## NEW COURSE PROPOSAL FORM

**TO:** STUDENT ASSESSMENT COMMITTEE

**ACADEMIC AREA:** SCHOOL OF EDUCATION

**PROPOSEd by**: Prof. Anne Angstrom

**PRESENTER:** TYPE IN NAME OF WHO WILL PRESENT THIS PROPOSAL IF DIFFERENT FROM ABOVE

**DATE:** 11/08/2010

**COURSE PREFIX, NUMBER AND TITLE:**

### LAE 3333-Teaching Composition-3 CREDIT HOURS

### SECTION I

**COURSE INFORMATION: TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:**

**DEPARTMENT: School of Education**

**COURSE PREREQUISITE(S):** Admission into the Bachelor of Science in Education program or special permission from the Associate Dean of the School of Education.

**MINIMUM GRADE OF prereqUISITE(s):** 2.5

**COURSE COREQUISITE(S):** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**COURSE CREDITS OR CLOCK HOURS:** 3

**credit type: COLLEGE CREDIT (TRANSFERABLE)**

**CONTACT HOURS:** 3

**COURSE DESCRIPTION:**

This course is designed to prepare teacher candidates to teach the writing process to middle grades learners. This course will explore the connections between the form and content of compositions. Teacher candidates will engage in writing workshop seminars to develop their own writing as well as prepare writing workshop lessons for middle grades learners. Teacher candidates will integrate instruction in writing with literature and grammar.

**GENERAL TOPIC OUTLINE:**

* Standards-based instruction in composition
* The composing process
* Inquiry-based writing
* Writing workshop and the writing environment
* Scaffolding and intervention techniques within the composing process
* Conferring
* Modes or genres of writing
* Assessment and criteria for the evaluation of writing
* Rubrics
* The Six-Trait Model
* Portfolio assessment
* Teacher, peer, and self-evaluation

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| The teacher candidates will create and evaluate a writing portfolio that showcases their composing processes for three genres of writing prepared within the context of writing workshop. | **Writing Workshop Portfolio** | COM  CT |
| The teacher candidates will design inquiry- and standards-based writing activities to be used within the stages of the composing process in response to mentor texts. | **Collaborative Composition Unit Project and Presentation** | COM  CT |
| The teacher candidates will utilize technology to enhance the integration of middle grades learners’ reading and writing experiences via WebQuests. | **WebQuest for Nonfiction Texts** | TIM |
| The teacher candidates will research current theory and practices in response to issues and challenges in the teaching of writing to middle grades students and create an appropriate scaffolding and intervention technique. | **Investigation of Issues in the Teaching of Composition Project** | COM  CT |
| The teacher candidates will create a literature-based multigenre research project in response to a fiction or nonfiction text appropriate for young adult, middle grades readers. | **Teaching Grammar to English Literature-Based Multigenre Research Project** | COM  CT |

### SECTION II

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S):** LAED

**GRADE MODE:** STANDARD GRADING

**IS THIS A GENERAL EDUCATION COURSE?** NO

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE COURSE?** NO

**IF SO, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE?** ENTER NUMBER

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THIS NEW COURSE HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** NO

**eXPLAIN:**

CLICK HERE TO ENTER TEXT.

**IF YES, HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS REACHED?**

CLICK HERE TO ENTER TEXT.

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** NO

**IS ANY COREQUISITE LISTED ON THIS COURSE ALSO LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** NO

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

### SECTION III

**PROVIDE JUSTIFICATION FOR CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

CLICK HERE TO ENTER TEXT.

**NOTE:**

CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS TO BEGIN IN THE SPRING TERM. THE PROPOSED CHANGES MUST BE PRESENTED AND APPROVED BY THE SEPTEMBER CURRICULUM COMMITTEE PRIOR TO THE SPRING SEMESTER.

**EXCEPTION:**   
COURSES PUBLISHED IN THE 2010-2011 CATALOG THAT ARE PENDING CURRICULUM APPROVAL WILL BE EFFECTIVE SPRING 2011.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:** SELECT EFFECTIVE TERM TYPE OTHER

VPASA SIGNATURE (IF NECESSARY) TO APPROVE CURRICULUM ACTION MID-YEAR:

APPROVED EFFECTIVE TERM



**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSMENT:**

 PLEASE SELECT TODAY’S DATE.

**DISTRICT DEAN OF INSTRUCTION ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPASA OFFICE.

THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO THE OFFICE OF THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS AT LEAST TWO FRIDAYS PRIOR TO THE NEXT SCHEDULED CURRICULUM COMMITTEE MEETING.

FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE GUIDELINES, CURRICULUM PROCESS FLOW CHART AND THE CRITICAL DATES TABLE BY CLICKING CURRICULUM COMIITTEE ON THE FACULTY/STAFF LINK FROM THE EDISON HOMEPAGE (CLICK ON THE CURRICULUM PROCESS LINK).

REVISED: 8/25/10