

2-19-2007

Revision of Alternate Adolescence English, Math, Science (Biology, Chemistry, Earth Science & Physics), and Social Studies Graduate Programs

The College at Brockport, College Senate

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SUNY BROCKPORT

College Senate
State University of New York College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
395-2586 (Fax) 395-2246

Resolution # 18 2006-2007 COLLEGE SENATE

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *February 19, 2007*

RE: ⇨ I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Revision of Alternate Adolescence English, Math, Science (Biology, Chemistry, Earth Science & Physics), and Social Studies Graduate Programs #32 06-07 GC**

Signed: *Jeffrey J. Lashbrook* Date: *2/26/07*
(Dr. Jeffrey J. Lashbrook, 2006-07 College Senate President)

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate President

FROM: College President

RE: ⇨ I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted
• **Implementation Effective Date:** FALL, 2007
**Date resolution will begin to be used by the College. (i.e. spring, fall, when included in catalog, etc.)*
b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation
II, III. Response to Recommendation or Other/FYI
a. Received and acknowledged ___/___/___
b. Comment: _____

DISTRIBUTED BY PRESIDENT'S OFFICE TO: President's Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: *John R. Halstead* Date: *3/6/07*
(Dr. John R. Halstead, President, SUNY College at Brockport)

DEADLINE FOR SUBMISSIONS: FEBRUARY 23

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at www.brockport.edu/collegesenate).
- Email proposal and this cover page to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Revision of Alternate Adolescence English, Math, Science (Biology, Chemistry, Earth Science & Physics), and Social Studies Graduate Programs
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2. BRIEF DESCRIPTION OF PROPOSAL:

Addition of dual certification in special education, addition of core courses consistent with traditional 33 hour graduate programs, total credits increased by six (54 to 60 hours).

3. ANTICIPATED DATE OF IMPLEMENTATION:

Fall, 2007

Enter date this will be effective if passed by the Senate.

4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
12/4/06			

5. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Dr. Eileen Daniel	EHD	5505	edaniel@brockport.edu

6. COMMITTEES TO COPY: (Senate office use only)

Standing Committee	Forwarded To	Date
__ Enrollment Planning & Policies	Committee	12/6/06
__ Faculty & Professional Staff Policies	Executive Committee	1/29/07
__ General Education & Curriculum Policies	Senate	2/5/07 – vote 2/19/07
xx Graduate Curriculum & Policies	Senate President's Signature	2/23/07
__ Student Policies	College President's Signature	
__ Undergraduate Curriculum & Policies	To Vice Provost	
	Other	

*(ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)

**MS in Education: Alternate Adolescence Education:
English, Mathematics, Science (Biology, Chemistry, Earth Science and Physics), Social
Studies**

SED Program Name: Adolescence Education: English
Award: MSED
IRP Program Code: 26789
Certificate Area and level: English Language Arts 7-12/Initial and Professional
English Language Arts 5-6 Extension/Initial and Professional

SED Program Name: Adolescence Education: Mathematics
Award: MSED
IRP Program Code: 26790
Certificate Area and level: Mathematics 7-12/Initial and Professional
Mathematics 5-6 Extension/Initial and Professional

Content Area: Biology

SED Program Name: Adolescence Ed: Bio and Gen Science
Award: MSED
IRP Program Code: 26792
Certificate Area and level: Biology 7-12/Initial and Professional
Biology 5-6 Extension/Initial and Professional
General Science 7-12 Extension/Initial and Professional
General Science 5-6 Extension/Initial and Professional

Content Area: Chemistry

SED Program Name: Adolescence Ed: Chem and Gen Science
Award: MSED
IRP Program Code: 26794
Certificate Area and level: Chemistry 7-12/Initial and Professional
Chemistry 5-6 Extension/Initial and Professional
General Science 7-12 Extension/Initial and Professional
General Science 5-6 Extension/Initial and Professional

