

# Graduate Course Proposal Form Submission Detail

## - LAE5362

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Current Status: **Approved by SCNS - 2016-04-01**

Campus: **Sarasota**

Submission Type: **New**

Course Change Information (for course changes only):

Comments: **Approved by USFSM 1/29/16. To USF Syst 2/26/16. Ready for SCNS March7 pending Syst Concurrence Clearance. Nmbr 5346 approved as 5362 effective 4/1/16**

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### 1. Department and Contact Information

<u>Tracking Number</u> <b>5374</b>	<u>Date &amp; Time Submitted</u> <b>2016-01-19</b>	
<u>Department</u>	<u>College</u> <b>EM</b>	<u>Budget Account Number</u> <b>172100004</b>
<u>Contact Person</u> <b>Sarah Fayard</b>	<u>Phone</u> <b>9413594619</b>	<u>Email</u> <b>sarahfayard@sar.usf.edu</b>

2.

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### 3. Course Information

<u>Prefix</u>	<u>Number</u>	<u>Full Title</u>
<b>LAE</b>	<b>5362</b>	<b>Methods of Teaching English Language Arts</b>

Is the course title variable? **N**

Is a permit required for registration? **N**

Are the credit hours variable? **N**

Is this course repeatable? **N**

If repeatable, how many times? **0**

Credit Hours

**3**

Section Type

**C - Class Lecture  
(Primarily)**

Grading  
Option

**-**

Abbreviated Title (30 characters maximum)

**Methods English Education**

Course Online?

Percentage Online

U - Face-to-face, online, and blended  
(separate sections)

0

6. Prerequisites

7. Corequisites

8. Course Description

9. Explores best practices and develops methods for integrating reading, writing, speaking, listening, viewing, and critical thinking activities into secondary and post-secondary English language arts classes.

10. 

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11. **Justification**

A. Please briefly explain why it is necessary and/or desirable to add this course.

Replacing Selected Topics with Permanent number; already listed in program

B. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

The programs that will use this course currently have a 4-credit course on methods of instruction in secondary English Education. The course being proposed includes post-secondary elements that supports those students who wish to teach at the community college level. It will offer a 3-credit alternative to the current 4-credit course.

Two programs will be able to use the course. One is the MA in English Education and the other is the MAT in Secondary English Education.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

Yes, 3 or more times

D. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Required qualifications are a doctorate degree with 18 graduate credit hours in the discipline.

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## 12. Other Course Information

### A. Objectives

#### COURSE Outcomes

Students in this course will explore the following:

1. Developing and refining a philosophy for the teaching of English.
2. Maintaining professionalism in relationships with students and colleagues.
3. Understanding and utilizing state and national secondary standards to plan instruction at the secondary and post-secondary levels.
4. Mastering technological tools to aid in the delivery of appropriate instruction.
5. Researching, using, and refining researched-based methods for teaching English language arts.
6. Utilizing best practices in engagement, differentiation, scaffolding, rigor, grading, and assessment.
7. Participating in structured observations of classroom teaching.
8. Facilitating one-on-one, small group, and whole class instruction.
9. Examining current issues in English education at secondary and post-secondary levels.

## B. Learning Outcomes

1. Demonstrate an understanding of and competence in short-term and long-term planning for English instruction through designing effective unit and lesson plans.
2. Articulate the challenges related to English instruction with emphasis placed on reading/writing workshops, teaching at-risk students, exceptionality, teacher ethics, diversity, critical thinking, learning styles, and interdisciplinary models by completing an essay exam.
3. Research and evaluate current technology, professional resources, trade publications, and other materials related to the teaching of English.
4. Utilize a variety of techniques to practice and apply the role of reflective practitioner and lifelong learner by delivering a professional skills presentation to the class.
5. Identify and develop individual resources including media, technology, and traditional text for combining the various strands within the teaching of English: reading, writing, speaking, listening, viewing and thinking by completing an essay exam.
6. Identify teaching strategies for meeting the literacy needs of all students in the English program by completing an essay exam.

## C. Major Topics

1. Philosophy of teaching
2. Professionalism
3. Professional Standards
4. Technology
5. Instructional methods
6. Classroom management

## 7. Planning

## 8. Differentiation of instruction

## 9. Current Issues and research in teaching English

### D. Textbooks

Milner, J., Milner, L., & Mitchell, J. (2012). *Bridging English*. (5th ed.). Boston, MA: Pearson.

Graham, S., MacArthur, C., Fitzgerald, J. (2013). *Best Practices in Writing Instruction*. (2nd ed.). New York, NY: The Guilford Press.

### E. Course Readings, Online Resources, and Other Purchases

A. Tests. The midterm is week 8. The exam is week 16.

B. Assignment due dates.

- Reading Assignments, Discussion Topics, Journal Entries, and

Exit Slips are due on a weekly basis beginning week 2.

- Classroom Observations and Reflections are due every two weeks beginning week 3.

- The Technological Presentation will be completed between weeks 3 and 9. Students will sign up for dates.

