

Upper-division Writing Requirement Review Form (12/1/08)

I. General Education Review – Upper-division Writing Requirement			
Dept/Program	C & I Elementary	Course # (i.e. ANTH	C & I 318
Subject	Education	455) or sequence	
Course(s) Title	Teaching Language Arts p-8		
Description of the requirement if it is not a single course			
II. Endorsement/Approvals			
Complete the form and obtain signatures before submitting to Faculty Senate Office.			
	Please type / print name	Signature	Date
Instructor	Jan LaBonty		
Phone / Email	x5161 jan.labonty@mso.umt.edu		
Program Chair	Ann Garfinkle		
III 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.

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)
(Developmental Spelling Analysis, Lesson plans)
- 2. Second Language Acquisition.** 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)
(Essay questions on Test 1 and Test 11)
- 3. Writing Process.** What are the stages of the writing process? What are the traits of writing? 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)
(Genre Writing paper, Developmental Spelling Analysis, Lesson plans)
- 4. Mechanics of Writing.** How do we teach punctuation, grammar, spelling, and handwriting within the writing program? (Routman, Holdoway, Read, Gentry)
(Developmental Spelling Analysis)
- 5. Media Literacy.** How does the media affect our belief system? How do we help children become media literate? (Creighton, Lundsteen, Shannon, Winn)
(Media Literacy paper)
- 6. Children's Literature.** How do we select quality literature for the writing program? How do we use books to stimulate speaking activities and nurture listening? (Lukens, Cullinan)
(Lesson plans)
- 7. Lesson Planning.** How do we write appropriate lesson plans for the language arts? Which classroom management strategies apply in the language arts? (Hennings)
(Lesson plans)
- 8. Integrated Curriculum.** How do we integrate the elementary curriculum so that the facets of language are used effectively? (Goodman)
(Genre Writing paper, Developmental Spelling Analysis)
- 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)
(Developmental Spelling Analysis, Lesson plans)
- 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)
(Lesson plans, essay questions on Test 1 and Test II)

IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

Student learning outcomes :
Identify and pursue more sophisticated questions for academic inquiry

Writing is a vehicle for thinking. A cognitive process like no other, it forces us to organize and clarify our thoughts and ideas. Writing assignments that challenge students to combine their own experiences with research and to substantiate their beliefs and stretch their thinking will elevate the discourse in a class. Consequently, the writing assignments for C & I 318 require students to go beyond simple reiteration of information. They are required to connect the research from the field of language arts, the theories of how children learn the facets of language, and how they will teach.

Students select their own perspective for the **Genre Writing** paper and their own questions for the **Media Literacy** paper. They are required to connect research from a variety of sources to recommend teaching strategies for the **Developmental Spelling Analysis**. Based on their assessment of the writing of one child they must recommend teaching strategies.

Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <http://www.lib.umt.edu/informationliteracy/>)

There is an overwhelming amount of information available to all of us on every topic imaginable and the task of a researcher is to sort through it all, judge it, and somehow personalize facts to make them our own.

For the two research papers (**Genre Writing** paper and the **Developmental Spelling Analysis**), students conduct electronic searches to find a variety of sources to support their paper. For the **Genre Writing** paper, students read a free verse poetry book about the Depression (*Out of the dust*) and then select either geographic, social, political, and/or cultural information about that time period from magazines, books, movies, articles, and art and music to present through a variety of writing genres. The simple repetition of facts is not acceptable and once students understand that they are presenting research in a creative way, the results are amazing. Students are asked to explain how they selected their resources. We have read books on a variety of topics (the Titanic, the Lindbergh kidnapping, the Great Depression) to initiate this assignment. I have yet to have a student earn lower than a 'B' on the paper and they always ask if we can share, in class, what they found.

For the **Developmental Spelling Analysis** students are required to use scholarly references, publications of either the learned societies or colleges and universities, e journals, unpublished dissertations, etc., that substantiate their conclusions regarding the spelling level of one student and support their recommendations for teaching. They are also required to discuss, in the final graded paper, the changes they made as a result of feedback from others and how they evaluated their references for scholarly value. Their references must be recent enough to reflect the current research in spelling and writing. When using the language arts textbooks on library reserve they become familiar with experts in the field (Donald Graves, Richard Gentry, etc.).

