I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Curriculum and Instruction</th>
<th>Course # (i.e. ANTY 455) or sequence</th>
<th>EDU 339 (was 397)</th>
</tr>
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<tbody>
<tr>
<td>Subject</td>
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Course(s) Title: Methods: Teaching and Assessing PK-8 Language Arts

Description of the requirement if it is not a single course.

Note: This proposal is only for the course and sections previously titled EDU 397 PK-8 Language Arts (C&I 318 prior to common course numbering). We have been informed by the Registrar’s Office that a general education designation can only be assigned to a specific course and not assigned at the section level for Reserved Course “Bag” numbers. Consequently, we have submitted an e-Curr proposal to change these specific sections of EDU 397 to EDU 339 Teaching and Assessing PK-8 Language Arts. Only the course number will change and not the outcomes nor the requirements.

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Jan LaBonty</td>
<td>10/3/14</td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:jan.labonty@umontana.edu">jan.labonty@umontana.edu</a></td>
<td>3/31/14</td>
</tr>
<tr>
<td>Program Chair</td>
<td>Prof. Georgia Cobbs</td>
<td></td>
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<tr>
<td>Dean</td>
<td>Assoc. Dean Harper-Whalen</td>
<td>10-2-14</td>
</tr>
</tbody>
</table>

III. Type of request

New Renew X One-time Only Change Remove

Reason for new course, change or deletion

IV Overview of the Course Purpose/ Description

The language arts are not subjects within themselves but are connected to the development of clear, imaginative, effective communication. The purpose of this course is to integrate the theory, research, and application of the teaching of the facets of communication: reading, writing, listening, speaking, creating, and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children. We recognize the importance of the Framework for Education in the 21st Century: Communication, collaboration, creativity and critical thinking.

V Learning Outcomes: Provide examples of how the course will support students in achieving each learning outcome.

Identify and pursue sophisticated questions for X Yes

If yes, how will student learning be supported?
When completing the Developmental Spelling Analysis, students will need to gather a sample of student writing and analyze it according to the criteria provided in class. To support them in this endeavor, we study two samples of student composition, as a class, determine the developmental level of the student, make general recommendations for improving writing, make specific recommendations regarding spelling development, study handwriting and punctuation, create a spelling list with a rationale for inclusion of particular. Students then use the guidelines distributed in class to conduct their own research. They are asked to reference the paper and to explain how the references were selected. Since the APA Style can be a bit daunting, we also practice it in class and I provide a shortcut handout that I created to guide them. I am available during office hours and by appointment to provide individual help, particular when determining the level of the student.

They ask, answer, and support three questions:
1. What is the approximately spelling level of the student?
2. How is this assessment used to guide instruction?
3. How does one select worthy references?

<table>
<thead>
<tr>
<th>Find, evaluate, analyze, and synthesize information</th>
<th>Yes</th>
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<tr>
<td>If yes, how will student learning be supported?</td>
<td></td>
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effectively and ethically from diverse sources (see: http://www.lib.umt.edu/library-information-literate-tables/Table2) Subject liaison librarians are available to assist you embed information literacy into your course: http://www.lib.umt.edu/node/115 #instructors

(Continuing from the above response)

Students are required to gather scholarly references to support their conclusions for the Developmental Spelling Analysis. Our in-class discussions focus on how we can judge the credibility of a publication, what ‘learned society’ means, and which journals carry the most weight in our field.

As part of the preparation for this assignment, we practice paraphrasing, writing a thesis sentence, and writing transition sentences in class.

When preparing their poetry presentations, students must attend to citing images and pictures retrieved from the internet.

In writing the multi-genre piece, students read a piece of Historical Fiction (this semester it was *Fever 1793* by Laurie Halse Anderson) and then pursue research on some topic relevant to the book. They cite the summary of that research, include a reference page, connect it with a repitend, and then present what has been learned in a variety formats. We create concept maps in class to demonstrate one piece of the assignment. In class, we discuss the varieties a sources that could be used: books, movies, online references, music, and art.

Again, students have every opportunity through class discussions, email correspondence, and office visits to gather support as they approach this very open-ended assignment.

<table>
<thead>
<tr>
<th>Manage multiple perspectives as appropriate</th>
<th>Yes</th>
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<tbody>
<tr>
<td>If yes, how will student learning be supported?</td>
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☐ No
If no, course may not be eligible
The multi-genre piece requires that students present the information gleaned from their research in four different ways and to include the voices of a variety of participants. In in-class discussions, we address some of the possible perspectives that could be selected and how the culture and language of the time can be authentically represented.