Content Area: Earth Science

SED Program Name: Adolescence Ed: Earth Sci and Gen Science
Award: MSED
IRP Program Code: 26793
Certificate Area and level: Earth Science 7-12/Initial and Professional
Earth Science 5-6 Extension/Initial and Professional
General Science 7-12 Extension/Initial and Professional
General Science 5-6 Extension/Initial and Professional

Content Area: Physics

SED Program Name: Adolescence Ed: Physics and Gen Science
Award: MSED

IRP Program Code: 26795
Certificate Area and level: Physics 7-12/Initial and Professional
Physics 5-6 Extension/Initial and Professional
General Science 7-12 Extension/Initial and Professional
General Science 5-6 Extension/Initial and Professional

SED Program Name: Adolescence Education: Social Studies
Award: MSED
IRP Program Code: 26791
Certificate Area and level: Social Studies 7-12/Initial and Professional
Social Studies 5-6 Extension/Initial and Professional

Rationale for Program Revision

The Department of Education and Human Development proposes to revise all Alternate Adolescence education graduate programs to align with the revised undergraduate programs and include a common core of courses to be taken by all graduate students seeking professional certification. The alignment with the undergraduate programs includes courses necessary to add an **additional certification in Students with Disabilities grades 7-12**. Adding this certification will enable teacher candidates to be more competitive in the job market as well as being better able to meet the needs of all students in their classes. The addition of the common core addresses issues of program outcomes, assessment, resource utilization and demand. Core courses serve a broader range of programs. Because they are all numbered 600 or higher, the core courses allow the alternate programs to build in the required 15 credit hours above 600. Further, it is the goal of revised programs to reduce the number of overly small classes to better utilize faculty resources and offer graduate courses on a schedule responsive to student needs.

Revised programs are consistent with the New York State standards for registered programs leading to both the initial and professional certificates found in section 52.21(b) of the Commissioner's Regulations.

A comparison of the new program to the old program.

The Alternate Adolescence English, Mathematics, Science, and Social Studies Education program will continue to require the following admission prerequisites:

A baccalaureate degree from an accredited four-year college or university with a minimum GPA of 3.0 on a 4.0 scale, and an academic major in English, Mathematics, Biology, Chemistry, Earth Science, Physics, Social Studies or equivalent.

The admission requirement of forty (40) clock hours of verifiable experience with students in schools has been eliminated.

NYS Teacher Certification:

In addition to the current certifications to which this program leads, the revised program would also lead to initial and professional certification in the title area of Students with Disabilities grades 7-12. Students will receive the college endorsement for the following certificates upon completion of the program:

- English Language Arts, Math, Science (Biology, Chemistry, Earth Science & Physics), Social Studies 7-12, Initial Certificate
- English Language Arts, Math, Science(Biology, Chemistry, Earth Science & Physics), , Social Studies 5-6 Extension, Initial Certificate
- Students with Disabilities 7-12, Initial Certificate

- English Language Arts, Math, Science(Biology, Chemistry, Earth Science & Physics), , Social Studies, 7-12, Professional Certificate
- English Language Arts, Math, Science (Biology, Chemistry, Earth Science & Physics),, Social Studies 5-6 Extension, Professional Certificate
- Students with Disabilities 7-12, Professional Certificate

English/Inclusion

Current Program	Cr.	Proposed Program	Credits
		Prerequisites	
		Adolescent Psychology	
		Personal Health	
Program		Program	
PSH 584 –Adolescent Psychology	3		
EDI 545 –Frameworks for Teaching English	3	EDI 545 –Inclusive Teaching Middle School English	3
EDI 531 –Language Skills I	3	EDI 531 –Language Skills I	3
EDI 528 –Middle School Curriculum	3		
EDI 530-Education and Society	3	EDI 530 –Education and Society	3
EDI 565 –Teaching English Inclusively	3	EDI 565 –Teaching English Inclusively	3
EDI 532 –Language Skills II	3	EDI 532 –Language Skills II	3
EDI 509 –Secondary Students w/Special Needs	3	EDI 513 –Introduction to Special Education	3
		EDI 514 –Methods in Special Education	3
		EDI 519 –Assessment in Special Education	3
EDI 575 –Practicum	9	EDI 575 –Practicum	9
EDI 578 –Creating Positive Learning Environments	3		
		EDI 647 –Teaching Reading and Writing for Adolescents	3
EDI 678 –Issues in English Education	3	EDI 678 –Issues in English Education	3
Liberal Arts (ENL XXX)	12	Liberal Arts (ENL XXX)	9
EDI 791 –Seminar in English Education	3	EDI 791 –Seminar in English Education	3
		EDI 600 –Understanding Educational Research	3
		EDI 601 –Diversity in Education	3
		EDI 603 –Educational Assessment	3
Total Credits	54	Total Credits	60

