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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**LAE 3333 TEACHING COMPOSITION (3 CREDITS)**

This course is designed to prepare teacher candidates to teach writing 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.

1. **PREREQUISITES FOR THIS COURSE:**

**Admission into the Bachelor of Science in Education program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** 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
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Communicate**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The teacher candidate will create and evaluate a writing portfolio that showcases his or her composing processes for three genres of writing prepared within the context of writing workshop.
* The teacher candidate will design inquiry- and standards-based writing activities to be used within the stages of the composing process in response to mentor texts.

**B.** **Other Course Objectives/Standards**

* The teacher candidate will utilize technology to enhance the integration of middle grades learners’ reading and writing experiences via WebQuests.
* The teacher candidate will research current theory and practices in response to issues and challenges associated with the teaching of writing to middle grades students and create an appropriate scaffolding and intervention technique.

**SPECIFIC COURSE COMPETENCIES:**

 **Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC- Florida Subject Area Competencies and Skills**

 **FEAP- Florida Educator Accomplished Practices**

 **PEC- Professional Education Competencies**

**ESOL T.S.- Florida Teacher Standards for ESOL Endorsement**

 **ESOL K-12- English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and*

 *competencies found above.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course  | FSAC | FEAP/PEC | Reading | ESOL T.S.  | ESOL k-12 | NCTE |
| **LAE 3333 Teaching Composition** |  | 5e, 5f | 1.E.4 |  |  | 1, 3, 4, 5, 11, 12 |
|  | 1a, 1b, 1c, 1d, 1e1f | 1.A.1-21.A.41.A.61.B.31.C.31.E.41.G.42.A.1-32.A.52.F.1-22.G.1 | 1.1.f, 2.1.a, 2.1.b, 2.1.c, 2.1.d,3.2.a,3.2.d,3.2.f,3.2.g,4.1.b | 4.36.56.88.10 | 1, 3, 5, 11, 12 |
|  | 4f | 1.A.64.94.15 | 2.2.d,3.3.c,4.2.c | 4.16.86.9 | 3, 4, 5, 6, 8 |
|  |  | 5b5e | 1.A.64.15 | 2.2.a,2.3.a,3.1.b | 4.58.10 | 3, 6, 7, 8 |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**WebQuest: Nonfiction Texts:**

The purpose of this project is for teacher candidates to apply their knowledge of technology and its uses in the middle grades classroom to create an inquiry project that will enhance middle grades students’ experiences with a nonfiction text and support the development of nonfiction writing. Working in a groups of three to four, the teacher candidates will create a short-term (3 day-1 week) WebQuest based on a nonfiction mentor text. Using the Common Core and NCTE Standards as a guide, the teacher candidates will choose an age/grade level and topic that is appropriate for middle grades learners. Teacher candidates should take into consideration the interest and abilities of special needs students and English Language Learners by embedding modifications that make the WebQuest comprehensible to these diverse learners. Upon completion, the teacher candidates will present the WebQuest to the members of LAE 3333, provide a copy of a one-page abstract to the instructor and class members, and publish the WebQuest to an educator-related Web site such as Questgarden.com.

**Collaborative Composition Unit Project and Presentation**

The purpose of this assignment is for the teacher candidates to gain experience in creating a thematic reading-writing unit appropriate for middle grades learners. It is also an opportunity to connect the learning of course content with NCTE and Common Core Standards.

Teacher candidates will work in groups of four or five to create a thematic reading-writing unit that will engage middle grades learners in meaningful experiences designed to integrate reading and writing with critical thinking in the context of a writing workshop. Overall, the unit should reflect a constructivist, response-centered philosophy that includes activities to foster students’ critical thinking and self-regulation.

Working collaboratively, the teacher candidates will select one high-interest mentor text appropriate for a read aloud in a middle grades language arts classroom (poem, nonfiction essay, picture book). The teacher candidates will identify potential themes that emerge from the mentor text and brainstorm a list of essential compelling questions to guide students in the development of multiple drafts of one genre of writing.

The teacher candidates should create a series of **five 15- to 20-minute mini-lessons** that would be appropriate for the development of a particular genre of writing. The mini-lessons should be presented on a template provided by the instructor and should target a specific stage of the composing process. The description of each mini-lesson should include a discussion of appropriate scaffolding for ELLs and struggling writers. The presentation will include an overview of the unit and a read aloud of an excerpt from a mentor text. The group will present **one** of the five mini-lessons to the class.

**Writing Workshop Portfolio**

The purpose of this assignment is for the teacher candidates to become familiar with writing workshop methodology. The teacher candidates will practice and apply writing strategies within the composing process for finding ideas and inventing; planning; drafting; revising; editing; and publishing.

At the beginning of the course, the instructor will assist the teacher candidates in making a connection between reading and writing by using mentor texts appropriate for the middle grades learner as a resource and anchor for a thematic writing unit. The instructor and teacher candidates will develop a list of issues and compelling questions that emerge from a collaborative reading of the mentor texts. In response to the list of compelling questions, the teacher candidates will develop multiple drafts for three genres of writing of the teacher candidates’ choice.

Over the course of the semester, the instructor will guide the teacher candidates in writing workshop activities that include craft and technique lessons appropriate for scaffolding student learning at each stage of the writing process. Teacher candidates will participate in writing response groups during the drafting stages of development and will conference with the instructor during the semester.

At the end of the semester, the teacher candidates will submit a writing portfolio that includes at least two drafts of each genre of writing they created. The teacher candidates and the instructor will develop the criteria for evaluating the portfolio. Using the criteria for assessment and evaluation, the teacher candidates will self-score the portfolio and provide a written rationale for the assessment. The instructor will score the portfolio with the same assessment tool, and the final grade for the project will be based on the student’s self-evaluation and the instructor’s evaluation.

**Investigation of Issues in the Teaching of Composition Project**

The purpose of this assignment is for teacher candidates to research a contemporary issue or challenge associated with the teaching of composition to middle grades learners. The instructor and the teacher candidates will brainstorm and develop a list of contemporary issues or challenges as observed through experience and/or discussed in the context of the textbook (the teaching of grammar, usage, and punctuation; creating craft and technique lessons for special needs, ELLs, and/or struggling writers; evaluating and grading student writing).

Using education resources such as online databases, the teacher candidates will research an area of interest and create an annotated bibliography of four related professional resources that offer suggestions for the middle grades language arts teacher. The teacher candidate should follow APA guidelines in creating citations for the annotated bibliography. Following each citation, the teacher candidate will include a brief summary of the main ideas of the article or resource and how the information is useful in the context of the issue or challenge of interest.

The teacher candidate will include a final section that provides a thorough and engaging discussion of at least *three implications* for composition teachers in relation to research and the issue, incorporating each of the four sources into the discussion and following APA guidelines for in-text citations.

1. **ATTENDANCE POLICY:**

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade.  Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

**A.** **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.

**B. Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.

The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:**  All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***.  For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

 1 day late = 10% grade reduction of task

 2-6 days late = 20% grade reduction of task

 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.