

APPROVED RECEIVED

The University Of Toledo

APR 10 2012

New Graduate Course Proposal

COLLEGE OF
GRADUATE STUDIES

* denotes required fields

1. College*:
Department*:
2. Contact Person*: Phone: (xxx-xxxx) Email: Please input the correct Contact Person. Please input phone number in this format: xxx-xxxx. Please input the correct Email Address.
3. Alpha/Numeric Code (Subject area - number)*: Please input 2-4 characters for Item 3 Subject Area. Please input the 4-digit numeric code for Item 3.
4. Proposed title*: Character not allowed.
Proposed effective term*: (e.g. 201140 for 2011 Fall) Please input the 6-digit numeric code for term.
5. Is the course cross-listed with another academic unit? ☐ Yes ☒ No

Approval of other academic unit (signature and title)

Is the course offered at more than one level? ☐ Yes ☒ No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).

6. Credit hours*: Fixed: or Variable: to Please Enter Only Numbers for Fixed Credit Hours Please Enter Only Numbers for variable Credit Hours From Please Enter Only Numbers for variable Credit Hours To
7. Delivery Mode: Primary* Secondary Tertiary
 - a. Activity Type *
 - b. Minimum Credit Hours * Please Enter Only Numbers Please Enter Only Numbers Please Enter Only Numbers
 - Maximum Credit Hours * Please Enter Only Numbers Please Enter Only Numbers Please Enter Only Numbers

c. Weekly Contact Hours *

8. Terms offered: ☒ Fall ☐ Spring ☐ Summer

Years offered: ☒ Every Year ☐ Alternate Years

9. Are students permitted to register for more than one section during a term? ☒ No ☐ Yes

May the courses be repeated for credit? ☒ No ☐ Yes

Maximum Hours

10. Grading System*:

☒ Normal Grading (A-F, PS/NC, PR, I)

☐ Passing Grade/No Credit (A-C, NC)

☐ Credit/No Credit

☐ Grade Only (A-F, PR, I)

☐ Audit Only

☐ No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

admission to SECE or MIDD LAMP program required

100 Max.

☐ PIN (Permission From Instructor) ☒ PDP (Permission From Department)

Co-requisites (must be taken **together**):

CI 6210 Language arts practicum

100 Max.

12. Catalog Description* (75 words Maximum)

An initial in-depth study of methods and materials for teaching the English Language Arts in middle and secondary classrooms with emphasis on planning, content standards and instruction strategies; for LAMP Middle Childhood and AYA licensure only. Co-requisite: CI 6210

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for template.

Syllabus: * File type not allowed.

Additional Attachment 1: File type not allowed.

Additional Attachment 2: File type not allowed.

Course Approval:

Department Curriculum Authority:

Rebecca Shaud Date *3-16-12*

Department Chairperson:

Jeff Chianelli Date *3/16/12*

College Curriculum Authority or Chair:

Rebecca Shaud Date *4-9-12*

College Dean:

Barbara J. [Signature] Date *4-9-12*

Graduate Council:

[Signature] Date *5-17-2012*

Dean of Graduate Studies:

[Signature] Date

Office of the Provost :

[Signature] Date

Administrative Use Only

(YYYY/MM/DD)

CI 6110 LA Methods of Teaching

Judith Herb College of Education, University of Toledo

Instructor

Phone:

Email:

Office: 2000 Gillham Hall

Office Hours:.

WebCT: Fall Semester, [Language Arts – Methods I]

Prerequisite: Admission to SECE or MIDD LAMP program

Corequisite: CI 6210 LA Practicum

Overview

Designed for individuals planning to teach English language arts, this course explores both the teacher's and the students' role in the English classroom. As prospective teachers we will focus on the role of the teacher, interacting with students, creating positive environments, and promoting learning. We will focus on numerous aspects of literacy learning including: designing curriculum, lesson planning, choosing and adapting appropriate teaching methods, promoting research, fostering dialogue, using technology to promote learning, assessing students' learning and meeting district and national standards. The classroom-based portion of the course will focus on learning about teaching through enactment and interactions with students.

