## 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:** 11/10/2010

**COURSE PREFIX, NUMBER AND TITLE:**

### LAE 3324C-Middle Grades Language Arts Practicum I: Composition-4 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:** 4

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

**CONTACT HOURS:** 3

**COURSE DESCRIPTION:**

This course is designed to prepare teacher candidates to teach composition in grades 5-9. Teacher candidates will survey various composition styles and rhetorical methods. Writing workshop methodology will be applied to standards-based language arts instruction. Research and methods on dialect diversity, development of semantics and the teaching of Standard English grammar will be considered as lessons are created. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

**GENERAL TOPIC OUTLINE:**

* Standards-based instruction in composition
* The composing process
* Writing workshop and the writing environment
* The rhetorical situation
* Craft and technique lessons within the composing process
* Teaching language conventions and editing in context
* Responding to student writing
* Conferring
* Assessment and criteria for the evaluation of writing
* Portfolio assessment
* Rubrics and the Six-Trait Model

**LEARNING OUTCOMES:**

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

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| **LEARNING OUTCOMES** | **ASSESSMENTS** | **GENERAL EDUCATION COMPETENCIES** |
| **The teacher candidate will design and teach standards-based composition lessons to middle grades (5-9) students.** | **Practicum** | COM |
| **The teacher candidate will design and teach lessons that integrate reading and writing development of middle grades (5-9) students.** | **Practicum**  **Composition Unit Project and Presentation** | COM |
| **The teacher candidate will design differentiated writing instruction lessons for diverse student populations including English Language Learners (ELLs) and students with exceptionalities.** | **Practicum**  **Digital Storytelling Project: Profile of a Middle Grades Writer** | COM  TIM |
| **The teacher candidate will design and teach craft and technique lessons within the stages of the composing process for middle grades (5-9) students.** | **Writing Workshop Mini-lessons and Presentation**  **Composition Unit Project and Presentation** | COM |
| **The teacher candidate will utilize writing workshop methodology to engage middle grades (5-9) learners in listening, speaking, reading and writing activities related to age-appropriate mentor texts.** | **Writing Workshop Mini-lessons and Presentation** | COM |
| **The teacher candidate will apply knowledge of the composing process, the integration of reading and writing, and writing workshop to develop a composition unit.** | **Composition Unit Project and Presentation** | COM |
| **The teacher candidate will research current theory and practices in the teaching of writing to ELLs and create scaffolding and intervention techniques for a middle grades writer.** | **Analysis and Evaluation of the Composing Process of a Middle Grades Writer** | COM |

### 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