The Mansfield Library makes it much easier for students to conduct advanced research. By subscribing to so many online references, the library enables students to find the materials they need.

Manage multiple perspectives as appropriate

For the **Genre Writing** paper, students can choose the perspective of any character from the time period, the Great Depression. Their voice can include fictional first person accounts of real events, voices of well-known people at the time, or neutral third party accounts. The **Developmental Spelling Analysis** requires students to gather a student writing sample and assess the skill level using information from class, the faculty pack, and scholarly sources. They write as a student, a researcher, and a prospective teacher.

For the **Lesson plans**, they write as a teacher and then conclude the lessons with introspective reflection of a student.

The remaining assignments are written in either the first or third person.

Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

Students write for a variety of purposes and audiences in the class. While I encourage them to write first for themselves, they must also be aware of who will be reading their work when it goes to a wider audience. Audience determines voice in writing, one of the most significant challenges that face any of us who write.

For the **Genre Writing** paper, students can choose the perspective of any character from the time period, the Great Depression. Their voice can include fictional first person accounts of real events, voices of well-known people at the time, or neutral third party accounts. The purpose of this assignment is to present research in a creative way.

The purpose of the **Media Literacy paper** is to encourage students to examine the role the media in their own lives and to scrutinize the methods of manipulating images, ideas, and information used by advertisers.

The **Developmental Spelling Analysis** requires students to gather a child's writing sample and assess the skill level using information from class, the faculty pack, and scholarly sources. They write as a student, a researcher, and a prospective teacher. This assignment helps them prepare to discuss authentic assessment and instruction with parents. They must focus on two questions, "How do you know this about this child?" and "Upon what do you base these recommendations?"

For the **Lesson plans**, students write as a teacher and then conclude the lessons with introspective reflection of a student. The grading rubric specifically asks that they compose their lesson plans as though they would be read by an administrator. The very pragmatic purpose of this assignment is to guide students in learning to write lesson plans that will academically engage their students and to be reflective in their own teaching.

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work

Students are provided with anecdotal feedback on every graded assignment. My aim with this feedback is not just to explain the grade I have assigned, but to provide constructive guidance for future work. I recognize how sensitive we all are about our writing (writing, after all, is directly related to how one thinks) and try to be both clear and diplomatic. I specifically outline how any work lower than an 'A' could be improved and to also explain what made the 'A' paper so good. The use of pluses and minuses has made grading much more precise. Assignments are explained in minute detail, usually accompanied by examples shared in class.

Two pieces (the **Development Spelling Analysis** and both **Lesson Plans**) are graded using a rubric that is included in the faculty pack (attached document).

The **Developmental Spelling Analysis** requires substantial revision and editing. It is subject to peer revision in class and I also edit the referencing in this assignment. The initial draft is ungraded. (The Peer Revision form used is attached.)

For students who receive the dreaded 'See me' on their first paper (given to all 'D' work) I request that they bring a draft of the next assignment to me at least a week before the due date.

<p>Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline</p>	<p>Two resources guide the writing in this class: <i>Woe is I</i>, a grammar text, and the <i>Publication Manual of the American Psychological Association</i> (5th ed.). Because my students will one day teach the mechanics of writing, they must attend to them.</p> <p>The two Lesson plans require students to write objectives and assessment statements in the same format that classroom teachers do. A scholarly voice is required in all assignments except the Genre Writing paper, where students can be more creative. Students must cite references in two assignments: the Genre Writing paper and the Developmental Spelling Analysis.</p> <p>Specifically, three discipline-specific conventions of writing are given attention in assignments and during class: grammar, punctuation, and spelling. For the teaching profession, little creativity in these areas is allowed. Students are required to bring a dictionary to class daily so that they can check spelling and parts of speech. Dictionaries are available for the tests, so that students can attend to their spelling for essay questions. <i>Woe is I</i> is another constant companion and we refer to it continually. Two take home quizzes given at the beginning of the semester, one on grammar, one on punctuation, get the conversation started.</p>
<p>Develop competence in information technology and digital literacy</p>	<p>Students develop competence through using information technologies for all of the formal writing assignments in the course, as well as the poetry poster. Students are asked to consider: How do we use computers to advance learning? What is the dynamic role of technology in teaching in the language arts?</p> <p>I focus on methods of evaluating websites and lists of websites that are connected to the language arts are contained in all the textbooks I keep on reserve for the class. Students are required to apply the electronic search skills they acquired in C & I 306 to their research work. Students address the following digital literacy questions in their Media Literacy paper: How does the media affect our belief system? How do we help children become media literate?</p>
<p>Is enrollment capped at 25 students?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

