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OCT 24 2014

**Course Information**

Date Submitted: 2/14/2014

Current Prefix and Number: EDC - Curriculum and Instruction , EDC 447 APPS OF TCHNG MIDDLE LEVEL ENGLA

Other Course:

Proposed Prefix and Number: EDC 537

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course? No

**1. General Information**

a. Submitted by the College of: EDUCATION

b. Department/Division: Education Curriculum &amp; Instr

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Laurie Henry

Email: lauriehenry@uky.edu

Phone: 257-7399

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: APPLICATIONS OF TEACHING MIDDLE LEVEL ENGLISH LANGUAGE ARTS

Proposed Title: Advanced Applications of Teaching Writing

c. Current Transcript Title: APPS OF TCHNG MIDDLE LEVEL ENG LA

Proposed Transcript Title: ADV APPS OF TCHNG WRITING

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 1

CLINICAL: 2

Proposed Meeting Patterns

LECTURE: 1

CLINICAL: 2

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course promotes the thoughtful examination of writing instruction at the middle level. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of middle level students (grades 5-9). Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is in conjunction with an eight-week field experience, consisting of approximately 2.5 weeks at the start of the semester and 5.5 weeks during the middle of the semester. Candidates will also attend their field placement at other times (e.g., district pre-planning, flexible Fridays) during the semester.

Proposed Course Description for Bulletin: This course promotes the thoughtful examination of writing instruction at the middle and high school levels. Throughout the course, learners are introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current research in the field, this course explores such topics as writers workshop, conferencing, assessment of struggling writers, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is offered in conjunction with an eight-week clinical field experience.

2j. Current Prerequisites, if any: EDC 347 or permission of instructor.

Proposed Prerequisites, if any: EDC 347, graduate standing, or permission of instructor

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Core content is being expanded to provide an increased emphasis on teaching writing at the high school level. Additionally, changing from a 400-level to a 500-level course will provide increased opportunities for students enrolled in multiple programs (e.g. Middle Level Teacher Preparation, Secondary English Certification and Masters in Literacy program) to utilize this course as one of their literacy course requirements specific to the study of writing while not requiring additional instructional resources beyond the current departmental faculty.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Yes. Middle Level Teacher Preparation Program in Department of Curriculum and Instruction will need to change course requirements to reflect change in course number from EDC 447 to EDC 537.

5b. Will modifying this course result in a new requirement of ANY program? Yes

If YES, list the program(s) here: Literacy masters program in the Department of Curriculum & Instruction

6. Check box if changed to 400G or 500: Yes

## Distance Learning Form

Instructor Name: Dr. Laurie Henry

Instructor Email: lauriehenry@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: Yes

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will also be available via email, phone, and online conferencing (e.g. Google Hangout or Skype) for consultation with students outside of class meeting times. The syllabus conforms to university expectations for distance learning.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Course goals, readings, assessments/assignments, and clinical experiences are identical to those offered in the classroom-based version of the course. The only thing that is changed is the format of course meetings.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The integrity of student work is ensured by having a password-protected Learning Management System (LMS) for the course (e.g. Blackboard or Canvas). No exams are offered; all written work is submitted electronically to the instructor for grading. The academic integrity policy is stated in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes

If yes, which percentage, and which program(s)? Over 50% of courses in the literacy masters program in Curriculum & Instruction will be offered through distance learning.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about how to access support through UKIT and disability services/student support services will be provided in the syllabus. If any students have hearing or visual impairments, the instructor will work directly with those students to ensure access to and participation in all course content.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are required to submit regular reading responses. Additionally, all readings are offered through library resources to ensure adherence to copyright law. Students will be accessing the library databases as part of their course work. The instructor will provide support to students through the Education Library on how to do this in an appropriate and ethical way.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Not applicable

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus contains information about accessing UKIT and the Help Desk as needed.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. The course will be delivered online using a program like Adobe Connect. Information about assistance with technology is in the program and information to access additional DL resources is provided in the syllabus.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Dr. Laurie A. Henry

SIGNATURE|MYRT|Martha L Geoghegan|EDC 447 CHANGE College Review|20140306

SIGNATURE|JMETT2|Joanie Ett-Mims|EDC 447 CHANGE Undergrad Council Review|20140507

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDC 447 CHANGE Graduate Council Review|20141024

**Courses** **Request Tracking**

**Course Change Form**

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

ID	Attachment
Delete 2590	EDC447.pdf
Delete 2591	EDC447to537DL.pdf

1

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b>	EDC - Curriculum and Instruction EDC 447 APPS OF TCHNG MIDDLE LEVEL ENG LA	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) EDC 537
		<input type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except for the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, check the areas that apply:		
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
<b>1. General Information</b>		
a.	Submitted by the College of: EDUCATION	Submission Date: 2/14/2014
b.	Department/Division: Education Curriculum & Instr	
c.* Is there a change in "ownership" of the course? <input checked="" type="radio"/> Yes <input type="radio"/> No    If YES, what college/department will offer the course instead? Select...		
e.* * Contact Person Name: Laurie Henry    Email: lauriehenry@uky.edu    Phone: 257-7399 * Responsible Faculty ID (if different from Contact)    Email:    Phone:		
f.* Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval    OR    Specific Term: 2		
<b>2. Designation and Description of Proposed Course.</b>		
a.	Current Distance Learning(DL) Status:	<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) the proposed changes do not affect DL delivery.		
b.	Full Title: APPLICATIONS OF TEACHING MIDDLE LEVEL ENGLISH LANGUAGE ARTS	Proposed Title: * Advanced Applications of Teaching Writing
c. Current Transcript Title (if full title is more than 40 characters):		APPS OF TCHNG MIDDLE LEVEL ENG LA

c. Proposed Transcript Title (if full title is more than 40 characters):		ADV APPS OF TCHNG WRITING			
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none	
Proposed - ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed - REMOVE <sup>4</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	Lecture 1	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Stud
	Clinical 2	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 1	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Stud
	Clinical 2	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:	ABC Letter Grade Scale				
Proposed Grading System:*	<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> N
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> N
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> N
i. Current Course Description for Bulletin:	<p>This course promotes the thoughtful examination of writing instruction at the middle level. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of middle level students (grades 5-9). Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is in conjunction with an eight-week field experience, consisting of approximately 2.5 weeks at the start of the semester and 5.5 weeks during the middle of the semester. Candidates will also attend their field placement at other times (e.g., district pre-planning, flexible Fridays) during the semester.</p>				
* Proposed Course Description for Bulletin:	<p>This course promotes the thoughtful examination of writing instruction at the middle and high school levels Throughout the course, learners are introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current research in the field, this course explores such topics as writers workshop, conferencing, assessment of struggling writers, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is offered in conjunction with an eight-week clinical field experience.</p>				
j. Current Prerequisites, if any:	EDC 347 or permission of instructor.				
* Proposed Prerequisites, if any:	EDC 347, graduate standing, or permission of instructor				
k. Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience				

