Code # ED46 (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)

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| **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.* |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 3063

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).

Teaching Writing in the Middle School

Teaching Writing in MS

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)?

No

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.

Examination of effective approaches for teaching writing; rehearsal of writing processes appropriate for writing instruction in the middle grades.

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?

Admission to the Teacher Education Program

b. Why?

This course is specifically developed for an audience of middle level teacher candidates

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

Spring, Summer

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](mailto:Rtowery@astate.edu) . 870-972-3059

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11. Proposed Starting Term/Year

Spring 2016

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

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? ??

*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)

As a specialty course for teacher candidates who are preparing to teach English Language Arts and writing, they will be expected to: 1. Recognize and describe how writing in classrooms should mimic writing in the real world; 2. Identify the processes and organization of a writing workshop classroom; 3. Act as a writer and a model for effective writing by displaying teacher-written examples of narrative, informative, and persuasive writing pieces; 4. Examine effective revision and conferencing strategies for adolescent writers.

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

Classroom Management

Assessment

Reflective Teaching

**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 3: Middle Level Philosophy and School Organization

Element b: Middle Level Organization and Best Practices

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

Standard 5: Middle Level Professional Roles

Element b: Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices

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

The Learner and Learning

Standard 1: Learner Development

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

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c. Student population served.

Middle level education candidates

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

This course is an upper level course because it builds on pre-requisites and is designed to prepare middle level education candidates for their senior internship experiences.

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: Introduce daily journaling possibilities related to real-world events and lives of middle grade students; students will take turns leading the class in daily journaling events based in theoretical traditions of journaling (Goldberg; Atwell); Introduction of recursive writing processes—where do students start? Where do they end?

Week 2: Considering Common Core ELA State Standards and NCTE Standards; Genres of writing (including writing for tests); Writing Workshop Organization and Facilitation (Lane; Robb)

Week 3: Mentor Texts and Routines that Work

Week 4: Modes of Prewriting; Writing Marathons and Walkabouts; Collecting ideas to write about

Week 5: Drafting—considerations of engagement, time, and social interaction

Week 6: Develop drafts of a narrative, informative, and persuasive piece alongside mentor texts for each.

Week 7: Development of drafts continued; Author’s Chair read aloud events to develop author questions

Week 8: Application of revision ideas for each type of writing; Writing group protocols and outcomes (Lane; Robb; NWP)

Week 9: Application of revision ideas for each type of writing continued

Week 10: Revisions shared through conferencing activities

Week 11: Revisions shared through conferencing activities

Week 12: Publish writing process for one writing piece in a digital form and post on our wiki/blog.

Week 13: Expressions of poetry; Daily journals turned into poetic forms

Week 14: Multi-genre writing—how to blend poetry into narrative, informative and persuasive writing

Week 15: Final Exam

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

Daily journaling; collection of mentor texts; writing pieces complete with all steps of each individual’s process, from prewriting to revision experiences to conferencing and publication; publication of digital writing process portfolio; illustration of a writing workshop classroom

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

None

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 learn about writing workshop and learn to adapt their writing processes to be utilized as models for early adolescent writers.

21. Reading and writing requirements:

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

Robb, L. (2010). [*Teaching middle school writers*](http://college.heinemann.com/shared/products/E02657.asp)*: What every English teacher needs to know*. Boynton/Cook.

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

c. Number of pages of writing required over the course of the semester: 40-50 pages, 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: Digital Writing Process 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 develop a model of a Writing Workshop classroom, depicting the characteristics that make it effective for middle level writers.

Learning Activity:

Students will practice being writers in a writing workshop classroom.

Assessment Tool:

Creation and showcasing of a model of a writing workshop classroom with captions and descriptions; assessed with a rubric that clearly delineates the qualities of writing workshop.

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 3063 Teaching Writing in the Middle School

Examination of effective approaches for teaching writing; rehearsal of writing processes appropriate for writing instruction in the middle grades. Prerequisite: Admission into Teacher Education Program. Spring, Summer.