Code # ED48 (2014) REV2

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

MLED 4002

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Methods and Materials for Teaching English Language Arts

Methods Materials for Tch ELA

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

Yes, this course will be dual listed with MLED 5002 for our Masters of Arts in Teaching Degree Program. Course to be developed with the revision of the MAT program to bring it into compliance with Arkansas Department of Education licensure changes.

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

no

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures, and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

MLED 3043, MLED 3053, Admission to the Teacher Education Program, Co-requisite: MLED 4109, MLED 4042, One of the following specialty courses: MLED 4012, MLED 4022, MLED 4032.

b. Why?

Background knowledge developed in these courses is needed for understanding the content, pedagogy, and strategies of the course.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Email Address, Phone Number)

Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

11. Proposed Starting Term/Year

New program begins Fall 2015, first time this course offered is Fall 2016

12. Is this course in support of a new program? No

If yes, what program?

No

13. Does this course replace a course being deleted? Yes

If yes, what course?

MLED 4013

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Students will analyze structures of grammar and the work of writers, then create their own writing models and grammar-in-context lessons for young adolescents in order to effectively implement an integrated approach for grammar instruction. Both writing and thinking at the higher levels are required.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department’s goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

**This course supports the Arkansas Department of Education’s competencies for middle level education.**

**Specifically, the course will address the following Learning to Teach, Teaching to Learn Conceptual Framework Standards**

Diversity

Communication Skills

Curriculum

Subject Matter

Teaching Models

Assessment

**Specifically, the course will address the following Association of Middle Level Education Standards**

Standard 1: Young Adolescent Development

Element a: Knowledge of Young Adolescent Development

Element b: Knowledge of the Implications of Diversity on Young Adolescent Development

Element c: Implications of Young Adolescent Development for Middle Level Curriculum and Instruction

Element d: Implications of Young Adolescent Development for Middle Level Programs and Practices

Standard 2: Middle Level Curriculum

Element a: Subject Matter Content Knowledge

Element b: Middle Level Student Standards

Element c: Interdisciplinary Nature of Knowledge

Standard 4: Middle Level Instruction and Assessment

Element a: Content Pedagogy

Element b: Middle Level Instructional Strategies

Element c: Middle Level Assessment and Data-informed Instruction

Element d: Young Adolescent Motivation

**Specifically, the course will address the following InTASC Standards**

The Learner and Learning

Standard 2: Learning Differences

Standard 3: Learning Environments

Content

Standard 4: Content Knowledge

Standard 5: Application of Content

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

c. Student population served.

middle level education candidates

d. Rationale for the level of the course (lower, upper, or graduate).

This course is taken during the same semester as the MLED 4109 Teaching Internship in order to facilitate integration of the methods and materials of teaching English and Language Arts with actual classroom teaching.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: *Interview with teacher about approach(es) to teaching grammar;* Analysis of perspectives on grammar and grammar instruction; Noden’s approach: teaching grammar as part of the writing process and studying the masters.

Week 2: Syntactic Structures—the 5 brushstrokes.

Week 3: Keeping a Writer’s Sketchbook; Exploring strategies: Combining phrases & clauses; dialogue; image/word relationships; writing time—all using real-life media and/or work from master writers.

Week 4/5: Developing a writer’s portfolio; Exploring strategies continued: Parallel structures ; Personal voice; Special effects with punctuation; Adding specific details through poetry; Linking grammar to meaning; Writing time—all using real-life media and/or work from master writers. *Structured observations of writing portfolio development in the classroom.*

*Week 6: Students observe and reflect on implementation of grammar-in-context lessons and/or plan and co-teach a grammar strategy in field placement/internship.*

Week 7: Patterns of fiction—story grammar and scenes; Painting characters; *Co-teach or individually teach lessons using specific mentor texts.*

Week 8-13: Internship II (in the field)

Days not in the field during Week 8-13:

* Archetypes of Fiction; Writing time for completed fiction piece; Develop revision checklist; *Co-teach revision mini-lessons in school* . Patterns of Non-fiction—Leads/conclusions; Thesis development; *Application in full-time teaching*
* Examining a feature article and multi-genre research paper; Develop one of your own—writing time and development of a revision checklist for non-fiction pieces; *Application in full-time teaching*
* *Students observe and reflect on lessons in non- fiction writing and/or plan and co-facilitate a portion of a workshop on writing a non-fiction piece*
* *Full-time experience at school and analysis of school students’ writing portfolios or culminating writing outcomes;*

---Outside of class: Writing time for writer’s sketchbook or Development of writing portfolio------

Week 14: Student-led/peer conferencing and sharing on Writing Portfolios at university; Seminar 2

Week 15: Evaluation of Writing Portfolios and Final Exam; Seminar 3

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Writer’s Sketchbook; Writer’s Portfolio; Writing Workshop lesson/facilitation plans; Reflective writings; Fiction and Non-fiction writings; Final exam

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Students will be in a school-based internship throughout the semester rehearsing some of the strategies learned in the course; they will come back to campus occasionally for instruction and the instructor may also visit them at their field sites.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No.

20. What is the primary intended learning goal for students enrolled in this course?

Students will be able to teach English/Language Arts in grades 4-8.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Noden, H.R. (2011). *Image grammar: Teaching grammar as part of the writing process.* Portsmouth, NH: Heinemann.

b. Number of pages of reading required per week: 20-30 pages

c. Number of pages of writing required over the course of the semester: Approximately 70 pages (both formal and informal; both handwritten and typed)

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Writing Portfolio

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will be able to develop effective writing and grammar lesson plans for early adolescent learners

Learning Activity:

Through readings from the textbook, experiences in public school classroom settings, and from personal writing experiences, students will explore Noden’s philosophical stance on teaching grammar-in-context while considering their prior attitudes toward teaching grammar.

Assessment Tool:

Students will develop writing and grammar lessons, which will be evaluated by the instructor using a rubric.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**~~MLED 4013. Methods and Materials for Teaching Language Arts and Social Studies in the Middle Grades~~**

~~Methods course using language arts as an integrating factor in social studies content. Application of integrated teaching activities required. Three clock hours of fieldwork required. Prerequisites, Admission to the Teacher Education Program, MLED 3002, MLED 3003, MLED 3004, Pre- or corequisite, MLED 3073. Fall.~~

**MLED 4002 Methods and Materials for Teaching English Language Arts**

Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures, and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction. Prerequisites, MLED 3043, MLED 3053, Admission to the Teacher Education Program, Co-requisite MLED 4042, MLED 4109. Co-requisite: MLED 4109, MLED 4042, One of the following specialty courses: MLED 4012, MLED 4022, MLED 4032. Fall.

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