Each day in class concludes with a poem from some of my favorite poets who write or have written for adults: Emily Dickinson, Naomi Shihab Nye, Billy Collins, and Jo Carson. Each voice provides a nuanced perspective on questions that all people ask and attempt to answer. The titles of the poems are on the board and we take time to discuss how the poet has used punctuation, capitalization, dialect, and formatting to advance his or her ideas.

<table>
<thead>
<tr>
<th>Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline</th>
<th>x Yes</th>
<th>If yes, how will student learning be supported?</th>
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<tr>
<td>When preparing the developmental spelling analysis, students approach the assignment from the perspective of the classroom teacher. The questions are asked: how would you share this information with parents? What terminology would you use? How would you summarize that research that supports developmental spelling? By role playing in class, we can practice how conversations with parents can be the most productive.</td>
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<tr>
<td>(Please see the extensive description of the support provided for this assignment given in the first learning outcome.)</td>
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<table>
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<tr>
<th>Use multiple drafts, revision, and editing in conducting</th>
<th>x Yes</th>
<th>If yes, how will student learning be supported?</th>
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| inquiry and preparing written work | The personal memoir requires multiple drafts, revision, and editing. Beginning with a storyboard that is shared within the writing group, during class, and including the first paragraph and literary strategies employed (also shared with the writing group), each facet of this assignment receives feedback from classmates and me. I read and grade the final memoir. The accompanying rubric provides the dates that parts of the memoir are shared and when opportunity for revision takes place.

Students, using white boards, practice a storyboard approach, which is shared with the rest of the class before individual storyboards are created.

Within the writing group, written and oral feedback is provided to the writer and I include written feedback on each facet of the assignment.

One of the genre pieces for the multi-genre piece is graded by someone other than me using a rubric I distribute. |
| Yes **Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline** | □ No
If no, course may not be eligible

| Yes | If yes, how will student learning be supported?
Each day in class, I present, via Power Point, some facet of grammar and punctuation that will support my students in their written endeavors, e.g., how to punctuate conversation, when to use ‘affect’ and ‘effect’, how to avoid the second person. Students must use APA referencing in both the multi-genre writing piece and the developmental spelling analysis, something that is taught and re-taught in class. Students present a piece of poetry based on a mentor piece to the class, following the guidelines shared in class, according to criteria on a rubric. I do three first to demonstrate how this can be effective.

Both the multi genre piece and the developmental spelling analysis require references formatted according to the most current APA style manual: *Publication Manual of the American Psychological Association (6th ed., 2010).*

As Language Arts teachers, the expectations are high for my students’ knowledge of and productivity in all facets of oral and written communication. I model what I want them to do and guide them through the process. We follow Regie Routman’s model for teaching: I do, we do, you do. |
<table>
<thead>
<tr>
<th>VI. Writing Course Requirements</th>
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<tbody>
<tr>
<td><strong>Enrollment is capped at 25 students.</strong></td>
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<tr>
<td>If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
</tr>
<tr>
<td>Course enrollment is capped at 25 students.</td>
</tr>
<tr>
<td><strong>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</strong></td>
</tr>
<tr>
<td>Students are provided with the tools for effective writing and editing a variety of ways:</td>
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<tr>
<td>Through a required grammar text, <em>Woe is I</em> by P. T. O’Conner (2010), (two take-home quizzes are based on this book and students can bring it to the final exam);</td>
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<tr>
<td>Students are encouraged to have a dictionary available in class that also can accompany them to the final;</td>
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<tr>
<td>We write in class every day and share the writing;</td>
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<tr>
<td>Daily Oral Language focuses on some facet of grammar or punctuation or word usage;</td>
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<td>The Word of the Day provides an opportunity for reinforcing parts of speech and modeling vocabulary instruction;</td>
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<tr>
<td>There are hand-outs that accompany demands for referencing;</td>
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<tr>
<td>Students have an opportunity to edit their personal memoirs three times.</td>
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<tr>
<td>Students are guided in using a professional voice in the Developmental Spelling Analysis, particularly when writing recommendations for the next learning step.</td>
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<tr>
<td><strong>Which written assignment(s) includes revision in response to instructor’s feedback?</strong></td>
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<tr>
<td>The personal memoir.</td>
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</table>
**VII. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

| Formal Graded Assignments | Multi-genre writing piece- students conduct research on an historical topic and present it four different ways in the paper. They include a preface explaining their research, a bulleted list of information from the research, a concept map from the book (in this case *Fever 1973*), a completed rubric for one of the pieces completed by someone other than me, and a referenced page (8-10 pages)

