# 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 518: Social Justice Teaching in English Education** | | |  |
| 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 seventh course in the pedagogical sequence of the MAT Secondary Education program, following SED 517, which focuses on the teaching of writing. This course is the Practicum II for English Education and occurs in the semester prior to student teaching. It builds on the skills and practices learned in the pedagogical sequence with a focus on three main lines of inquiry and practice: critical and culturally relevant approaches to teaching English Language Arts (ELA), the teaching of reading, and dialogic teaching. This four credit/fourteen week course will be taken by all candidates in secondary English education.  In SED 518, candidates will review and discuss some of the key readings on critical and culturally relevant pedagogies in ELA, with a particular focus on merging educational theory and practice to support teaching and learning in economically, racially, culturally, and linguistically diverse schools. Candidates will learn how to tailor curriculum, pedagogy, and community building strategies to the strengths and needs of students from a range of backgrounds with expansive cultural and linguistic repertoires. At the same time, candidates will explore the field of critical pedagogy, learning how to design and implement lessons and techniques that encourage a questioning of unequal power relations and social problems in and beyond the school walls.  A second key feature of the course will be an emphasis on the teaching of reading. Candidates will explore various strategies for text selection, scaffolding, differentiated instruction, supporting struggling and reluctant readers, purposeful questioning, and ways of making real world connections between texts and students lives. We will focus on a range of texts (poetry, novels, plays, multimedia, websites, film, as well as informational and nonfiction texts).  Third, candidates will study and practice techniques around generating dialogue and discussion in the ELA classroom. Candidates will practice teacher-led facilitations and presentations (or mini-lessons), as well as, for instance, approaches like student-centered discussions, problem posing methodologies, co-generative dialogues, and collaborative descriptive inquiry. Candidates will also explore questioning strategies, providing meaningful feedback, small/large group work, and activities (e.g. “fishbowls” and Socratic seminars).  This practicum-style 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.  The main goal of this course is for candidates to link theory and practice in order to develop everyday techniques for enacting an effective social justice-oriented classroom pedagogy in ELA. | | | |
| A.5. [Student impact](#bookmark=id.3j2qqm3) | Students in the MAT Secondary Education programs take this course as part of the methods sequence which is part of the overall redesign. | | | |
| A.6. [Impact on other programs](#bookmark=id.1y810tw) | This course will be required of all students in the MAT Secondary Education Program with concentration in English. | | | |
| A.7. [Resource impact](#bookmark=id.4i7ojhp) | [*Faculty PT & FT*](#bookmark=id.2xcytpi): | **FSEHD faculty will teach this course.** | | |
| [*Library*:](#bookmark=id.1ci93xb) | **None** | | |
| [*Technology*](#bookmark=id.3whwml4) | **None** | | |
| [*Facilities*](#bookmark=id.2bn6wsx): | **None** | | |
| A.8. [Semester effective](#bookmark=id.gjdgxs) | **Fall 2020** |  |  | |

B. [NEW OR REVISED COURSES](#bookmark=id.qsh70q)

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|  | New |
| B.1. [Course prefix and number](#bookmark=id.3as4poj) | **SED 518** |
| B.3. [Course title](#bookmark=id.1pxezwc) | **Social Justice Teaching in English Education** |
| B.4. [Course description](#bookmark=id.49x2ik5) | Students connect critical and culturally relevant pedagogies to everyday classroom strategies and techniques. Students will focus on community-building, dialogical methods, and the teaching of reading.  Clinical preparation (3 weeks or equivalent). |
| B.5. [Prerequisite(s)](#bookmark=id.2p2csry) | **SED 517** |
| B.6. [Offered](#bookmark=id.147n2zr) | **Fall** |
| B.7. [Contact hours](#bookmark=id.3o7alnk) | **4** |
| B.8. [Credit hours](#bookmark=id.23ckvvd) | **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.ihv636) | **Letter grade |** |
| B.11. [Instructional methods](#bookmark=id.32hioqz) | **| Lecture | Small group | Individual | Clinical Preparation** |
| B.12.[Categories](#bookmark=id.1hmsyys) | **Required for Program; Required for Certification** |
| B.15. [How will student performance be evaluated?](#bookmark=id.41mghml) | **Attendance | Class participation | Field Observations | Presentations | Papers |**  **Class Work | Projects | Teacher Candidate mini Work Sample: unit plan and RI-ICEE-aligned lessons** |

