# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ELED 527 MAT Teaching Writing Practicum** |  |
| [Replacing](#Ifapplicable)  | **ELED 527 Language ARts in the Elementary School** |
| A.2. [Proposal type](#type) | **Course: revision**  |
| A.3. [Originator](#Originator) | **Martha Horn** | [Home department](#home_dept) | **Elementary Education** |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to change the name of the course. Previously, ELED 527 was called: Language Arts in the Elementary Classroom. In that course, the language arts (listening, speaking, reading and writing) were taught through the content of writing instruction, however, the focus on the teaching of writing was not explicit in the title. The content of the course has not changed. Rather, the course is renamed to reflect its focus.The Master of Arts in Teaching Committee has carefully examined its literacy courses as they align with expectations of elementary school teachers, and state and national standards for students. Research in the teaching of writing has shown that writing in and of itself, for its own sake, is critical in elementary school (Graves, 1982; Newkirk, 2007), yet few teacher education programs offer courses that focus specifically on the teaching of writing (Graves, 1978, 1993). Most often, writing instruction is presented in one or two class sessions as part of a literacy course, and “literacy” usually implies: reading. The expectation is that MAT teacher candidates graduate with knowledge of writing as reciprocal to reading, in the broader field of literacy instruction. ELED 527 MAT Teaching Writing Practicum focuses on writing instruction that meets state and national literacy standards |
| A.5. [Student impact](#student_impact) | The renaming of this course to reflect its content makes its focus clear to teacher candidates; it also makes it clear to potential employers that the teacher candidate has taken this literacy course that focuses, specifically, on the teaching of writing. |
| A.6. Impact on other programs | NO |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | No impact |
| [*Library*:](#library) | No impact |
| [*Technology*](#technology) | Classrooms with technology tools such as document cameras, white boards, iPads will be needed to meet the RIDE recommendations of integrating more technology into the program. |
| [*Facilities*](#facilities): | No impact |
| Promotion/ Marketing needs  | None |
| A.8. [Semester effective](#Semester_effective) | Fall, 2019 | A.9. Rationale if sooner than next  |  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **ELED 527** | **ELED 527** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Language Arts in the Elementary School** | **MAT Teaching Writing Practicum** |
| B.4. [Course description](#description)  | The role of language arts in elementary schools and the development of teaching/learning strategies to teaching language arts to all children are examined, including special populations.  | This field-based experience focuses on writing as a craft and how it develops in elementary school children. Teaching and learning strategies are examined for all children, including special populations. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  | **|**  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| explain the central place of oral language in writing |  | Final Role Play / Discussion Board / Class Discussion / illustrated in teaching |
| illustrate, through teaching, the roles of listening, speaking, and reading in the teaching of writing |  | Teaching writing in classrooms/lesson plans |
| plan instruction that illustrates and appropriately explains why we write (to be surprised, to understand, to figure out, to communicate, to teach, to remember, to entertain, to express, to inform, to argue, to persuade . . .) |  | Mini lessons / lesson plans in the teaching of writing;Final role playClick Tab from here to add rows |
| plan instruction that makes it possible for children to write in a variety of genre (narrative, expository, poetry, fiction, reviews . . .) and for particular purposes and audiences |  | Lessons in the teaching of writing / lesson plans |
| draw on a developing repertoire of strategies to effectively teach craft of writing and conventions of the English language |  | Lessons in the teaching of writing/lesson plans/morning meeting and/or interactive writing |
| explain and illustrate reciprocal nature of writing and reading: why writing needs reading |  | Mini lessons/interactive read aloud |
| define each of the following terms and illustrate how each is applied and practiced in the teaching of writing: phonics, phonemic awareness, vocabulary, fluency, comprehension, concepts about print, interactive writing, interactive reading |  | Final role play / lessons on writing words/ interactive writing  |
| explain how these practices align with national and state standards in writing, grades 1-6 (Common Core Standards for Writing--Listening/Speaking/Reading; NCTE Standards; ACEI Standards; Conceptual Framework of the FSHDP; RIPTS) |  | CCSS assignment / final role play / class discussions |
|  |  |  |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. What is writing?
	1. Why we write
	2. Teacher as Writer
	3. The recursive process of writing
	4. The development of writing in young children
	5. Goals for Writers
2. Theory and History of Writing Instruction
	1. Britton, J., Appleby, A, Emig, J., Murray, D., Graves, D., Bissex, G.
3. Essentials of the Teaching of Writing
	1. Time
	2. Choice
	3. Response
4. The Reciprocal Nature of Writing: Why writing needs reading; why reading needs writing
	1. Children’s literature in the teaching of writing
5. Structuring the Writing Classroom
	1. The Writing Workshop
	2. Tools for writers
	3. Organizing materials for writing
6. Conferring with Writers
	1. Listening as teaching
	2. Teaching one-to-one
7. Record Keeping / Assessment / Data
	1. Daily conference record
	2. Cumulative Writing Record
	3. Growth as a Writer

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature) | Date |
| --- | --- | --- | --- |
| Martha Horn | Program Director of MAT |  | 2/19/19 |
| Carolyn Obel-Omia | Chair of Elementary Education |  | 2/19/19 |
| Julie Horwitz / Gerri August | Dean of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Sarah Hesson | TESL |  |  |
| Ying Hui-Michael | SPED |  |  |
|  |  |  | Tab to add rows |