- The Case Studies are due at the beginning of class week 10.

- The Professional Skill-Building Presentation will be due between weeks 11 and 15. Students will sign up for dates.

- The Unit Plan is due at the beginning of class week 15.

The Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. The Information Commons is staffed by librarians, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring services provided by Learning Support Services, which are provided at no cost to students.

#### F. Student Expectations/Requirements and Grading Policy

The class syllabus is posted in Canvas, the online course management system. In this class, Canvas will be used for posting all assignments, including discussions, for announcements, and for grading. Specific directions regarding assignments will also be in Canvas.

Information on how to use Canvas is available at:  
<http://usfsm.edu/elearning>

Canvas is accessible via the myUSF online web portal, or directly at <http://learn.usf.edu>.

#### GRADING, EVALUATION AND ATTENDANCE POLICIES:

A. USFSM policy requires that all students receive a graded assignment or examination prior to the semester's drop/withdraw date on October 31st.

B. Assignment Value.

- Discussion Topics, Journal Entries, and Exit Slips are worth a total of 5% of the final grade.
- Classroom Observations and Reflections are worth 10% of the final grade.

- The Technological Presentation is worth 5% of the final grade.
- The Midterm is worth 20% of the final grade.
- The Professional Skill-Building Presentation is worth 20% of the final grade.
- The Unit Plan is worth 20% of the final grade.
- The Final Exam is worth 20% of the final grade.

C. Grading process. This course will use a plus/minus grading system. Grades will be assigned as follows:

- ♣ A Excellent performance 4.00
- ♣ A- 3.67
- ♣ B+ 3.33
- ♣ B Good performance 3.00
- ♣ B- 2.67
- ♣ C+ 2.33
- ♣ C Average performance 2.00
- ♣ C- 1.67
- ♣ D+ 1.33
- ♣ D Poor performance 1.00
- ♣ D- 0.67
- ♣ F Failure 0.00

## G. Assignments, Exams and Tests

### A. Reading Assignments.

Beginning week 2, students will read two chapters from each of the required textbooks before class every week, which means that most reading for the course will be finished by week 9. While the reading assignments are not graded, they will establish a common language and a point of reference for all students. If it becomes necessary, reading quizzes will be added to the course.

### B. Journal Entries and Exit Slips.

Students will complete a journal entry and an exit slip during most class meetings.

### C. Discussion.

On a weekly basis, students should post two discussion questions from their reading and another two discussion questions regarding the topic of the reading to the discussion board in Canvas. Participation in class discussion is required.

### D. Observations and Reflections.

Students will complete an observation form and write a reflection for the classes they observe.

### E. Technological Tool Presentation.

Students will master a new technological tool and do a short presentation explaining how to use the tool and how it is most effectively utilized in ELA class.

### F. Professional Skill-Building Presentation.

Students will research and read scholarly journal articles and position papers about professional teaching skills and engage in discussion with other professionals. Students will write a paper summarizing their research and will present their learning to the class.

## G. Unit Plan.

Students will write one unit plan on a topic of their choice. The unit plan is the culmination of everything the student has learned in the course.

## H. Tests and Quizzes.

Students will take a midterm and a final.

## H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101,

<http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm>)

Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances:  
([http://usfweb2.usf.edu/usfgc/gc\\_pp/acadaf/gc10-045.htm](http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm))

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and

the main USF, College, and department websites, emails, and MoBull messages for important general information.

Attendance policy. Students must let the instructor know prior to any absence. Students will lose 10% of their grade for each unexcused absence. After two excused absences, students will lose 10% of their grade for each additional absence. Assignments are due at the beginning of class regardless of absence.

USFSM attendance policy will be followed.

#### I. Policy on Make-up Work

Assignments are due at the beginning of class regardless of absence.

USFSM policy on excused absences and make-up work will be followed:

Students must notify their instructors at the beginning of each academic term if they intend to be absent from a class or announced examination for the approved reason as noted above in accordance with this policy. In the event that a student is absent for one of these noted reasons on a day when the instructor collects work for purposes of grading (homework, quiz, etc.), the student shall be given a reasonable opportunity to make up such work or shall not have that work averaged into the student's grade, at the discretion of the instructor.

If excused for an absence, the student is responsible for completing all academic work, examinations, assignments, and labs within a period of time and in a manner deemed appropriate by the instructor. The manner for accommodating excused absences appropriately is in the hands of the instructor, but a student who is absent for an excused reason should not be at a disadvantage when compared to other students. The approved reasons for excused absences apply even if a student in a course has the option of dropping an assignment grade (e.g., dropping the lowest quiz score). Excused absences for other reasons may be allowed or declined entirely at the discretion of the instructor.

Even if individual absences are excused, excessive absences may threaten a student's satisfactory completion of a course. Absences

may count from the first class meeting, including for students who hope to add the class after the first day.

J. Program This Course Supports

This course supports the MAT in Secondary English Education and the MA in English Education.

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**13. Course Concurrence Information**

This course supports no other programs.