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
<b>3. Currently, is this course taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
<b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, explain and offer brief rationale:	
Core content is being expanded to provide an increased emphasis on teaching writing at the high school level. Additionally, changing from a 400-level to a 500-level course will provide increased opportunities for students enrolled in multiple programs (e.g. Middle Level Teacher Preparation, Secondary English Certification and Masters in Literacy program) to utilize this course as one of their literacy course requirements specific to the study of writing while not requiring additional instructional resources beyond the current departmental faculty.	
<b>5. Course Relationship to Program(s).</b>	
<b>a.* Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, identify the depts. and/or pgms:	
Yes. Middle Level Teacher Preparation Program in Department of Curriculum and Instruction will need to change course requirements to reflect change in course number from EDC 447 to EDC 537.	
<b>b.* Will modifying this course result in a new requirement<sup>2</sup> for ANY program?</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES <sup>2</sup> , list the program(s) here:	
Literacy masters program in the Department of Curriculum & Instruction	
<b>6. Information to be Placed on Syllabus.</b>	
a. <input checked="" type="checkbox"/> Check box if <b>changed to 400G or 500.</b>	If <b>changed to 400G- or 500-level course</b> you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (1) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

### Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. The **department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent course for students utilizing DL. (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDC 537	Date:	11/17/2013
Instructor Name:	Dr. Laurie Henry	Instructor Email:	lauriehenry@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/>		Interactive Video <input type="checkbox"/>	
Hybrid <input checked="" type="checkbox"/>			

**Curriculum and Instruction**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

The course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will also be available via email, phone, and online conferencing (e.g. Google Hangout or Skype) for consultation with

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal assessment of student learning outcomes, etc.  
 Course goals, readings, assessments/assignments, and clinical experiences are identical to those offered in the classroom-based version of the course. The only thing that is changed is the format of course meetings.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.  
 The integrity of student work is ensured by having a password-protected Learning Management System (LMS) for the course (e.g. Blackboard or Canvas). No exams are offered; all written work is submitted electronically to the

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?  
 Yes

Which percentage, and which program(s)?

Over 50% of courses in the literacy masters program in Curriculum & Instruction will be offered through distance learning.

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?  
 Information about how to access support through UKIT and disability services/student support services will be provided in the syllabus. If any students have hearing or visual impairments, the instructor will work directly

#### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?  
 Students are required to submit regular reading responses. Additionally, all readings are offered through library resources to ensure adherence to copyright law. Students will be accessing the library databases as part of their

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
 Not applicable

#### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?  
 The syllabus contains information about accessing UKIT and the Help Desk as needed.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

- Yes  
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.  
 The course will be delivered online using a program like Adobe Connect. Information about assistance with technology is in the program and information to access additional DL resources is provided in the syllabus.

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - \*If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/ilibpage.php?web\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/ilibpage.php?web_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Dr. Laurie A. Henry

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)



## EDC 447: Applications of Teaching Middle Level English Language Arts

### SYLLABUS

#### *“Research and Reflection for Learning and Leading”*

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Instructor:	Dr. Laurie Henry
Office	317 DH
Location	
Phone Number	257-7399
Email	lauriehenry@uky.edu
Virtual Office	Arranged individually through email; Telesupervision and Skype access
Hours	also available
Preferred method for contacting instructor	Email
Anticipated Response Time	2 days

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#### **Course Description:**

This course promotes the thoughtful examination of writing instruction at the middle level. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of middle level students (grades 5-9). Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer’s workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is in conjunction with an eight-week field experience, consisting of approximately 2.5 weeks at the start of the semester and 5.5 weeks during the middle of the semester. Candidates will also attend their field placement at other times (e.g., district pre-planning, flexible Fridays) during the semester.

**Prerequisites:** EDC 347 or permission of instructor.

#### **Student Learning Outcomes:**

After completing this course, the student will be able to:

1. Study the content and structure of the Kentucky Core Academic Standards as they relate to college and career readiness;
2. Analyze the elements of writing, listening, and speaking instruction, including strategies and applications;
3. Critique a variety of methodologies used for the teaching of middle level English Language Arts instruction;
4. Incorporate the appropriate English Language Arts standards into instructional planning;
5. Evaluate texts, digital media, and other resources for instructional use;
6. Analyze and interpret assessment results for use in instructional planning; and
7. Plan, implement, evaluate, and reflect upon the integration of English Language Arts conventions into instruction while in the field placement associated with this class.

### **Required Materials:**

Burkhardt, R. M. (2003). *Writing for real: Strategies for engaging adolescent writers*. Portland, ME: Stenhouse Publishers.

Stephens, L., & Ballast, K. H. (2011). *Using Technology to Improve Adolescent Writing: Digital Make-Overs for Writing Lessons*. New York: Pearson: Allyn & Bacon.

Access to the Kentucky Core Academic Standards:  
[http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore\\_ELA.pdf](http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_ELA.pdf)

Writer's Notebook  
 Reflective Journal

Additional articles/readings related to the most current trends in middle level education may be assigned at the discretion of the instructor.

### **Description of Course Activities and Assignments**

**Course Assignments:** Grades for this course will be based on 200 points.

- |                                      |           |
|--------------------------------------|-----------|
| • Daily participation and attendance | 40 points |
| • Professional Development Activity  | 25 points |
| • Two Lesson Plans                   | 50 points |
| • Internet Text Set                  | 45 points |
| • Reflective Journals                | 40 points |

### **Summary Description of Course Assignments and Requirements**

**Daily Participation and Attendance Grade – 40 points** – As we are building a community of learners, learning to be teachers as reflective decision makers, and becoming professional educators who maintain the high standards set for us, attendance and participation must be high priority aims. Students will be required to participate in individual and/or group activities carefully chosen to scaffold learning, therefore attendance and participation at each scheduled class session is paramount to success.

**Writer's Notebook**

Writer's notebooks are indispensable tools for writers of all levels. The notebooks of many writers have gone on to be published as works unto themselves. Others have been revised slightly and published as memoirs. No document offers a more personal and insightful guide to an individual writer's process than the writer's notebook.

The use of a writer's notebook will be integral to our class sessions throughout the semester and an essential component of your participation grade. You will be required to engage in a variety of writing activities related to the writing process both inside and outside the classroom. It is essential that you bring your writer's notebook to every class meeting and complete any and all writing assignments.

Aside from writing, you should also use your writer's notebook to:

- Keep a list of any new vocabulary words, grammar usage, literary elements, or other writing techniques you learn over the next few months that you want to remember or try out.
- Record your thoughts and feelings as you begin, revise, or abandon a piece of writing. (What are your initial thoughts about a new piece of writing? How does your attitude toward the piece you are working on change as you 're-vision' the ideas you are working with? What are you stuck on? Why do you feel you need to abandon a piece of writing?)
- Collect "golden nuggets" or facts/pieces of information that you want to incorporate into a piece of writing.
- Save pictures, images, quotes, song lyrics, or other such material that inspires you.
- Any form of doodle/scribble/squiggle/drawing/sketching/illustration or other such creative outlet is perfectly admissible but should not make up the bulk of the content.

