

Curriculum and Instruction Department
Adolescence Education Program – 2007
General Education 2000 – Writing and Oral Communication Plan

I. Standards

Upon completing requirements for a degree and certification in Adolescence Education, students will be able to read, write, listen, and speak for a variety of purposes:

- A. Information and understanding;
- B. Literary response and expression;
- C. Critical analysis and evaluation; and
- D. Social interaction.

(New York State English/Language Arts Standards 1996)

II. Goals

It is imperative that adolescence teachers have the ability, confidence, and desire to speak and write well because their careers require a variety of types of oral presentation and writing for many purposes and many audiences. Upon completion of requirements for a major in Adolescence Education, candidates will be able to:

- A. Use informal and formal speaking and writing to reflect upon issues and experiences;
- B. Evaluate, compare and contrast, both orally and in writing, various theoretical and practical approaches to teaching and learning in all subjects areas;
- C. Articulate a personal philosophy of teaching that incorporates specific theories about the way in which people learn;
- D. Respond to and evaluate, both orally and in writing professional readings such as research reports, policy papers, and educational journal articles;
- E. Clearly report, both orally and in writing, information such as student progress and curriculum development to administration, colleagues, parents, and students;
- F. Write detailed long and short-range plans and lessons plans that include rationale, objectives, and procedures; and explain the plans orally to cooperating teachers, parents, and peers;
- G. Demonstrate an understanding of the writing process and be able to model writing for students;
- H. Respond, through both discussion and in writing, to traditional young adult literature and current popular young adult literature, which represents a number of genres and relates to content areas;
- I. Synthesize information from a variety of sources, evaluate evidence, form opinions, and generate hypotheses for further inquiry;
- J. Understand and use appropriately the basic concepts and vocabulary of the field of education;
- K. Construct assessment materials;

- L. Reflect critically, both writing and orally, about their own and others' teaching practices, offering alternative courses of action, possible consequences, and recommendations;
- M. Develop materials to improve student learning and enhance content area exploration, and to foster students' development of writing and speaking skills;
- N. Present, both orally and/or in graphic and written form the socio-political and historical contexts of significant educational issues;
- O. Explain how the content that students learn academically connects to life outside the school; and
- P. Document sources appropriately.

III. Objectives:

Adolescence Education majors will present, both write and orally, frequently during the two years of coursework in their major, both in required classes and in field placements (currently 100 clock hours of field placement prior to student teaching), and during a full semester of student teaching. They will be placed in situations where they see effective writing and oral presentation modeled and practiced by professors and by professionals in the field.

- A. Behavior. Required courses in the major that are designated as writing courses will involve many or all of (but not limited to) the following kinds of writing and oral experiences:
 - Learning logs, personal reflective journals, and/or dialogue journals;
 - Essays;
 - Reports, both oral and written;
 - Evaluations of readings, both orally and in writing;
 - Lesson plans and long-range plans;
 - Reading guides for students;
 - Memoirs;
 - Formative and evaluative responses to student work;
 - Analysis of educational classroom experiences; and
 - Presentations (formal and informal).
- B. The designated writing and oral communication courses will have the following contexts or resources available to students:
 - Access to professionals (administrators, professors, classroom teachers) who use both oral and written language to communicate and present for a variety of purposes and audiences;
 - Textbooks that address writing-related issues;
 - Stylebooks, such as the APA Manual, which address technical aspects of writing in education; and
 - Examples of educational writing – research reports, lesson plans, IEP's professional journal articles, policy papers, analysis of data.

- C. The syllabus for each designated course in the major will reflect the objectives and topics featured in the official course outlines. The instructors will clearly delineate expectations in terms of both written and oral presentation assignments. Instructors will be responsible for setting standards for quality of written and oral assignments, for giving constructive criticism and suggestions, and for evaluating and responding to written and oral assignments. Opportunities for revision will be available.