<p>If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</p>	
<p>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</p>	<p><input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> No</p>
<p>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</p>	<p><input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> No</p>
<p>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</p>	<ol style="list-style-type: none"> 1. Small group activities. 2. Whole class participation and discussion. 3. Inquiry teaching, deductive and inductive learning. 4. In-class writing 5. Critical thinking 6. Written response to literature. 7. Connecting theory, research, and instruction <p>In addition, I share facets of writing in class, for example, how to write introductions and conclusions. I share my own writing and I like to think that by reading poetry to them every day I am bringing the best examples of language to class.</p>
<p>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</p>	<p><input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> No</p> <p>Students are provided with anecdotal feedback on every graded assignment. Two pieces are also graded using rubrics contained in the faculty pack.</p> <p>Students are required to revise and resubmit the Developmental Spelling Analysis. The draft is not graded, but feedback is provided through a Peer Revision sheet (attached) and anecdotal comments on the draft. On the final copy of this assignment students discuss the changes they made to their drafts.</p>
<p>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</p>	<p><input type="checkbox"/> <u>Yes</u> <input type="checkbox"/> No</p>
<p>VI. 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. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.</p>	
<p>Formal Graded Assignments</p>	<p>There are five graded assignments in this class:</p> <p>Genre Writing (NCATE Standards 10.58.501, b, 521, iv, i, iii)</p> <p>Just as we read in different genres, we</p>

write in different genres. Which form we choose for our writing depends on numerous factors: our purpose, the audience, the topic itself. After reading *Out of the dust*, select three different genre responses to the economic, geographic, social, or political circumstances of the Great Depression. This is basically a research assignment; do not respond to or in the voice of the fictional characters in the book.

Each response should be about a page in length, no more than two. As a separate introduction, describe why you chose the genres you chose. List in bulleted format the information that you uncovered from your own research that you will imbed in the genre responses. (Poetry is not an option.)

Some options:

Letters

Scripts for plays

Newspaper articles

Opinion pieces

Journal entries

Obituaries

Narrative

Biography (or autobiography)

In preparation for this paper, conduct some research about the Depression. Cite your sources (at least two) on a separate page. Follow the guidelines of the *APA Style Manual* for referencing. In the introduction, discuss how you selected your references.

Media Literacy paper (NCATE Standards 10.58.501, f)

Increasingly, the media shapes our view of reality. As elementary teachers, it is our responsibility to help students study and interpret media and recognize its enormous influence on their lives. The first step in that process is to recognize the effect media has on OUR lives.

Select a product or group of products for which the advertising is targeted toward your demographic. Either study ads in magazines or on TV to examine what tools are used by companies to win you over. Be meticulous in your examinations. These are billion-dollar industries; no decisions about ads are made without reason. Discuss what works and what does not. What aspects of these ads would you

change to be more effective? Find the website for the product and study it. What messages are conveyed and how is the product marketed? How is/isn't it a reliable source?

In a brief (3 page) paper include the following:

1. A brief introduction to the topic
2. A detailed analysis of the ad(s)
3. A discussion of what works and what doesn't
4. A better ad
5. A conclusion

Developmental Spelling Analysis (NCATE Standards 10.58.521, A, i)

Collect a writing sample of a child aged 6 - 11. Using the text and the faculty pack to guide you, analyze the child's writing development and his or her handwriting. Comment on the handwriting and punctuation as they pertain to spelling development. As a classroom teacher, what recommendation for instruction would you have for this child? What would be the next learning step? Assemble a spelling list for this student and explain your selections.

Support your paper with three references from reading outside of the course requirements. Reference your paper according to the APA Style Manual. Do NOT use information from a Web Site as a scholarly reference. Include the first page of each reference and the writing sample used for the analysis. The grading rubric for this assignment is included in the faculty pack.

To the final, graded, draft of this paper attach a paragraph describing the changes you made based on the comments and suggestions of your peer reviewer and me. Also discuss how you selected your three references. Why are they considered 'scholarly'? How are they different from websites?

