EDUC 452 552. Teaching of English and Communication in the Secondary School-CrsRvs-2016-09-01

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Form Information

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First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

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- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *<u>DRAFT</u>* is in yellow at the top of the proposal

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*Indicates a required field

Proposer*	Dr. Linda Norris	**Proposer Email***	lnorris@iup.edu
Contact Person*	Dr. Linda Norris	**Contact Email***	lnorris@iup.edu
Proposing Department/Unit*	English	**Contact Phone***	724-357-2261

Course Level*	graduate-level, undergraduate-level

Course Revisions
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

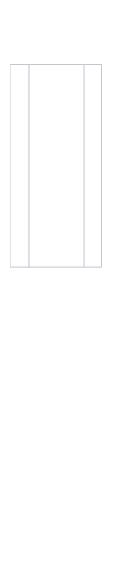| Category A:	Category B:
course_prefix_number_change	add_dual_level course_prefix_number_change course_revision teacher-education *Teacher Education: Please complete the Teacher Education section of this form (below)* *Liberal Studies: Please complete the Liberal Studies section of this form (below)* *Distance Education: Please complete the Distance Education section of this form (below)*

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	EDUC 452 is a required course for undergraduate English education majors seeking teacher certification. We are revising this course to make it dual-listed as a requirement for the new post-baccalaureate program in secondary English, grades 7-12, approved by the Pennsylvania Department of Education (PDE) in April, 2016.

	Current Course Information*		Proposed Changes
(B) University Senate Summary of Rationale*			*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* The requirements for the dual-listed EDUC 452/552 course will be the same as the existing EDUC 452 course with an added required component for post-baccalaureate and graduate students of completing a mini-Teacher Work Sample with learning outcomes. This added component is necessary for providing rigor and additional scholarly research expected of post-grads, and the requirement is a reasonable and appropriate preview for their subsequent student teaching practicum.
(C) Implications of the change on the program, other **programs and the Students:***			This change will not effect the undergraduate English education program except to increase the numbers slightly in this methods course, which the course can accommodate, based on current enrollment numbers. This course revision will be beneficial in attracting more post-baccalaureate students to choose IUP for certification in secondary English education.

Current Course Information*			Proposed Changes
			Category A
(D) Current Prefix*	EDUC	**Proposed Prefix**	EDUC
(E) Current Number*	452	**Proposed Number**	452 552
(F) Current Course Title*	Teaching of English and Communication in the Secondary School	**Proposed Course Title**	Teaching of English and Communication in the Secondary School

(J) Number of Credits	Class Hours: Lab Hours: Credits:	Proposed Number of Credits	Class Hours: Lab Hours: Credits:
(K) Current Course (Student Learning) Outcomes		Proposed Course (Student Learning) Outcomes	

| (L) Dual Listed Courses Only: List Current Learning Outcomes for the Higher-Level Course | | Dual Listed Courses Only: List Proposed Learning Outcomes for the Higher-Level Course | **Learning Outcomes**

In addition to Outcomes 1-5 on the EDUC 452 syllabus, students enrolled in EDUC 552 are required to meet the following learning outcomes based on the key assessments for NCTE/ CAEP program recognition:

6) Content Pedagogy: Planning Literature and Reading Instruction in English Language Arts (ELA)

Candidates must submit and teach a lesson plan as part of their mini-Teacher Work Sample (TWS) that incorporates literature and reading instruction demonstrating appropriateness to the students' reading levels and interests and exhibiting a reasonable assessment for what was taught.

7) Content Pedagogy: Planning Composition Instruction in English Language Arts (ELA)

Candidates must submit and teach a lesson plan as part of their mini-Teacher Work Sample (TWS) that incorporates instruction in writing demonstrating appropriateness to the students' writing abilities and exhibiting a reasonable assessment for what was taught.

8) Implementing ELA Instruction

In preparation for student teaching, all post-bac students will prepare a mini-Teacher Work Sample (TWS) that will include a class description, plans, and assessments for a proposed secondary English class. The TWS will include documents students have produced in this methods course and their reflections about what they learned from them. |
|---|---|---|---|
| (M) Brief Course Outline | *As outlined by the federal definition of a "credit hour", the following should be a consideration* | Brief Cou | |

For each outcome, describe how the outcome will be achieved

(Gives sufficient detail to communicate the

This course is an integral part of our English education program that supports the view of the social construction of knowledge and literacy and its application in meeting the needs of diverse learners. We will engage in reflective thinking as well as developing deeper content knowledge, pedagogical content knowledge, and stronger professional competence through video-recorded lessons, through experiences about and in real classrooms, and through collaborations about our work in this course. This course complies with the principles, attitudes, characteristics, knowledge, issues and relationships among standards outlined and advocated in the NCTE's **Guidelines for the Preparation of Teachers of English Language Arts**, NCATE guidelines, InTASC Standards, and Chapter 354 guidelines for the state of Pennsylvania. Students in this course should also show a commitment to the program by being active in NCTE/IUP and becoming a student member and/or officer of NCTE or equivalent.

1) We will be reading current texts about pedagogy, writing and doing lessons and projects with feedback from instructor, peers, experienced teachers, and students, and preparing pre-professional portfolios.

2) By communicating with more experienced teachers in school situations and with students at different academic and chronological levels, this course will allow pre-service teachers to consider and to engage in authentic tasks for all students, students with diverse backgrounds and needs.

3) This course will focus particularly on the development and reflection of pre-service teachers as they analyze their own teaching practices to better understand how to empower their students to learn the English language arts effectively. We will also emphasize social justice issues, technoliteracy, and critical media literacy in the teaching of the English language arts.