IV. Courses:

The Department recognizes the importance of writing and speaking within content area fields. Since the originally approved Adolescence WAC plan, one of the five courses has been an approved content course. However, at the time of initial approval, the number of approved content courses was limited and few at the Introductory Level of writing. Since the major is entirely at the upper division level, it has been difficult to ensure that the Adolescence majors have experienced the typical assignments found in an introductory approved course. Thus, in light of this oversight and the fact that now all the concentration areas have an approved introductory level WAC course, the following courses are designated as the lower division content courses that will guarantee that Adolescence majors take an Introductory Level course. This revision will allow majors the opportunity to learn the basic concepts and vocabulary of a content area that they will be expected to teach to others and to discuss the concepts correctly and clearly. This change will bring the Adolescence 7-12 writing and oral language plan more in line with other writing plans throughout the campus.

The **Introductory Content Courses** designated for each concentration are listed below.

- Biology BIO 120 Molecular and Cellular Foundations or BIO 111 College Biology
- Chemistry CHE 111 w/lab General Chemistry
- Earth Science GEO 200 w/lab Historical Geology or MET 210 Meteorology for Majors
- English ENG 204 Writing about Literature
- Mathematics MAT 215 Discrete Mathematics
- Modern Languages FRE 201 or 202 Intermediate French
GER 201 or 202 Intermediate German
SPA 201 or 202 Intermediate Spanish
- Physics PHY 111 College Physics
- Social Studies HIS 202 History of the US to 1865 or
• HIS 203 History of the US since 1865

Advanced Level – Writing and Speaking to Learn in the Major Discipline. The following courses were selected and approved (2001) to guarantee that each Adolescence major has experiences. These courses provide writing and speaking opportunities of many lengths and purposes in which each major is required to participate.

All teachers should be aware of and have literacy goals for their students, including their being able to read, write, speak, and listen for purposes of understanding and accessing information, responding to literature, evaluating arguments, thinking critically about issues, and social interaction. These courses help pre-service teachers think about educational issues with regard to themselves as well as their future students.

A. EDU 301, Schooling, Pedagogy & Social Justice.

Candidates will be required to complete a variety of assignments that may include:

- Maintain on-going dialogue in class and through e-mail about issues in education;
- Maintain a learning log throughout an action research project, and develop an essay that reports results;
- Critically analyze a book-length reading;
- Write three descriptive and/or analytic reaction papers with on-going instructor feedback;
- Utilize a variety of prewriting tools and approaches to collect ideas for writing;
- Write an essay that analyzes one theme in education within the historical context.

B. LIT 396, Literacy in the Content Area.

Candidates will be required to complete a variety of assignments that may include:

- Create guides for students that will aid reading comprehension of textbook material as well as for a variety of texts beyond the textbook;
- Practice their own writing skills and strategies as they learn about writing processes;
- Create annotated bibliographies related to the content areas;
- Construct a portfolio that includes a reflective essay;
- Present book-talks; and
- Conduct mini-lessons and discussions in small groups.

C. ADO 394 Interdisciplinary Methods

This course presents the content areas in an integrated theme-based approach.

Candidates will be required to complete a variety of assignments that may include:

- Construct student learning activities and unit plans;
- Learn to speak and write collaboratively with colleagues who will be teaching in disciplines other than their own;
- Orally present projects and teaching materials that they have created;
- Analyze readings in a variety of fields for writing style and techniques as well as for ideas represented;
- Interact with writers, as they are writers themselves, in this transdisciplinary educational experience.

Intensive Level – for an audience other than the college community. Where the three courses listed at the Advance Level provide opportunities for candidates to write and speak in a variety of lengths and purposes for primarily the on campus population, the following courses require majors to demonstrate writing and oral language skills to audiences other than the immediate college community. Candidates' speaking and writing abilities are evaluated formally and informally on a daily basis by professionals in the field throughout two student teaching experiences. Adolescence majors are required to communicate effectively, both in written form and orally to a wide audience beyond the classroom that includes students, cooperating teachers, college supervisors, and principals, parents, other educator and personnel in the school environment.