Lesson plans (NCATE Standards 10.58.501, b, 521, v)

Design and teach two language arts lesson plans. Use the format included in the example in the faculty pack for your lesson plans; follow it precisely. Have your supervising teacher sign and date the two lesson plans you

	<p>teach. Include samples of student work. A sample lesson plan and the grading rubric are included in the faculty pack. Please note that these lesson plans are due on two separate dates.</p> <p><u>Poetry poster</u> (NCATE Standards 10.58.501, b, 521) Design a poetry poster for display in our building. This assignment is worth 6 points on the test/quiz portion of your grade. For full credit the following criteria must be met:</p> <ol style="list-style-type: none"> 1. The poem must appeal to, and have meaning for, <u>adults</u> (3 points) 2. The poster must be on lightweight paper (not tag board or poster board which are too heavy to attach to the walls) and can be no larger than 18 x 24" (they can be smaller) (2 points) 3. The poster will be artistically created in a way that enhances the meaning of the poem (1 point) <p>All writing is done individually with the following page approximations: Genre writing paper: 2 Media analysis: 3 Developmental spelling analysis: 8-10 (draft), 8-10 (final graded paper) Lesson plans (2): 4-5 pages each, total 8-10 Poetry poster: 1 Total: 30-36 pages</p> <p>As the syllabus spells out, 50% of the final grade in this class is based on written assignments. The grading scale and the grade record are a part of the attached syllabus.</p> <p>The following sentences are in the syllabus: All assignments must be typed and stapled and <u>must</u> 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.</p>
<p>Informal Ungraded Assignments</p>	<p>Students keep personal writing folders, based on the suggestions by Georgia Heard in <i>Awakening the Heart</i>. These folders contain lists of personal memories, worries, and life experiences. Throughout the semester, we write informally in class for relatively brief periods. Students are</p>

given the option of sharing their writing, which develops a strong sense of community and reinforces to my students the importance of connecting writing to one's own life. Particularly popular is the poetry we write in small groups (terquain, cinquain, diamante, etc.).

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. ↓ The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: <http://teaching.berkeley.edu/bgd/syllabus.html>

Paste syllabus here.

TEACHING LANGUAGE ARTS P-8

C & I 318w

Prerequisite: C & I 303 Educational Psychology and Measurement

3 credits

Dr. Jan LaBonty

Ed. 309

243-5161

jan.labonty@mso.umt.edu

Office hours: MW 8:00-8:30, 10:00-11:00

(Other times may be arranged on Thursday afternoon.)

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.

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)

(Developmental Spelling Analysis, Lesson plans)

2. **Second Language Acquisition.** 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)

(Essay questions on Test 1 and Test 11)

3. **Writing Process.** What are the stages of the writing process? What are the traits of writing? 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)

(Genre Writing paper, Developmental Spelling Analysis, Lesson plans)

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

(Developmental Spelling Analysis)

5. **Media Literacy.** How does the media affect our belief system? How do we help children become media literate? (Creighton, Lundsteen, Shannon, Winn)
(Media Literacy paper)
6. **Children's Literature.** How do we select quality literature for the writing program? How do we use books to stimulate speaking activities and nurture listening? (Lukens, Cullinan)
(Lesson plans)
7. **Lesson Planning.** How do we write appropriate lesson plans for the language arts? Which classroom management strategies apply in the language arts? (Hennings)
(Lesson plans)
8. **Integrated Curriculum.** How do we integrate the elementary curriculum so that the facets of language are used effectively? (Goodman)
(Genre Writing paper, Developmental Spelling Analysis)
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)
(Developmental Spelling Analysis, Lesson plans)
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)
(Lesson plans, essay questions on Test 1 and Test II)
11. **Standards.** How do we use state and national standards to guide instruction? (OPI, IRA, NCTE)
(Lesson plans)
12. **Information technology.** How do we use computers to advance learning? What is the dynamic role of technology in teaching in the language arts? (OPI, IRA, NCTE)
(All written work)
13. **Digital literacy.** How do we evaluate the impact of digital tools on language? How are words and images manipulated to influence behavior? How do we connect the research with how people learn best with the availability of digital tools? (OPI, NCTE,)
(Media Literacy paper)

Instructional Methods:

1. Small group activities.
2. Whole class participation and discussion.
3. Inquiry teaching, deductive and inductive learning.
4. In-class writing

5. Critical thinking
6. Written response to literature.
7. Connecting theory, research, and instruction

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:

O’Conner, P. T. (2003). *Woe is I*. New York: Riverhead Books.

