

APPROVED

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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 6110 Language arts methods of teaching

100 Max.

12. Catalog Description* (75 words Maximum)

Initial field experience for LAMP Middle Childhood and AYA licensure only;
experiences include observation, co-teaching with mentor teacher and the
design, planning and teaching of units that integrate the English Language Arts.
Co-requisite: 6110

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 Schneider Date *3-16-12*

Department Chairperson:

Deirdre Chavira Date *3/16/12*

College Curriculum Authority or
Chair:

Rebecca Schneider Date *4-9-12*

College Dean:

Barbara J. Berger Date *4-9-12*

Graduate Council:

PL/K Date *5-17-2012*

Dean of Graduate Studies:

Date

Office of the Provost :

Date

Administrative Use Only

(YYYY/MM/DD)

CI 6210 LA Practicum 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 Methods

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.

Critical Performances: These must be uploaded electronically. The following performances must be satisfactory to get credit for this course:

- Videotaped lesson with reflection
- Assessment of student learning
- Unit plan with reflection

You must earn a C or better on all major assignments in order to proceed into student teaching. Submit copies of everything you create to the Instructor via email preferably as Word .doc files attachments (or .rtf or .txt). Critical performances must also be uploaded to EAS.

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.

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.

Critical performances *

As part of your licensure program at the University of Toledo you will be completing a series of *critical performances*. *Critical performances* are program-based assessments of your readiness to continue at each phase of the licensure program. During the methods and field experience semester you will be demonstrating readiness to student teach by completing 3 *critical performances*. These include: 1) videotaped lesson with commentary, 2) assessment of student learning, and 3) unit plan. Each critical performance must conform to all requirements described by The University of Toledo and must be completed satisfactorily before student teaching.

Weekly response journal

This is to be informal writing to help you reflect on and learn from your experiences in the classroom. You will reflect on your learning about teaching. This includes: 1) reflection on your teaching; 2) questions about teaching based on field or class experience; and, 3) reflection on class activities. Entries will be posted each week online. Questions to guide your writing include the following. What do you like about your teaching? What would you like to change? How does your teaching match your teaching philosophy or the teaching standards? How do you help students learn? Each week you should bring 1-3 questions about teaching to share with class. These can be based on your fieldwork or class discussions. Label each section of the weekly journal: 1) response to class reflection question; 2) reflections on teaching; and, 3) questions for class. This includes reflection on teaching you observe, your own teaching, and student learning. Initially, your entries will be observations of students and the interactions in the classroom. Later, during your teaching you can reflect on

successes and challenges in the classroom and how you think you can improve your teaching. Each week you will be given a question to guide your reflection.

Assessment of Student Learning from Unit Plan (Critical Performance # __)

Details to be provided . . .

Videotaped Lesson and commentary (Critical Performance # __)

You will video one lesson to highlight your teaching. Your edited video will be 20 minutes long and have no more than three segments. You will include a short written commentary describing the lesson. Consult the Portfolio directions regarding the specifics commentary of the reflection. This video is to be uploaded to EAS and the commentary emailed to the instructor.

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.