The personal memoir- is loosely based on their own life, begins with a storyboard, focuses on the literary strategies used in the first paragraph of the piece, and culminates in the memoir itself. It is subject to feedback and revision and the final copy includes a prologue. (storyboard, 4 pages, final 5-6 pages)

The developmental spelling analysis- includes the analysis of one child’s writing, a discussion of the errors, the approximate level of the student, a discussion of the writing, and a discussion of the next learning step. The citations must be analyzed for value and the paper is scholarly in tone and references (6-8 pages)

These three assignment comprise 50% of the course grade. The two quizzes, poetry presentation (3-4 pages) and the final exam make up the remaining 50%.

| Informal Ungraded Assignments | The writing done in class for Daily Oral Language and Word of the Day is ungraded. I also use mentor poetry frequently in class and students respond and share their work. Aside from taking notes, students write every day in class.

Paste or attach a sample writing assignment, including instructions for students.

**Developmental Spelling Analysis**

The purpose of the Developmental Spelling Analysis is to analyze carefully the writing of one student. This exercise should familiarize you with the levels of Invented Spelling, the role of the teacher in assessing and teaching spelling, and the use of authentic assessment to guide instruction. Your paper will be scholarly in tone and will include the following:

1. A title page with a title

2. An introduction to the topic of spelling (*italicize your thesis sentence*)

3. An introduction to your subject (age, gender, year in school)
4. A chart of all the words in the sample with percentages

5. A discussion of each error

6. A discussion of the handwriting and punctuation

7. A discussion of the writing piece

8. A conclusion regarding the approximate spelling level of the student

9. Suggestions for instruction—What is the next learning step? Include a list of spelling words for the student with the justification for your choices

10. A conclusion regarding the general topic of teaching spelling or a connection to the introduction (wrap it up and print it in bold)

11. Three scholarly references cited within the text of the paper and on a separate page

12. The sample you analyzed (a copy is fine)—at least 50 words with 10 errors

13. A separate discussion of your selection of scholarly references? How were they chosen?

14. Underline at least two transition sentences

When discussing words from the sample in the text of your paper, highlight them in some consistent way:
“sprinkle” ‘sprinkl’ sprinkl sprinkl

**VIII. Syllabus:** Paste syllabus below or attach and send digital copy with form.
The syllabus **must** include the list of Writing Course learning outcomes above.

Paste syllabus here.

Attached below
Methods: Teaching Language Arts P-8 W

EDU 397.01 & .02

Dr. Jan LaBonty
Ed. 309
243-5161

Office hours: M 1:00-3:00
jan.labonty@msu.umt.edu

Course Purpose:

The language arts are not subjects within themselves but are connected to the development of clear, imaginative, effective communication. The purpose of this course is to integrate the theory, research, and application of the teaching of the facets of communication: reading, writing, listening, speaking, creating, and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children. We recognize the importance of the Framework for Education in the 21st Century: Communication, collaboration, creativity and critical thinking.

Course Learning Outcomes:

Students will demonstrate, through their performance on written exams, assignments, and quizzes a thorough understanding of the following key concepts:

1. **Language Development.** Who are the leading theorists in this field? How does knowledge about how children acquire language pertain to instruction in school? What are the stages, facets, and functions of language development? What is the teacher’s role in this process? (Chomsky, Piaget, Vygotsky, Bruner, Skinner)

2. **Second Language Acquisition (ELL).** How do we best teach children whose primary language is not English? What are the advantages of early bilingualism? How do children acquire two or more separate language systems? (Nieto, Rigg, Allen)

3. **Writing Process.** What are the stages of the writing process? What is the teacher’s role during each stage? How do we set up a comprehensive writing program in the elementary grades? How do we use literature to stimulate writing? (Hansen, Graves, Essley, Rief)

4. **Mechanics of Writing.** How do we teach punctuation, grammar, spelling, and handwriting within the writing program? (Routman, Holdaway, Read, Gentry)

5. **Media Literacy.** How does the media affect our belief system? How do we help children become media literate? (Creighton, Lundsteen, Shannon, Winn)
6. **Emergent Literacy.** How do nurture early literacy skills? What helps children learn to read and write? (Pinnell and Fountas, Mandel)

7. **Lesson Planning.** How do we write appropriate lesson plans for the language arts? Which classroom management strategies apply in the language arts? (Hennings)