We will publicly share our writer's notebooks in class during the semester to get an idea of how each of you uses this tool as a writer. I will not be evaluating your writer's notebook aside from your participation grade so feel free to be as "messy" and experimental as you like. I hope you enjoy this exercise and make it a part of your life beyond our class.

**Professional Development – 25 points** – Ongoing professional development is an integral part of the teaching profession. You should engage in at least one professional development opportunity during this semester related to English Language Arts instruction. To complete this requirement, you might engage in any of the following activities:

- Attendance at a professional conference (e.g. Kentucky Writing Project)
- Attendance at a symposium, workshop, author talk, or other such public event.
- Participation in a professional development session at your practicum placement site
- Completion of an Annenberg Media online workshop
- Other professional development opportunities at the discretion of the instructor

\*Note: Please obtain acceptance and agreement of your participation in any professional development activities PRIOR to participation to alleviate any misunderstandings related to the fulfillment of this requirement.

You will prepare a one-page written summary of your professional development activity to be submitted within one week following your professional development engagement. In addition, please be prepared to share your experience in class.

**Lesson Plans – 50 points (2 @ 25 points each)** – Using the approved Middle School Lesson Plan Format, you must design, implement, evaluate, and reflect upon two English Language Arts lessons. One must focus on writing instruction and one must focus on speaking, listening, or language use. An **exemplary** lesson plan will include the following components:

- 1) Setting the context that includes: a) an explanation of how the lesson relates to the unit of study or your learning goals, b) a description of the students' prior knowledge or focus of previous lesson, and c) a description of student attributes that will affect student learning.
- 2) Statement of the student learning outcomes of the lesson: a) what students will demonstrate as a result of the lesson.
- 3) Statement that connects your goals and objectives to: a) Kentucky Core Academic Standards (KCAS).
- 4) Description of your assessment plan that includes: a) student learning outcome(s), b) type of assessment, c) depth of knowledge level, and d) adaptations or accommodations that were made.
- 5) A list of the resources that were used including: a) specific materials or equipment, b) copies of printed materials, and/or c) technology resources.
- 6) Description of the instructional strategies and activities including how you: a) triggered prior knowledge, b) engaged students, and/or c) made adaptations to meet individual student needs.
- 7) An analysis and reflection following the implementation of the lesson plan that includes: a) a rubric explaining levels of student performance, b) evaluation of student performance, c) description of students' strengths and/or misconceptions about content, d) description of modifications or differentiation of instruction to move students forward, e) reflection regarding successes and failures of strategies used during instruction, and f) plans to report or communicate learning results to students and parents.

### Lesson Plan Feedback Form

Component	Value	Points Earned
1. Context: a) an explanation of how the lesson relates to the unit of study or your learning goals, b) a description of the students' prior knowledge or focus of previous lesson, and c) a description of student attributes that will affect student learning <i>Comments:</i>	3	
2. Learning Outcomes: a) what students will demonstrate as a result of the lesson <i>Comments:</i>	3	

3. Connections: a) Kentucky Core Academic Standards (KCAS) <i>Comments:</i>	3	
4. Assessment plan: a) student objective(s), b) type of assessment, c) depth of knowledge level, and d) adaptations or accommodations that were made <i>Comments:</i>	3	
5. Resources: a) specific materials or equipment, b) copies of printed materials, and/or c) technology resources <i>Comments:</i>	3	
6. Strategies and activities: a) triggered prior knowledge, b) engaged of students, and/or c) made adaptations to meet individual student needs <i>Comments:</i>	3	
7. Analysis and reflection: a) assessment rubric, b) evaluation of student performance, c) description about content, d) description of modifications or differentiation of instruction, e) reflection on instruction, and f) report of learning results <i>Comments:</i>	6	
8. Lesson plan format was followed <i>Comments:</i>	1	
<b>Total Points</b>	<b>25</b>	

**Internet Text Set\* – 45 points** – With increased attention on technology and digital media in the classroom and the many helpful websites available, teachers of all age groups will find useful online teaching tools. For this assignment, choose a theme or text genre that you predict you will be able to use in your classroom. Then, research and find at least 10 websites that will help you teach and/or present information related to that theme. Be prepared to share a few of the sites in class. The format for the assignment will be an annotated bibliography. In your annotation, include the APA style bibliographic information for the website followed by a paragraph summary, including:

1. Website description,
2. Examples of the information found on the website useful to your theme, and
3. Description of how you would use it to support instruction.

\*A master list will be created from individual assignment submissions and distributed to class members on DVD or USB drive.

#### Scoring Rubric for Internet Text Sets

Component	Value	Points Earned
Ten websites included (1 point X 10)	10	
Complete bibliographic information included for each website (.5 X 10)	5	
Summary of website content (3 points X 10)	30	
<b>Total Points</b>	<b>45</b>	

**Reflective Journals – 40 points (4 @10 points each)** -- Each of you will keep a journal exclusively for this class over the course of the semester. In your journal, you are to record:

- Responses to reading assignments
- Reactions to class discussions
- Bi-Weekly reflections

Your journal writing should be in three parts. The first two parts will be completed in a double-entry format. First, you are to record your **responses to the reading assignments**. What questions/concerns do you have? Did it make sense? Think about implementation in your own classroom. Does it sound feasible? What would you change or do differently? We will use these responses in each class meeting to spur our conversations. Then, during each class session, I will provide you with 10-15 minutes to write a **reaction to our class discussions**. Were your questions answered? What information enlightened your earlier concerns? Do you have new questions/thoughts about teaching writing? The third part will consist of a **bi-weekly reflection** that documents what you have learned. Go back and reread what you wrote over the two-week period. How have your thoughts about teaching writing changed? What are you most nervous or anxious about? What excites you? What have you discovered about yourself, about your education, about writing, about teaching, etc.? What are you learning in your other classes? How does it all connect? Your reflection to your journal entries should be at least one page in length and submitted in accordance with the format for assignments stated above to receive full credit.

### **Course Grading**

- A = 90 – 100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = 59% and below

### **Final Exam Information**

This course does not require a final examination.

### **Mid-term Grades**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### **Course Policies:**

#### **Submission of Assignments:**

#### ***Electronic Requirements***

*Email:* Learners must have access to email and the Internet, either at home, work, or on campus. (UKY provides all students with free email accounts.) Learners will be required to send and receive electronic documents throughout the semester.