Gentry, R. (1987). *Spel . . . is a four-letter word*. Portsmouth, NH: Heinemann.

Hesse, K. (1997). *Out of the dust*. New York: Scholastic. **Children’s book**

Faculty Pack

Additional required materials:

A dictionary

Blue book for Word of the Day and Daily Oral Language

A folder (for in-class writing)

On reserve in the Mansfield Library and the Teacher Resource Center:

PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (5th ed.). (2001). Washington, D. C.: American Psychological Association.

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

STATE OF MONTANA COMMUNICATION ARTS STANDARDS

Numerous language arts methods textbooks

Tentative schedule:

Week 1

- a. Introduction to the course
- b. How children learn
- c. Section #1 (cream) fac pack

Week 2

- a. Primary language acquisition
- b. Secondary language acquisition
- c. Section #2 (yellow) fac pack
- d. Quiz #1 due Wednesday

Week 3

- a. Teaching the facets of the language arts
- b. The listening process
- c. Emergent literacy
- d. Quiz #2 due Wednesday

Week 4

- a. Learning through drama
- b. The talking process: form, subject, purpose, audience
- c. Reading poetry with children
- d. Section #3 & 4 (green) fac pack
- e. Genre writing paper due Wednesday

Week 5

- a. Writing as communication: perspective, tone, style
- b. The traits of writing (Six traits)
- c. Writing poetry with children
- d. Journal writing
- e. Descriptive writing
- f. The *Poetry Café*- poetry posters due

Week 6

- a. Letter writing
- b. Narrative writing
- c. Persuasive writing
- d. Digital literacy and the media
- e. Test 1 Wednesday

Week 7

- a. Biographical and autobiographical writing
- b. Invitation to writing

- c. Teaching spelling
- d. Media analysis due Wednesday

Week 8

- a. Expository writing
- b. Notemaking and mapping
- c. Research writing

Week 9

- a. Handwriting
- b. Using technology in the language arts
- c. Section #5 (blue) fac pack

Week 10

- a. Individualizing spelling
- b. Connecting mechanics to the writing process
- c. First draft of Spelling Analysis due Wednesday

Week 11

- a. Assessment in the language arts
- b. Classroom management and the language arts
- c. Using children's literature to teach the language arts
- d. The integrated curriculum

Week 12

- a. Standardized testing and the language arts
- b. Implementing state and national standards in the language arts
- c. Language immersion schools
- d. First Lesson plan due

Week 13

- a. Organization in the writing program
- b. Slang, accent, dialect, jargon and 'Standard English'
- c. Final draft of Spelling Analysis due Wednesday

Week 14

- a. The Montana Indian Education for All Act
- b. Reading and the Native American Learner
- c. Second lesson plan due

Week 15 final week

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.

Use the guidelines in the PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (5th ed.). (2001). Washington, D. C.: American Psychological Association to format your papers.

Papers, quizzes, tests, reading assignments, and class activities are designed to meet the dictates of our accrediting agencies (the State of Montana and NCATE), the guidelines of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), 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>.

Required Tasks:

Genre Writing for *Out of the dust*

Media Paper

Spelling Analysis (revision required)

Quizzes (punctuation and grammar)

Lesson plans (handed in separately)

Poetry poster

Tests I and II

Assignments:

Genre Writing (NCATE Standards 10.58.501, b, 521, iv, i, iii)

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 *Out of the dust*, select three different genre responses to the economic, geographic, social, or political circumstances of the Great Depression. This is basically a research assignment; do not respond to or in the voice of the fictional characters in the book.

Each response should be about a page in length, no more than two. As a separate

introduction, describe why you chose the genres you chose. List, in bulleted format, the information that you uncovered from your own research that you will imbed in the genre responses. (Poetry is not an option.)