8. **Integrated Curriculum.** How do we integrate the elementary curriculum so that the facets of language are used effectively? (Goodman)

9. **Assessment.** How is assessment different in an integrated language arts program? How do we select and use a variety of tools to monitor literacy development? How does assessment shape instruction? (Valencia, Pearson)

10. **Diversity Issues.** How do we incorporate issues of diversity and exceptionality into the language arts? How do we teach so that all children will succeed? What are the implications of the Montana Indian Education for All Act? (Patterson, Stoddard)

11. **Standards.** How do we use state and national standards to guide instruction? (PEPPS, CCSS, IRA, NCTE, NCATE, NAEYC)

12. **Conceptual Framework.** What is our conceptual framework? How do we attend to cooperative endeavors, the integration of ideas, and a respect for diversity? (UM College of Education and Human Sciences, NCATE)

**Learning Outcomes particular to Writing Courses**

1. Identify and pursue more sophisticated questions for academic inquiry;
2. Find, evaluate, analyze, and synthesize information effectively from diverse sources;
3. Manage multiple perspectives as appropriate;
4. Recognize the purpose and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen audience;
5. Use multiple drafts, revision, and editing in conducting inquiry and preparing written work;
6. Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline; and
7. Develop competence in information technology and digital literacy.
Rationale for Course:

1. Reading/language arts instruction is the heart of the elementary curriculum.

2. Literacy is both the purpose of education and the right of the student

3. The MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES MANUAL, Board of Public Education, states:

   “... The education program in Communication Arts encompasses the study of languages and literature, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative, logical, and critical thinking.”

Required reading:


Additional required materials:

- A dictionary
- Blue book for Word of the Day and Daily Oral Language

On reserve in the Mansfield Library:

- STANDARDS FOR THE ENGLISH LANGUAGE ARTS. (NCTE and IRA)

Evaluation criteria:

Attendance is required. More than two absences or repeated tardiness will result in a reduction in your final grade. All assignments must be typed and stapled and must have a separate title page (and a title) or cover sheet; late papers are not accepted. Clear communication is a requirement of our profession; therefore, approximately 1/3 of each grade will be based on the mechanics of writing. Assignments will not be reread: complete them with care.

Papers, quizzes, tests, reading assignments, and class activities are designed to meet the dictates of our accrediting agencies (the State of Montana Professional Educator Preparation Program Standards {PEPPS} and NCATE), the guidelines of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) and The National
Association for the Education of Young Children (NAEYC), and the University requirements for an upper division writing class.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instruction and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.

"Plagiarism is the representing of another's work as one's own... Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources" (UM Catalog, p. 24).

Required Tasks:

Quizzes (Punctuation and Grammar) (PEPPS 10.58.501h)
Multigenre Writing for Fever 1793
Personal Memoir (multiple drafts required)
Poetry Café
Developmental Spelling Analysis
Final exam (PEPPS 10.58.501 b, c, g, k, IRA 1.1, 5.2)

Assignments:

Genre Writing (PEPPS 10.58.521 c, f, IRA 4.1)

Just as we read in different genres, we write in different genres. Which form we choose for our writing depends on numerous factors: our purpose, the audience, the topic itself. After reading Fever 1793, select four different genre responses to the political and social events chronicled in this book (Yellow Fever, colonial America, medicine in the late 18th century, slavery). This is basically an historical research assignment; do not respond to or in the voice of the fictional characters in the book.

As a separate introduction, or preface, or 'dear reader' describe, why you chose the genres you chose. Select a repentend, something that will connect each piece. It can be a line from a poem, a picture, a cartoon, anything that physically links each piece. In your introductory piece, explain how you chose your repentend. Consequently, the repentend will appear five times in this assignment: on the title page, in the introductory piece, and between each entry. List in bulleted format the information that you uncovered from your own research that you will imbed in the genre responses. Include a minimum of six pieces of information. Cite your sources (at least two) on a separate reference page.

Some writing options: (Poetry is not an option.)
Letters Script for plays
Newspaper articles Opinion pieces
Journal entries Obituaries
Narrative Biography (or autobiography)

One of your pieces will be graded by someone other than me. Using the rubric distributed, he or she will grade the piece. Include this assessment with your finished product.

The final piece of this assignment will be a graphic organizer/concept map of the story that highlights the key events and the relationships among and between characters.

**Personal Memoir** (PEPPS 10.58.521, 1a, iii, IRA 6.2, UM Writing Course)

Much is known about how and why people write and how we help students develop this essential communication skill. We also know that drawing is an intermediary between oral and written discourse (Graves, 1989). Through this multi-draft format, we will reaffirm how to create, organize, rewrite, edit, and share a piece of writing.

