# GRADUATE CURRICULUM COMMITTEE (GCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

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| A.1. [Course or program](#bookmark=id.30j0zll) | **New course: SED 517: Critical Writing and Teaching in School** | | |  |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | **Course creation****: (for FSEHD MAT Secondary Education Program)** | | |
| A.3. [Originator](#bookmark=id.2et92p0) | **Lesley Bogad** | [Home department](#bookmark=id.3dy6vkm) **Educational Studies** | | |
| A.4. [Context and Rationale](#bookmark=id.1fob9te) | This is the fifth course in the pedagogical sequence of the MAT Secondary Education program. This course is the first practicum course exclusively taken by English education majors and candidates and teachers seeking a middle level endorsement in English.  SED 517 focuses on the art and craft of teaching writing in English classes in middle and high schools. In order to be a strong teacher of writing, teachers must be writers themselves. Therefore, this class attends to candidates in those two interdependent roles. We address the roles of drafting, crafting, coaching, responding, and evaluating writing for specific rhetorical situations in both the analog and digital realms.  Writing is not just a tool for communication and literacy, but is also critical to positively addressing oppression and social change. Candidates will learn different rhetorical approaches to writing, with specific emphasis on feminist and critical theories. We will also address the writing gifts and needs of students with various life experiences, languages, and literacy practices.  This practicum course will involve a 30-hour clinical preparation component in which students will plan and implement lessons based on concepts, approaches, and strategies explored in class, specifically adapted to emergent bilingual students. | | | |
| A.5. [Student impact](#bookmark=id.2jxsxqh) | Students in the English education program take this course as part of the methods sequence which is part of the overall redesign. | | | |
| A.6. [Impact on other programs](#bookmark=id.z337ya) | This course will be required of all students in the MAT Secondary Education Program with concentration in English. | | | |
| A.7. [Resource impact](#bookmark=id.3j2qqm3) | [*Faculty PT & FT*](#bookmark=id.1y810tw): | **FSEHD faculty will teach this course.** | | |
| [*Library*:](#bookmark=id.4i7ojhp) | **None** | | |
| [*Technology*](#bookmark=id.2xcytpi) | **None** | | |
| [*Facilities*](#bookmark=id.1ci93xb): | **None** | | |
| A.8. [Semester effective](#bookmark=id.gjdgxs) | **Fall 2020** |  |  | |

B. [NEW OR REVISED COURSES](#bookmark=id.3whwml4)

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|  | New |
| B.1. [Course prefix and number](#bookmark=id.2bn6wsx) | **SED 517** |
| B.3. [Course title](#bookmark=id.qsh70q) | **Critical Writing and Teaching in School** |
| B.4. [Course description](#bookmark=id.3as4poj) | In this practicum course, candidates will learn tools and techniques for writing and teaching writing using the arts and digital literacies. Focus is on teaching non-native speakers of English. |
| B.5. [Prerequisite(s)](#bookmark=id.1pxezwc) | Successful completion of SED 503 and 516; English GPA of 3.0 |
| B.6. [Offered](#bookmark=id.49x2ik5) | **Spring | |** |
| B.7. [Contact hours](#bookmark=id.2p2csry) | **4** |
| B.8. [Credit hours](#bookmark=id.147n2zr) | **4** |
| B.9. [Justify differences if any](https://docs.google.com/document/d/1_zJQxH0uG2sCFqQvkRObkMbuBxxvUOcvfcJ0QnEhw0c/edit#bookmark=id.2xcytpi) | 3 weeks or equivalent (per the new RIDE regulations) of level 3 clinical preparation will be in addition to the 4 hours of contact time.  Definition of Level 3 clinical preparation: - Practicum. At this higher level phase, teacher candidates hone their skills in teaching small groups and whole classes of students under the guidance, support, and supervision of highly skilled educators. They learn how to collect, assess, and use data to inform instruction, know state and national standards and how to align them with their teaching, and begin to develop a repertoire of effective teaching strategies. They observe and actively collaborate with their cooperating teacher. They participate in designing the environment for independence, where each person is a valued member of a community of learners. |
| B.10. [Grading system](#bookmark=id.3o7alnk) | **Letter grade |** |
| B.11. [Instructional methods](#bookmark=id.23ckvvd) | **| Lecture | Small group | Individual | Clinical preparation** |
| B.12.[Categories](#bookmark=id.ihv636) | **Required for Program | Required for Certification** |
| B.15. [How will student performance be evaluated?](#bookmark=id.32hioqz) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes | Projects |** |