ADO 420 or ADO 421, Student Teaching or Cross Cultural Student Teaching

Candidates will:

- Write long and short-range plans that are responded to by the cooperating teacher and college supervisor;
- Create instructional materials with clear, concise written and/or oral directions;
- Create different forms of assessment such as tests, creative writing prompts, and research assignments;
- Respond to students' work in written and oral language;
- Collect, analyze, and use data regarding teaching behaviors;
- Manage student records and IEPs;
- Keep a reflective journal that requires self-evaluation in terms of teaching skills, knowledge, and dispositions;
- Interact with other professionals, parents, and community in written and oral formats.

Summary

Writing Across the Curriculum: Candidates in the Adolescence 7-12 major must complete the four required Adolescence and Literacy courses as well as one approved WAC concentration course to meet the General Education 2000 Writing Across the Curriculum requirement. Each course serves as one of the required five courses. Thus, if a candidate changes major, completed courses can be accepted in the new major as writing courses to meet the GE 2000 requirement.

Oral Communication: Majors in the Adolescence 7-12 major must complete all four education courses in order to complete the GE 2000 Oral Communication plan requirement as there is no one single course that focuses entirely on oral communication. However, within the content of the four listed Adolescence and Literacy courses students will experience and meet the requirements of the GE 2000 Oral Communications. If candidates elect to change their major prior to successful completion of all five courses, they will have to take the approved oral communication courses required by the new major.

Assessment Plan: Each goal listed below will be evaluated throughout the major. However, the specific goal will be most directly assessed in the course(s) indicated in parentheses at the end of each goal. The instructors will use formative evaluation procedures throughout each course, and may choose to evaluate students' oral and written performance through the use of tests, rubrics, checklists, etc.

- A. Use informal and formal speaking and writing to reflect upon issues and experiences; (EDU 301, ADO 394, LIT 396 and ADO 420/421)
- B. Evaluate, compare, and contrast orally and in writing various theoretical and practical approaches to teaching and learning in all subjects areas; (ADO 394 and ADO 420/421)
- C. Articulate a personal philosophy of teaching that incorporates specific theories about the way in which people learn; (ADO 420/421)
- D. Respond to and evaluate orally and in writing professional readings such as research reports, policy papers, and educational journal articles; (EDU 301, ADO 394 and ADO 420/421 and LIT 396)
- E. Clearly report orally and in writing information such as student progress and curriculum development to administration, colleagues, parents, and students; (ADO 420/421)
- F. Write detailed long and short-range plans and lessons plans that include rationale, objectives, and procedures; and explain the plans orally to cooperating teachers, parents, and peers; (ADO 394 and ADO 420/21)
- G. Demonstrate an understanding of the writing process and be able to model writing for students; (LIT 396 and ADO 420/421)
- H. Respond through discussions and in writing to traditional young adult literature and current popular young adult literature, which represents a number of genres and relates to content areas; (LIT 396)
- I. Synthesize information from a variety of sources, evaluate evidence, form opinions, and generate hypotheses for further inquiry; (EDU 301, ADO 394 and ADO 420/421 and LIT 396)
- J. Understand and use appropriately the basic concepts and vocabulary of the field of education; (ADO 420/421)
- K. Construct assessment materials; (ADO 420/421)
- L. Reflect critically in writing and orally about their own and others' teaching practices, offering alternative courses of action, possible consequences, and recommendations; (ADO 394 and ADO 420/421)
- M. Develop materials to improve student learning and enhance content area exploration and to foster students' development of writing and speaking skills; (ADO 420/421)
- N. Present orally and/or graphic and written form the socio-political and historical contexts of significant educational issues; (EDU 301)
- O. Explain how the content that students learn academically connects to life outside the school; and (ADO 420/421)
- P. Document sources appropriately.(content area course and all education courses)