#### ***Format for Assignments***

All required assignments must comply to a file format that is compatible with Microsoft Office software products (e.g. Word, Excel, PowerPoint) unless other arrangements are made with the course instructor. (UKY provides all students with a site license for Microsoft Office.) All assignments completed using Microsoft Word should be formatted in 12-point, Times New or

Arial font unless otherwise noted by the instructor. UK students can download the most recent version of the Microsoft Office products from the UK software download center at: <https://download.uky.edu/>

The *American Psychological Association (APA) Publication Manual, 6<sup>th</sup> edition*, is the style guide most often used in educational research. It is expected that you will follow the *APA* styling for formatting all references and making citations within text. An abbreviated *APA* style guide can be found at *The Owl at Purdue* (<http://owl.english.purdue.edu/owl/resource/560/01/>) or from the Education Library located on the second floor of Dickey Hall.

### **Attendance Policy:**

#### **Course Attendance, Participation, & Field Placements**

Attendance in class and at field placements is expected. This course includes a variety of learning engagements and activities that require your regular presence and active participation. Since we will be working collaboratively, your attendance and preparation for **ALL** class meetings are crucial. Regular attendance, punctuality, and participation are expected. Unexcused absences will adversely affect your grade. More specifically, your final grade will be lowered by 5 points for **each** class that you miss. Two tardy arrivals will constitute as one absence. Additionally, for an excused absence to be counted as such, documentation must be provided. If you must miss a class because of illness or other legitimate circumstance, **PLEASE** call, email, or text the instructor **before** the class or as soon as possible afterwards.

You are expected to participate in class discussions, ask and answer questions, and voluntarily share your thoughts and ideas. The attendance/participation component of the course grade will reflect this requirement. It is expected that you will read and reflect on all required readings **PRIOR TO** the specified course meeting.

#### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.



## Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

## Classroom Behavior

Students are expected to exhibit courteous, professional behavior at all times, whether in course meetings or in practicum placements. Adherence to the New Teacher Standards requires such professionalism. This is essential to becoming a successful teacher and critical to the student's success in the course. In class, everyone's opinion matters and may be expressed, but not to the extent that it becomes offensive to others. If serious concerns arise, documentation may be submitted to the program faculty. Further, **cell phone, beepers, and pagers must be turned off or silenced** during class and **at field placements!** It is understood that emergencies are unavoidable circumstances that may arise over the course of the semester. If you find yourself in an emergency situation that requires you to monitor your phone for an important call, please let the instructor (or your cooperating teacher) know prior to the start of class.

## **Tentative Course Schedule:**

*To facilitate learning, the instructor may alter the syllabus at any time during the semester*

Week	Topic	Instructor Notes (as needed)
<b>Weeks 1-3</b>	<b>Field Placements: Students placed in middle school classrooms</b> <b>Focus: Establishing classroom routines and classroom communities</b>	
Week #4	Introduction to course; Lessons Learned from the field Writer's Workshop	S&B-Chapter 1 <b>Reflection 1 Due</b>
Week #5	Assertions about Writing; The Writing Process; 6+1 Traits of Writing; Inside Writing	Burkhardt-Chapters 1-3 S&B-Chapter 2
Week #6	Building Classroom Communities; Writing Groups; Responsive Writing	Burkhardt-Chapter 4 & 7 S&B-Chapter 3 <b>Reflection 2 Due</b>
Week #7	Writing and Communicating: Audience and Purpose	Burkhardt-Chapters 9 & 13 S&B-Chapter 4 & 5
Week #8	Writing to Learn; Digital Media Preparing for Practicum Review Lesson Plan Format	Burkhardt-Chapter 8 & 12 <b>Reflection 3 Due</b>
<b>Weeks #9-13</b>	<b>Field Placements: Candidates placed in middle level classrooms</b> <b>Theme: Education of and Differentiation within a Whole Group</b>	

Week #14	Assessments for the English Language Arts; Struggling Writers	Burkhardt-Chapters 17 & 18 <b>2 Lesson Plans Due</b> <b>Reflection 4 Due</b>
Week #15	Publishing with Digital Media	Burkhardt-Chapters 14 & 15 S&B-Chapter 6 <b>Internet Text Set Due</b>
Week #16	UK Exam Week	UK Exam Week

**Other Information:**

**Alignment of Course Experiences**

A check list depicting the congruence of course experiences with the various standards of the Department of Curriculum and Instruction and the College of Education, the Educational Professional Standards Board, the Kentucky Department of Education, and the International Reading Association/National Council of Teachers of English Standards for the English Language Arts to which we must align follows this brief narrative that explains the context for the checklist.

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, ***Research and Reflection for Learning and Leading***. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university. The mission of the **Department of Curriculum and Instruction** is to 1) Design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) Prepare teachers and provide continuing professional development; 3) Conduct and disseminate research; and 4) Provide services in a variety of educational and professional settings.

The **Middle School Teacher Education Program (Middle School TEP)** supports the College of Education's focus on the teacher as a reflective decision maker. The program emphasizes the development of professionally trained specialists in teaching early adolescents. As such, the program models team teaching and collaborative learning. Active learning experiences are emphasized, as are real-world connections. Throughout the program, students are encouraged to consider their present position and make plans for improvement. Students are urged to gather data continuously and to use this data in planning effective instruction. Students are required to provide questions for reflection when writing lessons they do not teach and to provide reflective summaries as part of lesson plans, which are delivered to students. Students are provided time and resources to revise and improve curricular materials they develop within the program. Students assess their own progress through the program's curriculum, preparing them for the continuous self-assessment required of practicing professionals. The performance standards are as follows:

*Standard 1. Young Adolescent Development:* Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent

development, and they provide opportunities that support student development and learning.

*Standard 2. Middle Level Philosophy and School Organization:* Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

*Standard 3. Middle Level Curriculum and Assessment:* Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

*Standard 4. Middle Level Teaching Fields:* Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

*Standard 5. Middle Level Instruction and Assessment:* Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

*Standard 6. Family and Community Involvement:* Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

*Standard 7. Middle Level Professional Roles:* Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

### **The UK Educator Preparation Unit Technology Standards.**

Standard 1: Candidates integrate media and technology into instruction.

Standard 2: Candidates utilize multiple technology applications to support student learning.

Standard 3: Candidates select appropriate technology to enhance instruction.

Standard 4: Candidates integrate student use of technology into instruction.

Standard 5: Candidates address special learning needs through technology.

Standard 6: Candidates promote ethical and legal use of technology disciplines.

The **Education Professional Standards Board's (EPSB)** themes of diversity, assessment, literacy education, and closing the achievement gap are also imbedded in this course. The required text and supplemental readings pays attention to aspects of literacy instruction as it ties directly to the issue of diversity, paying attention to: who is privileged in literacy instruction; how literacy instruction should meet the needs of multicultural enrollments; the impact of race,

poverty and power on students' literacy achievement; culturally responsive instruction within the new literacies paradigm; preparing literacy educators for diverse settings; linguistic diversity, etc.

