

APPROVED

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APR 10 2012

COLLEGE OF GRADUATE STUDIES

The University Of Toledo

New Graduate Course Proposal

* 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*: Charactor 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

100 Max.

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

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

100 Max.

12. Catalog Description* (75 words Maximum)

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and AYA licensure only. Prerequisite: C or higher in CI 6210, 6220, 6230, or 6240. Co-requisite: CI 6150

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: Leigh Chaubert Date 3/16/12

College Curriculum Authority or Chair: Rebecca Schneider Date 4-9-12

College Dean: Barbara J. Day Date 4-9-12

Graduate Council: PLH Date 5-17-2012

Dean of Graduate Studies: PLH Date 5-17-2012

Office of the Provost : PLH Date

Administrative Use Only

(YYYY/MM/DD)

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CI 6250 Internship and student teaching: Language Arts Education
Syllabus
The University of Toledo
Judith Herb College of Education, Health Sciences, and Human Services
Department of Curriculum and Instruction

Instructor:

Office: Gillham Hall 2000

Office Phone:

Office Hours:

Email:

Methods:

Methods Lab:

Course Website: <http://alcot.utoledo.edu>

Prerequisites: Admission to the LAMP Cohort program and successful completion of LAMP CI 6110 Pedagogical Theory and Practice and CI 6210 Practicum for your content areas.

Corequisite: CI 6150 Advanced methods of teaching LA

Course Materials:

No purchased books are required for this course.

Common Core State Standards for Language Arts: ODE Standards

NCTE/IRA

Grading and Policies:

Class Attendance and Participation: You need to be present for each class. Your attendance and participation will be evaluated. For each class you miss, you will lose the equivalent of a letter grade for this portion of your complete grade. Your attendance grade will be lowered one-half of a full letter grade for each time you are tardy to class.

Assignment Due Dates and Grading: For any late assignment, the grade will be lowered one letter grade for each day the assignment is late unless prior arrangements are made with the professor. Keep this in mind since a candidate must earn a grade of C or better on each assignment in order to earn a passing grade for the course.

Special Needs: Please contact the instructor if you need special arrangements for taking tests, taking notes, special print, or other considerations that may help you more effectively learn of demonstrate learning.

UTAD Account and ALCOT: You will be required to have activated and regularly check you UTAD email. Throughout the course we will also use ALCOT (<http://alcot.utoledo.edu>) as a web-based site for course activities. More information will be provided in class.

Academic integrity is expected as defined by the *Undergraduate/Graduate catalog*:

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university. (*Undergraduate/Graduate Catalog*, 2006-2008, p. 29)

***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 advanced methods and internship experience semester you will be demonstrating readiness to teach by completing four critical performances across two cycles of teaching. Each critical performance must conform to all requirements described by the University of Toledo and must be completed satisfactorily in order to pass the course. Critical Performances are denoted with and asterisk.

Grading Scale:

	90-92 B+	80-82 C+	70-72 D+	62 or under F
95-100 A	86-89 B	76-79 C	66-69 D	
93-94 A-	83-85 B-	73-75 C-	63-65 D-	

Overview of CI 6250: Internship

This course provides an opportunity for candidates to reflect on their teaching experience and develop as professionals. During the semester emphasis will be placed on your learning about teaching and on your developing identity as a teacher.

Language Arts Objectives and Conceptual Framework

All students must **have the opportunities and resources to develop the language skills** they need to pursue life's goals and to participate fully as informed, productive members of society. The above statement is intended to give a feeling of the spirit of what language arts teaching and language arts learning should encompass. In the current set of *Standards* published by the National Council of Teachers of English, twelve basic goals are outlined. The first 5 include that all students need to: (1) read a wide range of print and non-print texts to build an understanding of texts, (2) read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience, (3) apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts, (4) adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes, (5) employ a wide range of strategies as they write and use different writing process elements appropriately to communicate.

In order to create a learning environment where these goals are achievable, we ourselves need to work toward understanding language arts in this way. In our methods course we will explore what it means to think critically about language arts and the most effective strategies to teach and assess language arts. We will consider the role discourse and language play in the learning process. We will extend the ideas and experiences we have in our on-campus methods course out into your school field placement by exploring how you create rich different audiences for a variety of purposes.