Driving Question

The following question will be the focus of our work in this class: What can a teacher do to promote literacy learning?

Objectives

During the semester, emphasis will be placed on exploring appropriate teaching models that reflect the nature of literacy; best practices in teaching reading, writing, and oral literacy; the characteristics of students; and the nature of the instructional setting. The major course goal is to provide you with appropriate experiences for initial growth as a professional literacy educator. As prospective teachers, you will become designers of instructional materials and experiences. You will utilize the principles of design and understanding the nature of the learner in developing lessons, materials, overall curriculum, and assessments.

In the classroom, emphasis will be placed on exploring first-hand the characteristics of students as learners, the nature of the instructional setting, and the enactment of appropriate instructional plans. For teachers this means knowing how to learn from students and enacting the knowledge gained therein to improve practice.

As the result of this course, you will gain experience in the following:

1. Synthesizing a rationale for your teaching and the nature of its content (e.g. the “English language arts”);
2. Planning instruction, both daily and long term, for teaching the content and processes of *literacy* in a way that addresses local and national standards and accounts for the nature of the content *and* of the learner;
3. Designing and modifying instruction based on context, recommended practices, and student learning to meet the needs of various student populations;
4. Utilizing specific teaching methods that encourage inquiry and construction of *knowledge*;
5. Assessing students’ ideas and learning;
6. Reflecting on your instructional practices and student learning; and,

7. Developing and presenting a professional manner and disposition.

Methods Course Graded Activities and Assignments

- 1. Weekly Homework (20%)** This includes textbook assignments, writing assignments, guided lesson planning assignments, specific field-based activities and reflections. For example, you will be doing a discourse study of your classroom and writing up your findings to turn in. Full descriptions of the weekly assignments will be provided in class.
- 2. Professionalism, Participation and Attendance (10%)** You are expected to be present, prompt, prepared and participating (the 4 Ps) during each class session. Points will be deducted when late, absent, without materials, or not engaged (this would include using your cell phone or a computer for non-class activities). In the teaching world we refer to the four Ps as acting professionally.
- 3. Cycle One Post-Teaching Instructional Module/Short 3-5 Days Assignment (20%)** Details to be provided in class.
- 4. *Cycle Two Post-Teaching Unit/Long 10-15 Days Assignment (30%)** This is a critical performance assessment. Details to be provided in class.
- 5. Final Exam (20%)** Date and Time to be Announced

Field Course Graded Activities and Assignments

- A. *Assessment of Student Learning (20%)** This is a critical performance to be completed during Cycle Two. Details to be provided in class.
 - B. Cycle One Planning Instructional Module/Short 3-5 Days (15%)** This assignment is focused on the planning of a short instructional module, including approvals from methods instructor, mentor teacher, and field supervisor prior to start date for teaching the module. Detailed description to be provided in class.
 - C. Cycle Two Planning Unit/Long 10-15 Days (20%)** This assignment is focused on the planning of a unit, including approvals from methods instructor, mentor teacher, and field supervisor prior to start date for teaching the unit. Detailed description to be provided in class.
 - D. Cycle One Teaching of Instructional Module/Short 3-5 Days (15%)** This assignment includes video with reflection in preparation for the formal Videotape With Commentary critical performance that is part of Cycle Two Teaching. The final grade for this assignment also takes into account the evaluations of your teaching provided by the field supervisor and your mentor.
 - E. *Cycle Two Teaching/Long 10-15 Days (20%)** This is a critical performance. Includes formal submission of the Video With Commentary critical performance. The final grade for this assignment also takes into account the evaluations of your teaching provided by the field supervisor and your mentor.
 - F. Unit Reflections of Teaching (10%)** While teaching your mathematics instructional module and unit, you and I will journal regularly (using ALCOT) as you reflect upon your teaching. Details to be provided in class.
- *Denotes a critical performance.