KERA has identified nine **New Teacher Standards (NTS)** as guides for beginning teacher preparation and certification. These standards include the following:

- Standard I. Designs/Plans Instruction
- Standard II. Creates/Maintains Learning Climate
- Standard III. Implements/Manages Instruction
- Standard IV. Assesses and Communicates Learning Results
- Standard V. Reflects/Evaluates Teaching/Learning
- Standard VI. Collaborates with Colleagues/Parents/Others
- Standard VII. Engages in Professional Development
- Standard VIII. Knowledge of Content
- Standard IX. Demonstrates Implementation of technology

Like several of the standard sets already mentioned, the **IRA/NCTE Standards for the English Language Arts** are designed specifically to guide the preparation of educators in P-12 settings. These standards are, therefore, provided as an additional guiding force for the content of this course:

*Standard 1.* Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

*Standard 2.* Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

*Standard 3.* Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

*Standard 4.* Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

*Standard 5.* Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

*Standard 6.* Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

*Standard 7.* Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

*Standard 8.* Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

*Standard 9.* Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

*Standard 10.* Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

*Standard 11.* Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

*Standard 12.* Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**NCATE/EPBS Checklist for Syllabus: EDC 348**

**Addressed  
in Course**

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**Skills and Dispositions of UK Educator Preparation Unit**

Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.	X
Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes	X
Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior	X

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**Middle School Teacher Education Program (TEP) Performance Standards**

Young Adolescent Development	X
Middle Level Philosophy and School Organization	X
Middle Level Curriculum and Assessment	X
Middle Level Teaching Fields	X
Middle Level Instruction and Assessment	X
Family and Community Involvement	X

Middle Level Professional Roles	X
<b>Education Professional Standards Board (EPSB) New Teacher Standards</b>	
Standard 1: Designs and Plans Instruction	X
Standard 2: Creates and Maintains Learning Climates	X
Standard 3: Implements and Manages Instruction	X
Standard 4: Assesses and Communicates Learning Results	X
Standard 5: Reflects and Evaluates Teaching and Learning	X
Standard 6: Collaborates with Colleagues, Parents, and Others	X
Standard 7: Engages in Professional Development	X
Standard 8: Knowledge of Content	X
Standard 9: Demonstrates Implementation of Technology	X
<b>UK Educator Preparation Unit Technology Standards</b>	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
<b>EPSB Themes</b>	
Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X
<b>IRA/NCTE Standards for the English Language Arts</b>	
Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts	X
Standard 2: Students read a wide range of literature from many periods in many genres	X
Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts	X
Standard 4: Students adjust their use of spoken, written, and visual language to communicate effectively	X
Standard 5: Students employ a wide range of strategies as they write and use different writing process elements	X
Standard 6: Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	X
Standard 7: Students conduct research on issues and interest by generating ideas and questions, and by posing problems.	X
Standard 8: Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.	X
Standard 9: Students develop and understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	X
Standard 10: Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.	X
Standard 11: Students participate as knowledgeable, reflective, creative, and critical	X

members of a variety of literacy communities.

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Standard 12: Students use spoken, written, and visual language to accomplish their own purposes.

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X

## EDC 537: Advanced Applications of Teaching Writing

Instructor: Laurie A. Henry  
 Office: 337 Dickey Hall  
 Office Telephone: 859-257-7399  
 Email: [lauriehenry@uky.edu](mailto:lauriehenry@uky.edu)

Bulletin Description: This course promotes the thoughtful examination of writing instruction at the middle and high school levels Throughout the course, student are introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current research in the field, this course explores such topics as writers workshop, conferencing, struggling writers assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is offered in conjunction with an eight-week clinical field experience.

### *Equivalence of Face-to-Face and Distance Learning, Internet/Web-based Delivery Option*

Table 1. Equivalence of On-campus and Online Course

<b>Feature</b>	<b>Face to Face Delivery</b>	<b>Internet/Web-based Delivery</b>
<u>Course temporal length</u>	One academic term, as described in the UK Academic Calendar	Temporal length of the course will correspond to that of the term (semester or summer) in which it is offered
<u>Readings</u>	Two textbooks; readings available via online course delivery system (e.g. Blackboard or Canvas)	Two textbooks, additional readings available via online course delivery system (e.g. Blackboard or Canvas)
<u>Office Hours</u>	Regular campus office hours; email and telephone communications	Regular online office hours, additional hours arranged individually through email, videoconferencing or telephone as needed; email, Skype and telephone communications
<u>Class interaction and participation</u>	In class discussions, threaded online discussions, writer's notebook and reflective journals related to assigned readings and class projects	Threaded online asynchronous discussions, synchronous class meetings and chat discussions, digital writer's notebook and digital reflective journal related to assigned readings and class projects



<u>Presentation of content</u>	In class lecture/discussion facilitated by slide presentations	Synchronous online lecture/discussion via Adobe Connect Pro, facilitated by slide presentations; archived lectures through slide presentations with audio voice overlay and/or other appropriate online instructional modules
<u>Clinical Field Experience</u>	Engagement in an 8-week field placement including a variety of learning engagements, instructional activities, and assessment of student learning at the middle and/or high school levels	Engagement in an 8-week field placement including a variety of learning engagements, instructional activities, and assessment of student learning
<u>Professional Development</u>	Engagement in at least one professional development opportunity related to ELA/writing instruction, including attendance at professional conference, symposium, workshop author talk, etc.	Engagement in at least one professional development opportunity related to ELA/writing instruction, including completion of an Annenberg Media online workshop or webinar offered by a professional organization.
<u>Evaluation of Students</u>	Mastery-based checklists and evaluation rubrics	Mastery-based checklists and evaluation rubrics including a criterion that matches delivery of assignments in online platform.

## EDC 537: Advanced Applications of Teaching Writing

College of Education  
Department of Curriculum and Instruction (EDC)

*Course Delivered via Internet/Web-based Technologies*

Instructor:	Laurie A. Henry
Office Location	337 Dickey Hall; Mailbox located in 335 Dickey Hall
Phone Number	270-945-8808 (cell); 859-257-7399 (office)
Email	<a href="mailto:lauriehenry@uky.edu">lauriehenry@uky.edu</a> or <a href="mailto:lahenry96@gmail.com">lahenry96@gmail.com</a>
Virtual Office Hours	Via Skype and Google Hangout; Time TBD Arranged individually through email and telephone as needed
Synchronous Class Meeting	Synchronous class meetings will be held weekly on Tuesday evening (7:00-8:30 pm) unless otherwise posted by the instructor Computer with internet access or access to UK computer facilities.
Technological Requirements	Access to digital audio devices (e.g., laptop, access to microphone/headphones). Active email account that is checked regularly for course communications; regular access to LMS
For Technological assistance	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859-257-8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859-257-1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859-257-7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859-257-1300
Preferred method for contacting instructor	Email: <a href="mailto:lauriehenry@uky.edu">lauriehenry@uky.edu</a> Skype: lahenry96 or Google Chat: lahenry96 Online Course Delivery Platform (e.g. Blackboard or Canvas and Adobe Connect Pro)
Anticipated Response Time	2 days/48 hours
Information on Distance Learning Library Service	<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>
DL Librarian	Carla Cantagallo, DL Librarian; local 859-257-0500 ext 2171 Long distance: 800-828-0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a>
DL Interlibrary Loan Service	<a href="http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16">http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16</a>

## **Course Description**

This course promotes the thoughtful examination of writing instruction at the middle and high school levels. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current research in the field, this course explores such topics as writers workshop, conferencing, struggling writers assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is offered in conjunction with an eight-week clinical field experience.