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| B.18**.** [**Course learning outcomes**](#bookmark=id.35nkun2)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#bookmark=id.lnxbz9)**, if relevant** | [**How will each outcome be measured**](#bookmark=id.26in1rg)**?** |
| * Build confidence in yourself as a writer and teacher of writing by consciously developing your writing processes and supporting others as they do the same. | FSEHD 3  \*RIPTS 2 | * Writing History * Meaningful Writing Project |
| * Recognize that writing is a nonlinear, recursive process that varies according the rhetorical situation and the writer. | FSEHD 1  RIPTS 4 | * Active class engagement: discussions, weekly blogs or journal posts * Read-Around Groups * Meaningful Writing Project |
| * Value and teach to the diverse writing interests, attitudes, and abilities of youth, especially emergent bilinguals. | FSEHD 2  RIPTS 3, 4 | * Active class engagement: discussions, weekly blogs or journal posts * Meaningful Writing Project * Clinical preparation/lessons (using the \*\*RI-ICEE) |
| * Develop instructional strategies that utilize students’ interests and literacy practices, including digital literacies. | FSEHD 3, 4  RIPTS 3,4 | * Active class engagement: discussions, weekly blogs or journal posts * Clinical preparation/lessons (using the \*\*RI-ICEE) * Meaningful Writing Project |
| * Analyze the strengths and weaknesses of various theoretical approaches to writing instruction and the roles writing teachers play. | FSEHD 2, 3  RIPTS 6 | * Active class engagement: discussions, weekly blogs or journal posts * Clinical preparation/lessons (using the \*\*RI-ICEE) |
| * Understand, articulate, and put into practice writing strategies that are research-based and meet NCTE and Common Core standards for writing instruction. | FSEHD 4  RIPTS 1, 11 | * Active class engagement: discussions, weekly blogs or journal posts * Clinical preparation/lessons (using the \*\*RI-ICEE) * Meaningful Writing Project |
| * Develop strategies for responding to, assessing and evaluating writing in the classroom. | FSEHD 1  RIPTS 9 | * Clinical preparation/lessons (using the \*\*RI-ICEE) * Meaningful Writing Project |

\*RIPTS: Rhode Island Professional Standards

\*\* the RI-ICEE is the required observation instrument used throughout the FSEHD and based on RIDE standards.

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| B.19. [**Topical outline**](#bookmark=id.1ksv4uv)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Writing inquiry and identity**    1. Determining what it means to be a writer and writing teacher    2. Engaging in read-around groups    3. Developing a writing history narrative 2. **The politics of teaching writing**    1. Reviewing various theoretical approaches to writing    2. Analyzing the \*Common Core Standards and \*\*NCTE standards 3. **Making writing meaningful through the writing process**    1. Engage in brainstorming, drafting, crafting, sharing, responding, revising, and editing    2. Using analog and digital tools and strategies to teach writing processes 4. **Honoring multiple literacies**    1. Reviewing how the arts, including music, visual, and dance can be included in writing instruction    2. Focusing on how different groups and individuals have different literacy practices 5. **Responding to student writing: sharing, responding, coaching, assessing**    1. Working with non-native speakers of English to enhance their writing through translanguaging in clinical preparation    2. Learning the differences of teacher-as-writing coach and teacher as assessor or judge   \*Common Core Standards are used by RI public schools and the RICAS (required standardized tests) are based on these standards  \*\*NCTE: National Council of Teachers of English standards: these are recommended standards from the national accrediting body of English teachers that RIDE uses. |
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##### D.1. Approvals:

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| Name | Position/affiliation | [Signature](#_heading=h.1hmsyys) | Date |
| Jeannine Dingus-Eason | Dean, FSEHD |  |  |
| Lesley Bogad | Chair, Educational Studies |  |  |

##### D.2. [Acknowledgements](#bookmark=kix.zibvhz562lp0): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#_heading=h.1hmsyys) | Date |
| Earl Simson | Dean, FAS |  |  |
| Alison Shonkwiler | Chair, English |  |  |

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