Some options:

Letters	Scripts for plays
Newspaper articles	Opinion pieces
Journal entries	Obituaries
Narrative	Biography (or autobiography)

In preparation for this paper, conduct some research about the Depression. Cite your sources (at least two) on a separate page. Follow the guidelines of the *APA Style Manual* for referencing. In the introduction, discuss how you selected your references.

Media Paper (NCATE Standards 10.58.501, f)

Increasingly, the media shapes our view of reality. As elementary teachers, it is our responsibility to help students study and interpret media and recognize its enormous influence on their lives. The first step in that process is to recognize the effect media has on OUR lives.

Select a product or group of products for which the advertising is targeted toward your demographic. Either study ads in magazines or on TV to examine what tools are used by companies to win you over. Be meticulous in your examinations. These are billion-dollar industries; no decisions about ads are made without reason. Discuss what works and what does not. What aspects of these ads would you change to be more effective? Find the website for the product and study it. What messages are conveyed and how is the product marketed? How is/isn't it a reliable resource?

In a brief (3 page) paper include the following:

1. A brief introduction to the topic
2. A detailed analysis of the ad(s)
3. A discussion of what works and what doesn't
4. A better ad
5. A conclusion

Developmental Spelling Analysis (NCATE Standards 10.58.521, A, i)

Collect a writing sample of a child aged 6 - 11. Using the text and the faculty pack to guide you, analyze the child's writing development and his or her handwriting. Comment on the handwriting and punctuation as they pertain to spelling development. As a classroom teacher, what recommendation for instruction would you have for this child? What would be the next learning step? Assemble a spelling list for this student and explain your selections.

Support your paper with three references from reading outside of the course requirements. Reference your paper according to the APA Style Manual. Do NOT use information from a Web Site as a scholarly reference. Include the first page of each reference and the writing sample used for the analysis. The grading rubric for this assignment is included in the faculty pack.

To the final, graded, draft of this paper attach a paragraph describing the changes you made based on the comments and suggestions of your peer reviewer and me. Also discuss how you selected your three references? Why are they considered 'scholarly'? How are they different from websites?

Lesson plans (NCATE Standards 10.58.501, b, 521, v)

Design and teach two language arts lesson plans. Use the format included in the example in the faculty pack for your lesson plans; follow it precisely. Have your supervising teacher sign and date the two lesson plans you teach. Include samples of student work. A sample lesson plan and the grading rubric are included in the faculty pack. Please note that these lesson plans are due on two separate dates.

Poetry poster (NCATE Standards 10.58.501, b, 521)

Design a poetry poster for display in our building. This assignment is worth 6 points on the test/quiz portion of your grade. For full credit the following criteria must be met:

1. The poem must appeal to, and have meaning for, adults (3 points)
2. The poster must be on lightweight paper (not tag board or poster board which are too heavy to attach to the walls) and can be no larger than 18 x 24" (they can be smaller) (2 points)
3. The poster will be artistically created in a way that enhances the meaning of the poem (1 point)

The posters will be presented during the *Poetry Café*.

Daily oral language (NCATE Standards 10.58.521, i)

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 Tests I and II.

Grading:

Written work will constitute 50% of your final grade; quizzes, and tests will also be 50%.

Grading Scale:

100-99 A+ (100%) 91-90 B+ (91%) 83-82 C+ (83%) 75-74 D+ (75%)

98-94 A (96%) 89-86 B (88%) 81-78 C (80%) 73-70 D (72%)

93-92 A- (93%) 85-84 B- (85%) 77-76 C- (77%) 69-68 D- (69%)

67 and below F

Emergency preparedness: In the event of an emergency, we will gather in the front of McGill Hall. Take the stairs; there are no elevators.

Be prepared to discuss, on the final exam, how your research skills have developed over the semester and what you have learned about the veracity of information you gather from a variety of sources.

