arts to Developing Readers (3 cr):
The purpose of this methods course is to provide teacher candidates with the strategies and skills needed to extend the literacy, language arts, and reading skills of students, ages 9-13. Course content will include an in depth study of current research, methodology for teaching vocabulary and comprehension, use of assessments, and lesson planning for various instructional formats. Corequisite: ED 436.

ED/HIS 461 Social Studies Methods Pennsylvania’s Founding and the World (3 cr):
This course examines the historical and contextual development of Pennsylvania from 1683 to 1824. As a methodology course, it focuses on the types of research and methods of presentation within a classroom setting. Cross-listed with HIS 461.

ED 463 Methods of Middle School Mathematics (3 cr):
This course is a comprehensive study of how to plan and deliver instruction in the areas of mathematics that are taught in today’s middle schools. Topics include lesson planning and implementation, use of instructional media and materials including mathematical computer software, and learning theories in mathematics education. Co-requisite: ED 436.

ED 464 Methods of Middle School Science (3 cr):
This course is a comprehensive study of how to plan and deliver instruction in the areas of science that are taught in today’s middle schools. Topics include lesson planning and implementation, use of instructional media and materials (including science computer software), and learning theories in science education. Co-requisite: Ed 436.

ED 470 Student Teaching (10 cr):
Classroom instruction of early childhood, middle school, secondary, and/or special education students during a fourteen-week period. Prerequisite: Completion of all other coursework and Praxis Tests. Co-requisite: 472.

ED 472 Student Teaching Seminar (2cr):
Provides guidance in clinical experiences as well as review of current educational research and issues related to professional development. Co-requisite: ED 470.