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| B.18**.** [**Course learning outcomes**](#bookmark=id.44sinio)**: List each one in a separate row** | **Professional Org.Standard(s)** | [**How will each outcome be measured**](#bookmark=id.35nkun2)**?** |
| * Reflect on their social locations, identities, and material conditions, as well as shifts in their emerging professional skill set: strengths, areas for growth, aspirations, and pedagogical knowledge. They will make connections between this reflective knowledge and the ongoing development of their identities as teachers. | FSEHD 3, 4, 6  RIPTS 1, 8, 10 | Written reflections |
| * Actively contribute to building a positive and mutually supportive classroom community. | FSEHD 5, 6  RIPTS 7, 10 | Participation; student-led facilitations |
| * Link theory and practice (i.e. praxis) by synthesizing their understanding of critical and culturally responsive pedagogies with concrete practices around teaching strategies, standards- and data-based instruction, technology, classroom/school environments, and connecting to families and communities. | FSEHD 1, 2, 4, 5  RIPTS 1, 5 | Class discussion; written reflections; mock lessons; student-led facilitations; TCmWS; RI-ICEE-aligned lesson plan |
| * Apply critical and culturally responsive pedagogies in their work with youth around reading and dialogue | FSEHD 1, 2, 3, 4  RIPTS 1, 3, 4, 5 | Class discussion; mock lessons; student-led facilitations; TCmWS; RI-ICEE-aligned lesson plan |
| * Plan for instruction and create varied assessments that draw on and deepen/expand student literacy practices. These will be grounded in theory and aligned to state and national standards | FSEHD 1, 2, 4  RIPTS 1,2, 5,9 | Class discussion; mock lessons; student-led facilitations; TCmWS; RI-ICEE-aligned lesson plan |
| * Develop critical literacy practices as the means for analyzing myriad texts, including the canon, multicultural texts, web-based materials, and various forms of media and popular culture | FSEHD 1, 2, 4  RIPTS 1,2,5,8,9 | Class discussion; mock lessons; written reflections; TCmWS; RI-ICEE-aligned lesson plan |
| * Develop critical pedagogy techniques and practices for facilitating classroom dialogue around a range of topics | FSEHD 1, 2, 4  RIPTS 2,3, 4,5 9 | Mock lessons; TCmWS; RI-ICEE-aligned lesson plan |
| * Create appropriate and effective learning goals and objectives for a specific, culturally diverse group of students | FSEHD 1, 2, 4  RIPTS 2, 3, 4,5 | TCmWS; RI-ICEE-aligned lesson plan |

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| * Design an appropriate and effective assessment plan for a specific, culturally diverse group of students that includes differentiation, scaffolding, and frontloading so that all students have opportunities to succeed | FSEHD 1, 2, 4  RIPTS 2, 3, 4, 9 | TCmWS |
| * Create an appropriate and effective Design for Instruction (reading unit plan) for a specific, culturally diverse group of students | FSEHD 1, 2, 4  RIPTS 2, 3, 4, 6 | TCmWS |
| * Utilize technology effectively in planning and implementation of lesson plans | FSEHD 1, 2, 4  RIPTS 2, 4 | Student-led facilitations and workshops; TCmWS |

\* the RI-ICEE is the required observation instrument used throughout the FSEHD and based on Rhode Island Professional Teaching Standards (RIPTS).

\*TCmWS stands for the Teacher Candidate mini Work Sample, a summative assessment that involves designing an entire unit plan including individual lessons and assessments.

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| B.19. [**Topical outline**](#bookmark=id.2jxsxqh)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Critical and culturally responsive pedagogies** 2. What are these educational theories and why do we need them as teachers? 3. How culture and power are interconnected in the ELA classroom and what this means for youth, families, and communities. 4. What it means to take a critical and culturally responsive approach to ELA pedagogy; how to operationalize theory in everyday practice. 5. **Teaching Reading** 6. Teaching reading from a culturally relevant and critical pedagogical perspective 7. Text selection and other curricular concerns 8. Scaffolding and differentiating reading instruction 9. Investigating issues of power and representation in a range of texts and literacy practices 10. **Dialogue and Discussion in the English Language Arts classroom** 11. Dialogic teaching from a culturally relevant and critical pedagogical perspective 12. Questioning strategies 13. Facilitating discussions 14. Designing small group and whole class activities |
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##### D.1. Approvals:

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| Name | Position/affiliation | [Signature](#_heading=h.2grqrue) | Date |
| Jeannine Dingus-Eason | Dean, FSEHD |  |  |
| Lesley Bogad | Chair, Educational Studies |  |  |

##### D.2. [Acknowledgements](#bookmark=kix.khf576y4qv7b): 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.2grqrue) | Date |
| Earl Simson | Dean, FAS |  |  |
| Alison Shonkwiler | Chair, English |  |  |

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