Select a personal story to write. This will be a memoir so you will have substantial literary license with the details (just ask James Frey). We will use a storyboard approach as our process. The final essay will be between 5-6 pages, double-spaced.

1. Share your storyboard and title with your writing group (submitted 10/15 )
2. Share your first paragraph with literary strategies with your writing group (submitted 10/22)
3. Submit final written story (11/5)

I will also review all three stages of the process and of course, assign the grades. The rubric and point distribution will be distributed in class. The title page will include a hand drawn, or originally created picture, or a poster related to your story and a prologue.

**Poetry Café** (PEPPS 10.58.501, 1a)

Poetry is an excellent means of addressing word choice and voice in writing. In all cultures and throughout history, poets have been revered for their ability to take listeners and readers to higher levels of understanding and to new perspectives. Following the mentored poetry shared in class, create a poem to share with the class. It will be similar in format to a published poem, will be illustrated, and will be read (use a power point format). The paper that accompanies this poem will include the following items:

1. A title page with an illustration or some type of artwork;
2. The poem you created;
3. The poem you used as a model; and

**Developmental Spelling Analysis** (PEPPS 10.58.501 b, j, IRA 3.3, 3.1, UM Writing Course)

Collect a writing sample of a child aged 6-11; analyze the child’s writing development and his or her handwriting. Comment on the handwriting and punctuation as they pertain to spelling development. Sort the words into the categories as we did in class. At what stage is this student functioning? As a classroom teacher, what recommendations would you have for this child? What would be the next learning step? Assemble a spelling list for the student and explain your selection.

Support your recommendations and conclusions with three scholarly references and reference your paper according to the dictates of the *APA Manual of Style*. On a separate page, describe how you evaluated and selected each of your references.

**Daily oral language** (IRA 2.2)

Each day of class I will share a word from the Merriam Webster “Word of the Day” website. We’ll also have a daily oral language lesson on some facet of grammar, punctuation, or referencing. This information will be required for the final.

**In-class writing** (University writing course)

Writing is a skill that needs to develop over time. Typically, we will write every day in class. This writing will frequently be connected to the Word of the Day or to Daily Oral Language. We will use mentor text quite often and you will have to opportunity to share your writing in a format that is ungraded and relaxed and fine tune your ability to think and feel on paper.

**Grading:** The three papers comprise 50% of your final grade; the two quizzes, the poem, and the final will make up the remaining 50%.

**Grading Scale:**

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<th>Percentage</th>
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<tbody>
<tr>
<td>100-99</td>
<td>A+</td>
<td>91-90</td>
<td>B+</td>
<td>83-82</td>
<td>C+</td>
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<tr>
<td>98-94</td>
<td>A</td>
<td>89-86</td>
<td>B</td>
<td>81-78</td>
<td>C</td>
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<td>93-92</td>
<td>A-</td>
<td>85-84</td>
<td>B-</td>
<td>77-76</td>
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<td>73-70</td>
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<td></td>
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<td>69-68</td>
<td>D-</td>
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(From 100% to 69%)
Tentative Schedule:

August 25-29
Introduction to the course
Definitions of language

September 1-5 (No class Monday)
How children learn
Facets of language
Quiz #1 due Wednesday

September 8-12
Primary language acquisition
Secondary language acquisition
The ELL curriculum
Language theorists
  *Moodle Power Point*
Quiz #2 due Wednesday

September 15-19
Lesson planning
Emergent literacy
  *Moodle Power Point*
Genre Writing due Wednesday

September 22-26
The listening process
Readers Theatre

September 29-October 3
Learning through drama
Listening and speaking

October 6-10 No class

October 13-17
Purpose and facets of writing
Storyboard and title due Wednesday

October 20-24
Six Traits of writing
Reading and writing poetry
First paragraph due Wednesday

October 27-31
Stages of spelling development
Teaching spelling

November 3-7
Handwriting and grammar
Language Arts conferences
Personal memoir due Wednesday

November 10-14
Culture and diversity in the classroom
Classroom management

November 17-21
Montana Indian Education for All

November 25-29 (No class Wednesday)
Assessment in the Language Arts
Poetry Café Monday

December 1-5
Writing in the content area
Spelling test
Spelling analysis due Wednesday

December 8-12 Final Week
  *Section .01-Tuesday 10:10-12:10*
  *Section .02-Monday 10:10-12:10*