

Curriculum & Instruction Department
110 Wilber Hall; 312-4061

November 8, 2007

MEMORANDUM

TO: General Education Council

FROM: Pamela Michel, Chair
Curriculum and Instruction Department

RE: Childhood 1-6 Major Writing and Oral Language Across the Curriculum

The Curriculum and Instruction Department faculty request that the Childhood 1-6 Writing and Oral Language Across the Curriculum plan be updated to better reflect the intent of the Writing and Oral Language Across the Curriculum plan given that many more content courses have been approved as well as subtracted since the original approval of the plan in 2001. Specifically the revised plan clarifies the content area requirement level and the level of writing each of the upper division major courses address.

The proposal begins with the approved plan that requires four upper division major courses and one content course. The course revisions occur in the one content course in each of the six concentrations. The proposed courses have been highlighted as well as the rationale for the revisions.

PAM/jo
Enclosure

Curriculum and Instruction Department
Childhood Education Grades 1-6 Program
General Education 2000 – Writing and Oral Communication Plan
Revised November 2007

I. Standards:

Upon completing requirements for a degree and certification in Childhood 1-6 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 childhood 1-6 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 Childhood Education, students 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 children's 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 in 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 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:

Childhood Education majors will write and orally present frequently during the two years of their major course work, both in required classes, field placements (currently 100 clock hours 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. Courses required for the major that are designated as writing and oral communication 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, written and oral; Evaluations, written and oral, of readings; Lesson plans and long-range plans; Reading guides for students;
Memoirs; Formative and evaluative responses, both written and oral to students' work; Analysis of educational classroom writing and oral communication experiences; and presentations (formal and informal).
- B. The designated writing and oral communication courses will have the following contexts or resources available to students:
 - 1. Access to professionals (administrators, professors, classroom teachers) who use language to communicate and present for a variety of purposes and audiences;
 - 2. Textbooks that address writing-related and oral communication issues;
 - 3. Stylebooks such as the APA Manual, which address technical aspects of writing in education; and
 - 4. Examples of educational writing – research reports, lesson plans, I.E.P.'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 written and oral presentation assignments. Instructors will be responsible for modeling and 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 Childhood WAC plan, one of the five courses has been a 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 an upper division major, it has been difficult to ensure that the Childhood 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 designed as the lower division content courses that will guarantee that Childhood majors take an Introductory Level course. The 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 express the information correctly and clearly. This change will bring the Childhood 1-6 writing plan more in line with other writing plans throughout the campus.

Introductory Content Courses designated for each concentration are listed below.

- 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
- Science BIO 120 Molecular and Cellular Foundations
or BIO 111 College Biology
or
GEO 200 w/lab Historical Geology or
MET 210 w/lab Meteorology for Majors,
or
CHE 111 w/lab General Chemistry
or
PHY 111w/lab College Physics
- Social Studies HIS 202 History of US to 1865 or
HIS 203 History of US since 1865
- Women's Studies WST 200 Introduction to Women's Studies

The following courses were selected and approved (2001) to guarantee that each Childhood major has experiences at the Advanced Level – Writing and Speaking to Learn in the Major Discipline. 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 being able to read, write, speak, and listen for purposes of understanding and information, responding to literature, literary expression, evaluating arguments, thinking critically about issues, critical analysis, evaluation, and social interaction. These courses help pre-service teachers think about literacy issues with regard to themselves, as well as their future students.

Advanced Level – Writing and Speaking to Learn in the Major Discipline:**• EDU 301, Schooling Pedagogy & Social Justice (3sh).**

Candidates will be required to complete assignments that will include:

1. Maintaining an ongoing dialogue in class and through e-mail about issues in education;
2. Maintaining a learning log throughout an action research project, and developing an essay that reports results;
3. Critically analyzing a book-length reading;
4. Utilizing a variety of prewriting tools and approaches to collect ideas for writing;
5. Writing descriptive and/or analytic reaction papers with ongoing instructor feedback;
6. Write an essay that analyzes one theme in education within the historical context.

• LIT 311, Language and Literacy Development for All Learners (3sh).

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

1. Creating guides for students that will aid reading comprehension of textbook material as well as for a variety of texts beyond the textbook;
2. Practicing their own writing skills and strategies as they learn about writing processes;
3. Creating annotated bibliographies related to the content areas;
4. Presenting book-talks;
5. Conducting mini-lessons and discussions in small groups;
6. Collaborating with peers to develop oral presentations; and
7. Reflecting orally and in writing about their personal philosophy of literacy instruction.