Grade Record

Part A: Papers

A1. Genre paper _____ = _____ %

A2. Media paper _____ = _____ %

A3. Spelling analysis _____/30 = _____ %

A4. Lesson plan 1 _____/15 = _____ %

A5. Lesson plan 2 _____/15 = _____ %

Part A = _____ %

Part B: Quizzes, tests, and poetry poster

B1. Quiz 1 _____/10

B2. Quiz 2 _____/10

B3. Midterm _____/_____

B4. Poetry poster _____/ 6

B5. Final _____/_____

Part B = _____/_____ = _____ %

A + B /2 = _____ % = final grade

Name: _____

Peer Revision Worksheet

		COMMENTS
A.	APA referencing is accurate	
B.	Elements 1-10 are present	
C.	Voice is scholarly and interesting	
D.	The development is logical; conclusions are supported by evidence	
E.	The text is arranged so that transitions are smooth and paragraphs are well-formed	
Peer Reviewer: _____		
F.	I have proofread carefully for mechanics	
Writer: _____		

Developmental Spelling Analysis

Grading Rubric

A. The paper has a compelling introduction and a satisfying conclusion	5	4	3	2	1
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B. The discussion of errors reflects a sophisticated understanding of the stages of spelling development		4	3	2	1
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C. The discussion of handwriting and punctuation is thorough			3	2	1
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D. There are general, age-appropriate recommendations for improvement and a specific list of spelling words with a rationale for selection	5	4	3	2	1
--	---	---	---	---	---

E. The paper meets the criteria for excellence in word choice, sentence fluency, voice, and organization	5	4	3	2	1
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F. Referencing/formatting is precise and supports the paper		4	3	2	1
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G. Attachments are included		4	3	2	1
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Total= _____/30

Comments:

Name: _____

Lesson Plan Rubric

A. Objectives <i>The objectives are clearly written in behavioral terms.</i>	2	1	0	
B. Standards <i>Appropriate state and national standards are listed.</i>	2	1	0	
C. Components <i>Materials, procedures, application, and resources/ references are given. Someone else could follow this lesson plan.</i>	2	1	0	
D. Assessment <i>The assessment connects to the objectives and states precisely how students will be evaluated. This portion answers kids' question, "How come I didn't get an 'A'?"</i>	3	2	1	0
E. Reflection <i>The reflection is thorough and gives a clear picture of what took place. Student work is attached.</i>	3	2	1	0
F. Format/Mechanics <i>Both are accurate and look like something one would proudly and confidently submit to a principal.</i>	3	2	1	0
Total	_____ / 15 _____			

Upper-Level Writing Requirement Rubric. I. Analysis and Reasoning. 1. Analyzes the relevant legal, policy, or theory issues. Flawed 12. Fails to employ basic techniques of legal analysis. 2. Employs reasoning techniques to reach a logical conclusion. Flawed 12. Fails to reason from facts, law, concepts, and data to a reasonable conclusion. II. Research. A. Please review all relevant sections of the Academic Policy and also the following article: Eugene Volokh, Writing A Student Article, 48 J. Legal Educ. 247 (1998). a. Approved Topic: Your topic must be approved in advance by the instructor. The paper will be assessed according the Upper-Level Writing Requirement Rubric. 24255 Pacific Coast Highway Malibu, CA 90263 (310) 506-4611 law.pepperdine.edu. Page 5 of 5. Upper division students may register for an approved upper division writing course to satisfy the Graduation Writing Assessment (GWAR). Completion of the approved upper division writing course with a "C" or better will fulfill the GWAR required for your bachelor's degree. All undergraduates must demonstrate competency in writing skills at the upper division level as a requirement for graduation. Continuing students MUST take the Writing Placement Assessment (WPA) during the semester in which you achieve 60 units or in the semester immediately following. Transfer students are eligible to take the WPA once they have received an offer of admission, and they must take the exam during the first semester at SDSU. Pass the Upper-Division Writing Examination (UDWE) composed of two essays. This examination is given five times each year, including once before the beginning of each semester. Students are permitted to take the examination a maximum of two times. It is imperative that the UDWS requirement be met within two semesters after completing 60 units. The UDWS requirement cannot be fulfilled by a class or test taken outside of The California State University system and cannot be satisfied at a CSU campus at which the student has not matriculated. The Upper Division Writing Exam (UDWE) is a fully online exam that is offered throughout the year composed of two 60-minute essays and one 10-minute break. Upper-Division Communication/Writing (CW) Criteria. Mission Statement. The upper-division communication/writing requirement provides students advanced instruction in speaking and writing with the understanding that these skills will continue to develop throughout the educational program while completing their degrees. This requirement prepares students to communicate clearly and effectively within the standards and conventions established by specific disciplines, to incorporate feedback and criticism into multiple revisions, and to tailor written or oral communication to the needs of particular audiences.