Assignments: Assignments are due on the dates noted below. **You must submit an assignment on time in order to participate in the revision option.** Grades will be lowered by one letter grade for each day an assignment is late unless prior arrangements are made with the professor. The requirements are subject to change and adaptation at the discretion of the professor.

Your performance will be evaluated on the following tasks:

Assignments on campus – CI 6110	Possible Pts.	Due Date
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Professional preparation and participation <ul style="list-style-type: none"> • Question(s) for weekly <u>Class Journal</u> • Preparation • Thoughtful discussion (in class & online) • Professional disposition 	20	Weekly
Lesson 1 – Literature lesson <ul style="list-style-type: none"> • Revision (optional) 	10	9/21 (10/26)
Lesson 2 – Writing lesson w/ rubric <ul style="list-style-type: none"> • Revision (optional) 	10	10/5 (11/2)
Lesson 3 – Research lesson w/ technology <ul style="list-style-type: none"> • Revision (optional) 	10	10/19 (11/9)
Thematic Literacy Unit – update* <ul style="list-style-type: none"> • Teaching Context* • Revised plan with assessment and rationale • Poster session 	15	Context 9/14 Draft due 10/19 Revised 12/7
Assessment of Student Learning from Unit Plan*	20	Part I, 9/28 Part II, 12/7
Videotaped Lesson*	15	11/30

*Critical performance - You must earn a grade of C or better on each of these in order to earn a passing grade for the course.

Grading formula: 100-94=A, 93-90=A-, 89-87=B+, 86-84=B, 83-80=B-, 79-77=C-, 76-74=C, 73-70=C-, 60-69=D, Below 60=F

Assignments for CI 6110: Language Arts Methods I

Individual Lessons: Each candidate will design three lessons. Each lesson plan (of the 3 below) must include a **design rationale** that is based upon content standards and which explicitly incorporates feedback or critique from a class partner or mentor. This design rationale must incorporate a description of elements that make this particular lesson effective as an English Language Arts lesson. You do not need to start from scratch but you must cite all of your sources for materials and ideas.

Lesson One: The first will be a **literature lesson** that will help students learn from a selection of literature. This lesson should also incorporate students **respond** to literature and taking a **critical stance**.

Lesson Two: The second lesson will be a **writing lesson** to guide students in writing a piece of text. Within this lesson, you are also to develop and use a rubric for the assessment of the student's written product.

Lesson Three: The third lesson should involve doing **research** using **technology** including **non-print media**.

Thematic Literacy Unit w/ 3 lessons (Critical Performance #__)

Design a unit plan related to the English language arts that you will be able to teach during the 3-week period of November. This is to be pre-approved by your mentor teacher.

- Each class member will develop a thematic literacy unit that covers approximately 15 class days. Be sure to cite all sources for materials and ideas. Unit plans will include learning objectives as well as NCTE/IRA standards being taught and specific lesson plans. As part of the unit design, include a **design rationale** based upon course content and students' ideas enacted within your field experience. At least one or two lessons focusing on **literature**, including use of **readers response** as well as taking a **critical stance**, with at least one other lesson engaging students with the **writing process**, and perhaps even a lesson using **technology for research**.
- Final unit plans will include student learning objectives, an annotated calendar, the 3 specific lesson plans from above, and a design rationale with revisions as appropriate.
- You will share your revised unit with the class in a poster session.

Becoming a Teacher at The University of Toledo (2007)

http://www.utoledo.edu/education/Becoming_Teacher.html

Textbooks:

- *Teaching English in middle and secondary schools.* (2011). Maxwell, R. J., Meiser, M. J., McKnight, K.S. New York. Pearson.