The following serve as our guiding themes:

1. understanding the language arts subject matter that you teach
2. understanding how students learn, think, and reason
3. learning how to use this information to inform planning and teaching—both present and future.

Field Internship Course Graded Activities and Assignments

- A. Professional Preparation for Teaching Position (25%)
- B. Thoughtfulness and Progress in Learning to Teach (25%)
- C. Field Instructor Evaluations (25%)
- D. Mentor Teacher Evaluation (25%)

***Activities, Evaluation and Assessment Scheme for Internship**

For AYA candidates, the required items will be submitted to your content specific-methods instructor. Middle Grades candidates will submit assignments using the following scheme:

Cycle 3 Content Instructor receives cover letter/resume (A); First half of semester to midterm online journal (B); Cycle 3 Field Instructor Evaluations (C); and Cycle 3 Mentor Teacher Evaluations (D).

Cycle 4 Content Instructor receives writing sample/peer interview (A); Second half of semester to finals online journal (B); Cycle 4 Field Instructor Evaluations (C); and Cycle 4 Mentor Teacher Evaluations (D).

	Percent of Grade	Due Date
<p>A. Presenting professionally for a teaching position Candidates will prepare a professional cover letter and resume that presents the candidate as a professional ready to begin a full time teaching position. Candidates will also participate in a mock interview that will include an impromptu writing sample and a practice interview.</p> <ul style="list-style-type: none"> • Cover letter and-resume • Impromptu writing sample and peer interview 	10% 15%	January 27 March 23
<p>B. Thoughtfulness and Progress in Learning to Teach Each candidate will have an online journal. This is informal writing to help you reflect on and learn from your experiences in the classroom. You will reflect on your learning about teaching. 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? This includes reflection on teaching you observe, your own teaching, and student learning. Each week you will be given a question to guide your reflection. You will be assessed on the quality of (a) written entries that you make and on (b) your response to feedback. These will be evaluated at midterm and at end of semester.</p>	Midterm: 10% Final: 15%	March 9 April 27
<p>C. Field Instructor Evaluation Your field instructor will observe your work in the classroom and evaluate your progress in learning to teach using the college rubrics for planning and teaching, student learning, and professionalism. For Cycle 3 (midterm) and Cycle 4 (final), there will be (at least) 2 observations and a summary evaluation</p>	Midterm: 10% Final: 15%	March 9 April 27
<p>D. Mentor Teacher Evaluation Your mentor teacher(s) will observe your work in the classroom and evaluate your progress in learning to teach using the college rubrics for planning and teaching, student learning, and professionalism. For Cycle 3 (midterm) and Cycle 4 (final), there will be (at least) 2 observations and a summary evaluation</p>	Midterm: 10% Final: 15%	March 9 April 27

LESSON PLAN COMPONENT/FORMAT

Identification Data (teacher, Grade level of target group, lesson title)

Goal (A goal states the generally expected outcome of instruction during the course of a unit)

Objective:

A specific performance-based statement of what the STUDENT will be able to do as proof that the content was learned and is often linked to the assessment

At least one per lesson, but there can be too many

Must be written in the condition/performance/standard format as instructed

Needs to be measurable and align with assessment and procedures

Standards

State/National statements of what students are expected to learn in a specific discipline or subject are (use Ohio Standards)

Should state the standard in full (not just a title) standard statement with the appropriately identified benchmark and indicator

More than one standard, benchmark, and indicator can apply in a given lesson

Time allotted

Materials needed

What items are necessary for teaching and learning the lesson

What the teacher will use, including technology

What students will use

Include pertinent handouts, overheads, worksheets, maps, etc.

Procedure (must align with objectives and assessment)

What will the students be doing during the lesson?

The information to be taught: detail is very important—could another teacher present this lesson based upon the content you've included?

Script of what you will say and anticipated responses

Differentiation

Closure/Transition:

The bridge that provides a smooth transition from this lesson to the next.

A statement made which wraps up this lesson and bridges the next one

Can be as simple as "Today we learned about _____, which will help us to better understand tomorrow's lesson when we will learn about _____"

Assessment

Objective/subjective measures used by the teacher to determine if the student "got it" or not, allowing students to "show what they know or learned"

A formal test, worksheet, project, quiz, etc, that includes a respective answer sheet, scoring rubric, and grading scale

Resources

The sources from which the teacher got the content

Cite in APA format

"Memory" is not a source