**Prerequisites:** EDC 347, graduate standing, or permission of instructor.

## **Student Learning Outcomes:**

After completing this course, the student will be able to:

1. Study the content and structure of the Kentucky Core Academic Standards as they relate to college and career readiness;
2. Analyze the elements of writing, listening, and speaking instruction, including strategies and applications;
3. Critique a variety of methodologies used for the teaching of middle level English Language Arts instruction;
4. Incorporate the appropriate English Language Arts standards into instructional planning;
5. Evaluate texts, digital media, and other resources for instructional use;
6. Analyze and interpret assessment results for use in instructional planning; and
7. Plan, implement, evaluate, and reflect upon the integration of English Language Arts conventions into instruction while in the field placement associated with this class.

## **Course Delivery**

This course is designed for delivery via Internet/Web-based technologies as a Distance Learning course. Course participants will attend online class meetings throughout the semester in an online course delivery environment (e.g. Blackboard, Canvas, Adobe Connect Pro).

Students are expected to participate in synchronous and asynchronous online discussions, class lectures, and presentations. All course requirements and assignments should be submitted electronically (via email or through the online course delivery environment) to the instructor on or before the stipulated due date.

## **Required Materials:**

Burkhardt, R. M. (2003). *Writing for real: Strategies for engaging adolescent writers*. Portland, ME: Stenhouse Publishers.

Stephens, L., & Ballast, K. H. (2011). *Using Technology to Improve Adolescent Writing: Digital Make-Overs for Writing Lessons*. New York: Pearson: Allyn & Bacon.

Access to the Kentucky Core Academic Standards:

[http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore\\_EL.A.pdf](http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_EL.A.pdf)

Digital Writer's Notebook and Reflective Journal (described below)

Additional articles/readings related to the most current trends in middle level education may be assigned at the discretion of the instructor and provided through the course's Learning Management System (LMS) or through the UK Libraries database services.

### **Description of Course Activities and Assignments**

**Course Assignments:** Grades for this course will be based on 200 points.

- Daily participation and attendance 40 points
- Professional Development Activity 25 points
- Two Lesson Plans 50 points
- Internet Text Set 45 points
- Digital Reflective Journal 40 points
- Digital Writer's Notebook (ungraded/contributes to participation grade)

### **Summary Description of Course Assignments and Requirements**

**Daily Participation and Attendance Grade – 40 points** – Attendance and participation in all synchronous and asynchronous course sessions is expected. As we are building a community of learners, learning to be teachers as reflective decision makers, and becoming professional educators who maintain the high standards set for us, attendance and participation must be high priority aims. Students will be required to participate in individual and/or group activities carefully chosen to scaffold learning, therefore attendance, preparation, and participation for **ALL** class sessions is paramount to success.

Regular attendance, punctuality, and participation are expected in all scheduled online engagements. Unexcused absences will adversely impact your grade. More specifically, your final grade will be **lowered by 5 points** for each synchronous class session that you miss. **Two tardy arrivals will constitute as one absence.** Additionally, for an excused absence to be counted as such, documentation must be provided. If you must miss a class session because of illness or other legitimate circumstance, please call, text, or email the instructor **before** the class session begins or as soon as possible afterwards.

You are expected to participate in synchronous and asynchronous class discussions, ask and answer questions and voluntarily share your thoughts and ideas. The attendance/participation component of the course grade will reflect this requirement. It is expected that you will read and reflect on all required reading **prior to** the specified dates. Students are expected to exhibit courteous, professional behavior at all times. Everyone's opinion matters and may be expressed but not to the extent that it becomes offensive to others. If serious concerns arise, documentation

may be submitted to the program faculty in which you are associated.

Students anticipating an absence or delay in the submission of an assignment in observance of a major religious holiday are responsible for notifying the instructor in writing of anticipated absences or delays due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

### **Clinical Field Experiences**

Students are expected to exhibit courteous, professional behavior at all times when engaged in their 8-week clinical field placements. Adherence to the New Teacher Standards requires such professionalism. This is essential to becoming a successful teacher and critical to the student's success in this course. Further, **cell phone, beepers, and pagers must be turned off or silenced at field placements!** It is understood that emergencies are unavoidable circumstances that may arise over the course of the semester. If you find yourself in an emergency situation that requires you to monitor your phone for an important call, please let the your cooperating teacher know prior to the start of class.

### **Submission of Assignments**

This course includes a variety of experiences and assignments designed to support the learner's growth in learning effective methods for the advanced teaching of writing. As such, it is expected that all assignments will be submitted **electronically** on or before the stipulated due dates. Late assignments will be penalized 10% of the total point value of the assignment for each successive day past the due date. Daily assignments or other work missed due to an absence must be made up in full. Since all assignments are required, failure to submit work or participate fully in synchronous and asynchronous sessions or other events will result in the lowering of the final grade at the discretion of the instructor.

### **Digital Writer's Notebook (included in participation grade)**

Writer's notebooks are indispensable tools for writers of all levels. The notebooks of many writers have gone on to be published as works unto themselves. Others have been revised slightly and published as memoirs. No document offers a more personal and insightful guide to an individual writer's process than the writer's notebook.

The use of a writer's notebook will be integral to our class sessions throughout the semester and an essential component of your participation grade. You will be required to engage in a variety of writing activities related to the writing process throughout the course. It is essential that you have your writer's notebook available to share and reference during every synchronous class meeting and that you complete any and all writing assignments. You may be asked to upload pages from your writer's notebook to our Learning Management System or Adobe Connect platform for peer feedback on your writing.

Aside from writing, you should also use your writer's notebook to:

- Keep a list of any new vocabulary words, grammar usage, literary elements, or other writing techniques you learn over the next few months that you want to remember or try out.
- Record your thoughts and feelings as you begin, revise, or abandon a piece of writing. (What are your initial thoughts about a new piece of writing? How does your attitude toward the piece you are working on change as you 'revision' the ideas you are working with? What are you stuck on? Why do you feel you need to abandon a piece of writing?)
- Collect "golden nuggets" or facts/pieces of information that you want to incorporate into a piece of writing.
- Save pictures, images, quotes, song lyrics, or other such material that inspires you.
- Any form of doodle/scribble/squiggle/drawing/sketching/illustration or other such creative outlet is perfectly admissible but should not make up the bulk of the content.

We will publicly share our writer's notebooks during synchronous and asynchronous class engagements during the semester to get an idea of how each of you uses this tool as a writer. I will not be evaluating your writer's notebook aside from your participation grade so feel free to be as "messy" and experimental as you like. I hope you enjoy this exercise and make it a part of your life beyond our class.