• CED 394 Integrated Methods

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

1. Constructing student learning activities and Teacher Work Samples (an enhanced format of the traditional unit) that meet the needs of all learners;
2. Learning to speak and write collaboratively with colleagues who will be teaching in disciplines other than their own;
3. Presenting orally the projects and teaching materials that they have created;
4. Analyzing readings in a variety of fields for writing style and techniques as well as for ideas represented;
5. Interacting with writers, as they are writers themselves, in this trans-disciplinary educational experience;
6. Reflecting orally and in writing on their personal teaching philosophy as it relates to the School of Education Conceptual Framework at this particular time in their professional development.

Intensive Level – for an audience other than the college community. Where as the three courses listed at the Advance Level provide opportunities for candidates to write

and speak in a variety of lengths and purposed for primarily an on-campus population, the following courses require majors to demonstrate writing and oral language skills to audiences other than in the immediate college community. Candidates' speaking and writing abilities are evaluated formally and informally on a daily basis by professionals in the field throughout the total of each of the two student teaching experiences. Childhood majors are required to communicate effectively both in written form and orally to a wide audience beyond the classroom and that includes students, cooperating teacher(s), College supervisor, principal(s), parents, other educators and personnel in the school environment.

- **CED 420 or CED 421, Student Teaching and Cross Cultural Student Teaching**

The major assignment in each course is a Teacher Work Sample in which the student teacher candidate must demonstrate the following:

1. Write long and short-range plans for all learners. Feedback for these plans is given by the cooperating teacher and college supervisor;
2. Create instructional materials with clear, concise written and/or oral directions;
3. Create different forms of assessment such as tests, creative writing prompts, and research assignments;
4. Analyze, evaluate, and respond to students' work in written and oral language;
5. Collect, analyze, and use data regarding teaching behaviors;
6. Manage student records and I.E.P.s;
7. Keep a reflective journal that requires self-evaluation in terms of teaching skills, knowledge, and dispositions;
8. Collaborate with other professionals, parents, and community in written and oral formats;
9. Complete written reflections about student learning in respect to the manner in which information was taught;
10. Complete self reflection both in written and oral formats.

Summary

Writing Across the Curriculum

Candidates in the Childhood Education 1-6 major must complete the four required Childhood and Literacy courses as well as one approved WAC concentration course to meet the General Education 2000 Writing Across the Curriculum requirement. If a candidate changes his/her major, completed courses can be accepted in the new major as writing courses to meet the GE 2000 requirement.

Oral Communication

Majors in the Childhood Education 1-6 major must complete all four education courses in order to complete the GE 2000 Oral Communication requirement as there is no one single course that focuses entirely on oral communication. However, within the content of the four listed Childhood and Literacy courses, candidates will experience and meet the requirements of the GE 2000 Oral Communications plan. If candidates elect to change major prior to successful

completion of all five courses, they will have to take the approved oral communication course required by the new major.

Assessment of Plan

Each goal as 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 the courses 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, CED394, LIT 311 and CED 420 or 421)
- B. Evaluate, compare, and contrast orally and in writing various theoretical and practical approaches to teaching and learning in all subject areas; (CED 394 and 420 or 421)
- C. Articulate a personal philosophy of teaching that incorporates specific theories about the way in which people learn; (CED 394 and 420 or 421)
- D. Respond to and evaluate orally and in writing professional readings such as policy papers, and educational journal articles; (EDU 301, CED 394, LIT 311, and, CED 420 or 421)
- E. Clearly report orally and in writing information such as student progress and curriculum development to administration, colleagues, parents, and students; (CED 420 or 421)
- F. Write detailed long and short-range plans and lesson plans that include rationale, objectives, and procedures; and explain the plans orally to cooperating teachers, parents, and peers; (CED 394 and 420 or 421)
- G. Demonstrate an understanding of the writing process and be able to model writing for students; (LIT 311 and CED 420 or 421)
- H. Respond through discussions and in writing to traditional children's literature and current popular children's literature, which represents a number of genres and relates to content areas; (LIT 311)
- I. Synthesize information from a variety of sources, evaluate evidence, form opinions, and generate hypotheses for further inquiry; (EDU 301, CED 394, CED 420 or 421, and LIT 311)
- J. Understand and use appropriately the basic concepts and vocabulary of the field of education; (CED 420 or 421)
- K. Construct assessment materials; (CED 420 or 421)
- L. Reflect critically in writing and orally about their own and others' teaching practices, offering alternative courses of action, possible consequences, and recommendations; (CED 394 and CED 420 or 421)
- M. Develop materials to improve student learning and enhance content area exploration and to foster students' development of writing and speaking skills; (CED 420 or 421)
- N. Present oral 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; (CED 420 or 421) and
- P. Document sources appropriately. (content area course and all education courses)

In addition, each candidate's writing is assessed on each of three New York State Teacher Certification Exams through a final essay; their writing and oral language is evaluated on the

Teacher Work Sample and on the pedagogical Student Teaching rubric that is based on the Interstate New Teacher Assessment Consortium standards. (See attachments)