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

## Cover page

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1. Course | **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/MAT** | |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to change the title of the course and to update the course description.  Previously, ELED 527 was called: Language Arts in the Elementary Classroom. In the course, the language arts (listening, speaking, reading and writing) were taught through the content of writing instruction but the focus on teaching writing was not explicit in the title, or the course description (only in the syllabus). The content of the course has not changed; rather, we propose renaming the course to reflect its focus. The revised course description makes the focus on writing explicit, and the revised title is consistent with the titles of the other practicum course.  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 an essential component of literacy learning 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 with 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. The revised title and description of ELED 527 now make the focus on teaching writing clear. | | | | | |
| 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 completed a literacy course that focused, 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, 2020 |  | |  | | |

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. | In this field-based course, teacher candidates learn the art and craft of writing, how it develops in elementary school children, and how to teach craft and conventions of writing. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) | **F, as needed** | **F** |
| FB.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 |  | |

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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](mailto: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 |  | 10/9/19 |
| Carolyn Obel-Omia | Chair of Elementary Education |  | 10/9/19 |
| Jeannine Dingus-Eason | 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 |
| --- | --- | --- | --- |
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