**Professional Development – 25 points** – Ongoing professional development is an integral part of the teaching profession. You should engage in at least one professional development opportunity during this semester related to English Language Arts instruction. To complete this requirement, you might engage in any of the following activities:

- Attendance at a professional conference (e.g. Kentucky Writing Project)
- Attendance at a symposium, workshop, author talk, or other such public event.
- Participation in a professional development session at your practicum placement site
- Completion of an Annenberg Media online workshop
- Attendance in an online webinar offered by a professional literacy organization
- Other professional development opportunities at the discretion of the instructor

\*Note: Please obtain acceptance and agreement of your participation in any professional development activities PRIOR to participation to alleviate any misunderstandings related to the fulfillment of this requirement. You will prepare a one-page written summary of your professional development activity to be submitted within one week following your professional development engagement. In addition, please be prepared to share your experience through a discussion board post with your classmates.

**Field Experiences/Lesson Plans – 50 points (2 @ 25 points each)** – Using the KTIP Lesson Plan Format, you must design, implement, evaluate, and reflect upon two advanced writing lessons in a middle or high school level classroom during your 8 week field experience. One lesson must focus on writing instruction and one must focus on speaking, listening, or language use.

An **exemplary** lesson plan will include the following components:

1. Setting the context that includes: a) an explanation of how the lesson relates to the unit of

study or your learning goals, b) a description of the students' prior knowledge or focus of previous lesson, and c) a description of student attributes that will affect student learning.

1. (3 points)
2. Statement of the student learning outcomes of the lesson: a) what students will demonstrate as a result of the lesson. (3 points)
3. Statement that connects your goals and objectives to: a) Kentucky Core Academic Standards (KCAS). (3 points)
4. Description of your assessment plan that includes: a) student learning outcome(s), b) type of assessment, c) depth of knowledge level, and d) adaptations or accommodations that were made. (3 points)
5. A list of the resources that were used including: a) specific materials or equipment, b) copies of printed materials, and/or c) technology resources. (3 points)
6. Description of the instructional strategies and activities including how you: a) triggered prior knowledge, b) engaged students, and/or c) made adaptations to meet individual student needs. (3 points)
7. An analysis and reflection following the implementation of the lesson plan that includes: a) a rubric explaining levels of student performance, b) evaluation of student performance, c) description of students' strengths and/or misconceptions about content, d) description of modifications or differentiation of instruction to move students forward, e) reflection regarding successes and failures of strategies used during instruction, and f) plans to report or communicate learning results to students and parents. (6 points)
8. KTIP lesson plan format was followed (1 point)

**Internet Text Set\* – 45 points** – With increased attention on technology and digital media in the classroom and the many helpful websites available, teachers of all age groups will find useful online teaching tools. For this assignment, choose a theme or text genre that you predict you will be able to use in your classroom. Then, research and find at least 10 websites that will help you teach and/or present information related to that theme. Be prepared to share a few of the sites in class. The format for the assignment will be an annotated bibliography. In your annotation, include the APA style bibliographic information for the website followed by a paragraph summary, including:

1. Website description,
2. Examples of the information found on the website useful to your theme, and
3. Description of how you would use it to support instruction.

#### Scoring Rubric for Internet Text Sets

Component	Value	Points Earned
Ten websites included (1 point X 10)	10	
Complete bibliographic information for each website (0.5 X 10)	5	
Summary of website content (3 points X 10)	30	
<b>Total Points</b>	<b>45</b>	

\*A master list will be created from individual assignment submissions and distributed to class members via the Learning Management System or through file sharing program (e.g. Dropbox).

**Digital Reflective Journals – 40 points (4 @10 points each)** -- Each of you will keep a digital journal exclusively for this class over the course of the semester. In your journal, you are to record:

- Responses to reading assignments
- Reactions to class discussions
- Bi-Weekly reflections

Your journal writing should be in three parts. The first two parts will be completed in a double entry format. First, you are to record your **responses to the reading assignments**. What questions/concerns do you have? Did it make sense? Think about implementation in your own classroom. Does it sound feasible? What would you change or do differently? We will use these responses in each class meeting to spur our conversations. Then, during each class session, I will provide you with 10-15 minutes to write a **reaction to our class discussions**. Were your questions answered? What information enlightened your earlier concerns? Do you have new questions/thoughts about teaching writing? The third part will consist of a **bi-weekly reflection** that documents what you have learned. Go back and reread what you wrote over the two-week period. How have your thoughts about teaching writing changed? What are you most nervous or anxious about? What excites you? What have you discovered about yourself, about your education, about writing, about teaching, etc.? What are you learning in your other classes? How does it all connect? Your reflection to your journal entries should be at least one page in length and submitted in accordance with the format for assignments stated above to receive full credit.

### **Course Requirements and Evaluation**

*Undergraduate Students:* Grades for this course are based on the following scale

A = 90 – 100% (Excellent Work)

B = 80-89% (Good Work)

C = 70-79% (Satisfactory Work)

D = 60-69% (Unsatisfactory Work)

E = 59% and below (Failing)

*Graduate Students:* Grades for this course are based on the following scale:

A= 93 – 100% (Excellent Work)

B = 86 – 92% (Good Work)

C = 79 – 85% (Satisfactory Work)

E = 78% and below (Unsatisfactory Work)

### **Final Exam Information**

This course does not require a final examination.

### **Mid-term Grades**

Mid-term grades will be posted in myUK for all undergraduate students by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### **Course Policies:**

### **Submission of Assignments**



### ***Electronic Requirements***

*Email:* Learners must have access to email and the Internet, either at home, work, or on campus. (UKY provides all students with free email accounts.) Learners will be required to send and receive electronic documents throughout the semester.

### ***Format for Assignments***

All required assignments must comply to a file format that is compatible with Microsoft Office software products (e.g. Word, Excel, PowerPoint) unless other arrangements are made with the course instructor. (UKY provides all students with a site license for Microsoft Office.) All assignments completed using Microsoft Word should be formatted in 12-point, Times New or Arial font unless otherwise noted by the instructor. UK students can download the most recent version of the Microsoft Office products from the UK software download center at:  
<https://download.uky.edu/>

The *American Psychological Association (APA) Publication Manual, 6th edition*, is the style guide most often used in educational research. It is expected that you will follow the *APA* styling for formatting all references and making citations within text. An abbreviated *APA* style guide can be found at *The Owl at Purdue* (<http://owl.english.purdue.edu/owl/resource/560/01/>) or from the Education Library located on the second floor of Dickey Hall.

### ***Academic Integrity***

Academic honesty is always expected and assumed. Cheating and plagiarism are serious offenses that lead to significant consequences. The University views academic dishonesty very seriously. Plagiarism and cheating on any assignment or exam will receive a minimum penalty of the grade "E" for the assignment or exam. Students should be aware that suspension or dismissal from the University is a possible consequence of academic infractions.

