Department of Vocational Teacher Preparation
Writing and Speaking Across the Curriculum Plan

Goal: Graduates will use writing and speaking as a tool to communicate as professional educators. The purposes of this communication will include the need to inform and teach, to respond and express opinion, to analyze and evaluate and to interact socially and professionally.

To this end the following objectives have been identified.

As an educator in a public or private institution the graduate will:

1. identify and summarize community needs.
2. use professional terminology to inform colleagues, supervisors and the community about their curriculum and instruction.
3. evaluate and summarize student needs.
4. identify and explain instructional strategies to be employed.
5. analyze occupational competencies and knowledge necessary for success.
6. develop sequenced curriculum for various student groups.
7. assess and apply educational research to educational situations.
8. adopt appropriate professional listening behaviors.
9. communicate with colleagues using, letters, memos, e-mail and verbally.
10. develop and use evaluation instruments to assess student achievement.
11. develop and implement lessons.
12. professionally evaluate a peer's lesson presentation.
13. recommend and persuade adoption of a variety of educational proposals and plans.
14. communicate with colleagues and the community to improve schools and learning and teaching.

Criteria: Grammar and spelling will meet conventional English standards. APA style will be used for all assignments. Writing and speaking will be organized so that the message is conveyed to the audience. Both content (based on the assignment) and quality of information will be assessed.

Ways and means: Each student will take seven (7) core VTP courses, student teaching and one cognate course (COM 210, 212 or 240) that require writing and speaking in order to study and practice the theory of each course. (ie. In order to develop curriculum in VTP 309 the student must interview, observe, synthesize, and evaluate. After an occupational analysis is completed, curriculum will be developed, sequenced and written for use by the writer and others.)

Writing assignments will be of varied lengths and complexity. In some cases rewrites will be required and in others it will be an option.

APA is the accepted style for VTP written assignments. All assignments will be written in this format since most education journals and periodicals follow APA style.

Courses: The following is a list of required writing and oral communication courses and the related assignments. Approximately 50-75% of the student grade in these courses is based on written work and approximately 25% is based on verbal work.
VTP 307 Introduction to Vocational Education--Teacher/student interview, heritage report, specific performance-based objectives for a lesson, research paper, article reviews, movie critiques, employer interview reports, field project reports, associated oral presentations and discussions.

VTP 309 Vocational Curriculum Development--community survey, course description for a specific vocational course, outline, list of general goals, student performance objectives for a vocation program, institutional description/mission statement, report of teachable elements of an occupation, occupational analysis and course of study for a specific vocational course or program, industry and instructor interviews and observations, and discussion.

VTP 312 Methods of Teaching Vocation Subjects--Lesson plans, instructional materials, article critiques, peer lesson critiques, self-critiques, philosophy paper, multiple lesson presentations, demonstrations and oral evaluations.

VTP 313 Instructional Assessment in Vocational Education--Evaluation plan for a competency-based vocational program, performance test scoring instruments, cognitive and affective evaluation tools, student portfolio designs, oral presentations and discussions.

VTP 314 Laboratory and Classroom Organization and Management--Organizational and management plan for vocational laboratory, plan for inventory control/distribution and storage of tools, materials and supplies, teacher/laboratory interview and observations and reports, analysis plan for student management systems, budget requests with justifications, grant proposal, textbook evaluations, oral presentations and discussions.

VTP 444 Serving special Needs Learners in Vocational Education--Field visitation report, article reviews, summary of a commissioner's decision, summary of medication use, observation analysis, lesson modifications, text summaries, written research papers, develop activities for special needs learners, oral presentations and discussion.

VTP 445 Language Arts in the Vocational Classroom--Create and present student activities that promote excellent reading, writing, speaking and listening skills. Multiple oral presentations of student learning activities and discussion.

VTP 485/490 Vocational Supervised Student Teaching--Interviews of school personnel regarding school policy and procedures, student needs summaries, lesson plans and implementation, teaching materials, student and self-evaluations, participate in parent student meetings, and faculty meetings and advise a vocational student organization.

Communication 210, 212 or 240--As a cognate requirement students will take one of these communications courses which focuses on oral and non-verbal communication.