Optional

- *Going Bohemian: Activities that engage adolescents in the art of writing well* by Lawrence Baines & Anthony J. Kunkel

Professional Journals:

- *The English Journal*, NCTE
- *Journal of Adolescent and Adult Literacy*, IRA
- *Voices in the Middle*, IRA

Professional Organizations

- National Council of the Teachers of English <http://www.ncte.org>
- International Reading Association <http://www.reading.org>
- *The Horn Book* OR www.hornbookguide.com

Standards

- **Ohio Performance based teacher licensure standards:** The course relates to all ten major standards for the state of Ohio. You can check out Ohio's performance-based teacher licensure standards at the state-run website: http://www.ode.state.oh.us/teaching-profession/teacher/certification_licensure/standards/pdf/TE_LS_INTASC.pdf
- **National standards (NCTE/IRA):** Check out www.ncte.org for the detailed list and/or to download a .pdf about the standards and for the list of English Language Arts Standards by grade level and more.

Teaching: Each candidate will teach at least 15 days of linked lessons to Language Arts students. A lesson addresses one or more learning objective but is not necessarily one class period. You will teach lessons from the unit you designed. You will critique this teaching experience. Evaluations will be provided by your cooperating teacher and university supervisor. You will videotape at least one lesson to submit with this assignment. You should plan to teach mid-October to mid-November. You will observe in the classroom both **before and after** your own teaching. Your teaching evaluation will include aspects of how you 1) guide student thinking; and, 2) your classroom rapport, management, and environment.

At **least four school days prior to teaching**, you must discuss your plans with your instructor, your University supervisor and your mentor teacher. Plans must be approved by both **before** you are allowed to teach. Teaching will be delayed if necessary.

Professional Interaction: As a teacher candidate you will need to think and behave professionally with students, your mentor teacher, other teachers and school personnel, your supervisor, and parents and guardians.

This includes developing a professional disposition or frame of mind. Your professionalism will be evaluated based on your behaviors and statements in the classroom, school, and community, and your written work.

Required Placement Information: You will be assigned a cooperating teacher and classroom in a local school. You are required to be in this placement when we are not in class according to your given calendar. You will also be required to teach a unit to one or more classes during your 15 days of teaching in November. In other words you must have continuous contact with this same group of students throughout the semester.

You must supply your methods instructor and university supervisor with complete information about your placement including: cooperating teacher, cooperating teacher contact information (email & school phone number), district, building name, principal name, school building address, major cross streets & directions, classroom number, school phone numbers, location description, grade levels of building, specific course subjects and grade levels and time schedule of your day, and your contact information including phone number(s) and email.

Attendance: Attendance and participation are crucial to class learning, so are expected to show up for each class prepared with reading and assigned work completed. If you must miss class, email the instructor and be sure to make up any missed work and get all material from a classmate, WebCT or the instructor. Also, be sure to arrange to turn all work in on time by sending this work in digitally or with a classmate. Excessive tardies (too often or too long) should also be avoided. Only absences excused with a copy of a written Dr.'s note or other excusable absence via University policy will be exempt from this policy. Please submit these only in writing with a full written explanation during office hours, before or after class or via email as an attachment. Video of class should be made available.

Late Work: Unexcused late work will be reduced by one full grade or 10 % points for each day it is late. If you must turn in work, first check my office as I'm there most of the day. Assignments are accepted digitally if sent as an attachment in your name to marcella.kehus@utoledo.edu and are subject all policies herein; large files as attachments are discouraged.

Academic Honesty: Academic honesty is expected from all students enrolled in the University of Toledo. Violations of the expectation of academic honesty include, but are not limited to...plagiarism in written assignments. Plagiarism includes: (a) using, copying or paraphrasing another author's materials without appropriate acknowledgment through quotation and citation; (b) unauthorized collaboration in the preparation of reports, term papers, or theses. In accordance with the Policy Statement in the University Catalog, instructors have the responsibility and right to bring cases of alleged dishonesty to department, college, and university administrative units. Students involved in academic dishonesty may expect to receive a grade of F on specific assignments, as well as in the course where the assignment was made. The instructor reserves the right to request any or all work to be submitted in digital format via disk or an email attachment as plain text.

Electronic Devices: Turn off all cell phones, PDA's, pagers, .mp3 players, laptops & other electronic devices while in the classroom. If you have special needs that I should be aware of or can possibly assist you with, including needing to use a laptop, please discuss with me as soon as possible.