See part II: Selected Rules of the University Senate, section VI – Student Academic Affairs 6.3.0 – Academic Offenses and procedures (<http://www.uky.edu/StudentAffairs/Code/part2.html>)

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism (e.g. TurnItIn.com)

### ***Policy on Need for Instructional Modifications/Accommodations***

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### ***Electronic Requirements***

*Email:* Learners must have access to email and the Internet, either at home, work or on campus. (The University provides all students with free email accounts.) Learners will be required to send and receive electronic documents throughout the semester.

*Online Course Delivery Platform:* Learners must have access to an Internet-connected computer to access the online course delivery platform(s) and participate in synchronous and asynchronous class sessions. Access to a microphone and headphones is also required for full participation. (The University provides all students with access to a number of computer labs on campus, including the College of Education ICT and Education Library.)

**Tentative Course Schedule:**

*To facilitate learning, the instructor may alter the syllabus at any time during the semester*

**Weeks 1-3 Field Placements: Students placed in middle school or high school classrooms**

**Focus: Establishing classroom routines and classroom communities**

Week #4 Introduction to course; Lessons Learned from the field; Writer's Workshop

Readings: S&B-Chapter 1 (Digital Reflection Journal)

**Assignment: Reflection 1 Due**

Week #5 Assertions about Writing; The Writing Process; 6+1 Traits of Writing; Inside Writing

Readings: Burkhardt-Chapters 1-3; S&B-Chapter 2 (Digital Reflection Journal)

Week #6 Building Classroom Communities; Writing Groups; Responsive Writing

Readings: Burkhardt-Chapter 4 & 7 and S&B-Chapter 3 (Digital Reflection Journal)

**Assignment: Reflection 2 Due**

Week #7 Writing and Communicating: Audience and Purpose

Readings: Burkhardt-Chapters 9 & 13 and S&B-Chapter 4 & 5 (Digital Reflection Journal)

Week #8 Writing to Learn; Digital Media Preparing for Practicum; Review Lesson Plan Format

Readings: Burkhardt-Chapter 8 & 12 (Digital Reflection Journal)

**Assignment: Reflection 3 Due**

**Weeks #9-13 Field Placements: Candidates placed in middle level or high school classrooms**

**Theme: Education of and Differentiation within a Whole Group**

Week #14 Assessments for the English Language Arts; Struggling Writers

Readings: Burkhardt-Chapters 17 & 18 (Digital Reflection Journal)

**Assignment: 2 Lesson Plans Due and Reflection 4 Due**

Week #15 Publishing with Digital Media

Readings: Burkhardt-Chapters 14 & 15 and S&B-Chapter 6

**Assignment: Internet Text Set Due**

Week #16 UK Exam Week (no class meeting)

## **Other Information:**

### **Alignment of Course Experiences**

A check list depicting the congruence of course experiences with the various standards of the Department of Curriculum and Instruction and the College of Education, the Educational Professional Standards Board, the Kentucky Department of Education, and the International Reading Association/National Council of Teachers of English Standards for the English Language Arts to which we must align follows this brief narrative that explains the context for the checklist.

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university. The mission of the **Department of Curriculum and Instruction** is to 1) Design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) Prepare teachers and provide continuing professional development; 3) Conduct and disseminate research; and 4) Provide services in a variety of educational and professional settings.

### **The UK Educator Preparation Unit Technology Standards.**

Standard 1: Candidates integrate media and technology into instruction.

Standard 2: Candidates utilize multiple technology applications to support student learning.

Standard 3: Candidates select appropriate technology to enhance instruction.

Standard 4: Candidates integrate student use of technology into instruction.

Standard 5: Candidates address special learning needs through technology.

Standard 6: Candidates promote ethical and legal use of technology disciplines.

The **Education Professional Standards Board's (EPSB)** themes of diversity, assessment, literacy education, and closing the achievement gap are also imbedded in this course. The required text and supplemental readings pays attention to aspects of literacy instruction as it ties directly to the issue of diversity, paying attention to: who is privileged in literacy instruction; how literacy instruction should meet the needs of multicultural enrollments; the impact of race, poverty and power on students' literacy achievement; culturally responsive instruction within the new literacies paradigm; preparing literacy educators for diverse settings; linguistic diversity, etc. KERA has identified nine **New Teacher Standards (NTS)** as guides for beginning teacher preparation and certification. These standards include the following:

Standard I. Designs/Plans Instruction

Standard II. Creates/Maintains Learning Climate

Standard III. Implements/Manages Instruction

Standard IV. Assesses and Communicates Learning Results

Standard V. Reflects/Evaluates Teaching/Learning

Standard VI. Collaborates with Colleagues/Parents/Others

Standard VII. Engages in Professional Development

Standard VIII. Knowledge of Content

Standard IX. Demonstrates Implementation of technology

Like several of the standard sets already mentioned, the **IRA/NCTE Standards for the English Language Arts** are designed specifically to guide the preparation of educators in P-12 settings. These standards are, therefore, provided as an additional guiding force for the content of this course:

- *Standard 1.* Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- *Standard 2.* Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- *Standard 3.* Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- *Standard 4.* Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- *Standard 5.* Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- *Standard 6.* Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- *Standard 7.* Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- *Standard 8.* Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- *Standard 9.* Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- *Standard 10.* Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- *Standard 11.* Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- *Standard 12.* Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**NCATE/EP SB Checklist for Syllabus: EDC 537 Addressed in Course**

<b>Skills and Dispositions of UK Educator Preparation Unit</b>	<b>Addressed in Course</b>
Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.	X
Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes	X
Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior	X
<b>Education Professional Standards Board (EPSB) New Teacher Standards</b>	
Standard 1: Designs and Plans Instruction	X
Standard 2: Creates and Maintains Learning Climates	X
Standard 3: Implements and Manages Instruction	X
Standard 4: Assesses and Communicates Learning Results	X
Standard 5: Reflects and Evaluates Teaching and Learning	X
Standard 6: Collaborates with Colleagues, Parents, and Others	X
Standard 7: Engages in Professional Development	X
Standard 8: Knowledge of Content	X
Standard 9: Demonstrates Implementation of Technology	X
<b>UK Educator Preparation Unit Technology Standards</b>	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning	X
Standard 3: Candidates select appropriate technology to enhance instruction	X
Standard 4: Candidates integrate student use of technology into instruction	X
Standard 5: Candidates address special learning needs through technology	X
Standard 6: Candidates promote ethical and legal use of technology disciplines	X
<b>EP SB Themes</b>	
Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X
<b>IRA/NCTE Standards for the English Language Arts</b>	
Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts	X
Standard 2: Students read a wide range of literature from many periods in many genres	X
Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts	X
Standard 4: Students adjust their use of spoken, written, and visual language to communicate effectively	X

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements	X
Standard 6: Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts	X
Standard 7: Students conduct research on issues and interest by generating ideas and questions, and by posing problems	X
Standard 8: Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge	X
Standard 9: Students develop and understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles	X
Standard 10: Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum	X
Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities	X
Standard 12: Students use spoken, written, and visual language to accomplish their own purposes	X