Grading Summary

1. 30%--Discussion Leader/Original Responses
2. 30%--Working Portfolio (items a through e below)
3. 25%--Showcase Portfolio
4. 10%--Class Attendance, Preparation, and Participation
5. 5%--Demonstrating Professional Leadership
6. *10%--Mini-Teacher Work Sample for Post-bacs and MAs*

<u>Undergraduate:</u> A=100-93%, B=92.9-85%, C=84.9-74%, D=73.9-63%, F=62.9-0%

<u>Post-baccalaureate</u>: A=110-102%, B=101.9-93.5%, C=93.4-82.5%, D=82.4-77%, F=76.9-0%

1. **Discussion Leader/Original Responses**
   You will be writing a response and leading the discussion for the texts for this course and your assigned books. The weekly responses are worth up to 30% of the total grade--27% of the grade is for the responses--each time is a rating out of 3%: up to 2% for content (insightful reflection with page references and application, not summary--e.g., double-entry journal, lesson plan idea, memo, argument, letter, drawing with explanation, etc.); up to 1% for language (no more than two error patterns in SWE in 2 double-spaced pages or equivalent); and the additional up to 3% is for preparing and leading the class discussions with meaningful contributions that show clear comprehension, deep reflection, and advancement of topic, not just talking because it is your turn. If you are absent from class when a response is collected, you must email that assignment to me by that class day or no credit will be given; no one is to hand in your work for you. *Learning Outcomes/Course Objectives: 1, 3, 4, 5.*

2. **Working Portfolio**

a)   Teaching Philosophy/Emergent Pedagogy (6% of total grade--up to 2% each for first and second drafts, and 2% for final draft in Showcase Portfolio)

Write a clear teaching philosophy (*Learning Outcomes/Course Objectives: 1, 5*). See assignment explanation and guidelines below:

Throughout the semester we will write, revise, and revisit our pedagogy for the classroom three times: at the beginning of the semester, the mid-term, and for our final Showcase Portfolio. Your task is to describe in detail your pedagogy which should include how you will approach teaching secondary English and how you will manage your classroom. Your pedagogy should be student-centered and focused in the English language arts. In order to write your teaching philosophy, you might ask yourself, ÂWhat are my beliefs about students, teaching, and learning?and How do those beliefs create my pedagogy? When constructing your pedagogy, be sure to draw upon course readings or specific theories and practices, discussions, and field experiences.

b)   Oral Presentations with Reflections (Worth up to12% of the total grade)

 You will be preparing lesson plans based on reading assignments for weeks 2, 3, 4, 5, 6, 7, 10, 11, and 12.

1)   Design, write, and teach   demonstrating your knowledge from assigned chapters in the OiP5l5, 6, 96 Tm (1 0 (

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_____ **point 1. Description of a Learning Environment / Inclusive Context**

_____ **point 2. Planning for Instruction in Inclusive Settings: Unit Plan**

_____ **point 3. Planning for Instruction in Inclusive Settings: Selected Lesson Plans (2)**

_____ **point 4. Implementing Instruction: Evaluations by Supervisors**

_____ **point 5. Implementing Instruction: Self-Evaluations on Lesson Plans**

_____ **point 6. Assessment of Student Learning in Inclusive Settings: Design of Assessments**

_____ **point 7. Assessment of Student Learning in Inclusive Settings: Prediction of Impact on Student Learning (High, Middle, Low)**

_____ **point 8. Analysis of Student Learning: Formative and Alternative Assessments for Unit Plan**

_____ **point 9. Reflection on Teaching Effectiveness from Lessons taught in course and Feedback**

_____ **point 10. Reflection on Professional Growth from Course Requirements**

_____ **points TOTAL RUBRIC SCORE (10 possible points)**

Scoring Guide:

	NCTE/CAEP Standards	*Exceeds* *1*	*Acceptable High* *.75*	*Acceptable Low* *.5*	*Unacceptable* *.25*
Description of Learning Environment /Inclusive Context	*V. 2*	*Description consists of a full, detailed description of a possible school site and student body.*	*Description includes relevant information about the school and students.*	*Description includes basic information about the school site and students.*	*Description is incomplete and/or missing key information.*
Planning for Instruction in Inclusive Setting: Unit Plan	*I. 1 2* *II. 1 3* *III. 1 6* *IV. 1 4* *V. 1 2*	*Unit plan follows required format. Unit plan addressed required NCp21256 1 1j ET BT 8125t122.59 31 0 0.2126 340.13 Tm (Tf 1 0 0.a/F4 5.4)Tj ET BT /iv 216.19 Tm (t. Uni6 340.13 Tm (T0.a/F4 5.4) cET*			

Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments*
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.

Rationale for Proposal (Required Questions from CBA)
How is/are the instructor(s) qualified	
in the Distance Education delivery	
method as well as the discipline?	
For each outcome in the course, describe	
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Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iu./ed Undergraduate*

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File	Modified
Microsoft Word Document Key Assessments for post-bac 2016 final.docx	Sep 27, 2016 by Dr. Linda C. Norris

- Drag and drop to upload or browse for files

Narrative Description of the **Required Content**	*How the proposal relates to the Education Major* The proposed EDUC 452 552 dual-listed course will be a required course for students entering the new post-baccalaureate program in secondary English, grades 7-12 that was approved by the Pennsylvania Department of Education (PDE) in April, 2016.

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Please submit an ihelp if you have any questions http://ihelp.iup.edu