Math/Inclusion

Current Program	Cr.	Proposed Program	Credits
		Prerequisites	
		Adolescent Psychology	
		Personal Health	
Program		Program	
PSH 584 –Adolescent Psychology	3		
EDI 546 –Frameworks for Teaching Math	3	EDI 546 –Inclusive Teaching Middle School Math	3
EDI 531 –Language Skills I	3	EDI 531 –Language Skills I	3
EDI 528 –Middle School Curriculum	3		
EDI 530-Education and Society	3	EDI 530 –Education and Society	3
EDI 566 –Teaching Math Inclusively	3	EDI 566 –Teaching Math Inclusively	3
EDI 532 –Language Skills II	3	EDI 532 –Language Skills II	3
EDI 509 –Secondary Students w/Special Needs	3	EDI 513 –Introduction to Special Education	3
		EDI 514 –Methods in Special Education	3
		EDI 519 –Assessment in Special Education	3
EDI 575 –Practicum	9	EDI 575 –Practicum	9
EDI 578 –Creating Positive Learning Environments	3		
			3
EDI 622 –Advanced Adolescence Curriculum: Mathematics	3	EDI 622 –Advanced Adolescence Curriculum: Mathematics	3
		EDI 686 –Issues in Adolescent Math	3
Liberal Arts (MTH XXX)	12	Liberal Arts (MTH XXX)	9
EDI 792 –Seminar in Math Education	3	EDI 792 –Seminar in Math Education	3
		EDI 600 –Understanding Educational Research	3
		EDI 601 –Diversity in Education	3
		EDI 603 –Educational Assessment	3
Total Credits	54	Total Credits	60

Science (Biology, Chemistry, Earth Science, or Physics with option for General Science Extension)/Inclusion

Current Program	Cr.	Proposed Program	Credits
		Prerequisites	
		Adolescent Psychology	
		Personal Health	
Program		Program	
PSH 584 –Adolescent Psychology	3		
EDI 547 –Frameworks for Teaching Science	3	EDI 547 –Inclusive Teaching Middle School Science	3
EDI 531 –Language Skills I	3	EDI 531 –Language Skills I	3
EDI 528 –Middle School Curriculum	3		
EDI 530-Education and Society	3	EDI 530 –Education and Society	3
EDI 567 –Teaching Science Inclusively	3	EDI 567 –Teaching Science Inclusively	3
EDI 532 –Language Skills II	3	EDI 532 –Language Skills II	3
EDI 509 –Secondary Students w/Special Needs	3	EDI 513 –Introduction to Special Education	3
		EDI 514 –Methods in Special Education	3
		EDI 519 –Assessment in Special Education	3
EDI 575 –Practicum	9	EDI 575 –Practicum	9
EDI 578 –Creating Positive Learning Environments	3		
			3
EDI 623 –Reading Research in Science	3	EDI 623 –Reading Research in Science	3
		EDI 617 –Advanced Methods in Teaching Science	3
Liberal Arts (XXX)	12	Liberal Arts (XXX)	9
EDI 793 –Seminar in Science Education	3	EDI 793 –Seminar in Science Education	3
		EDI 600 –Understanding Educational Research	3
		EDI 601 –Diversity in Education	3
		EDI 603 –Educational Assessment	3
Total Credits	54	Total Credits	60

Social Studies/Inclusion

Current Program	Cr.	Proposed Program	Credits
		Prerequisites	
		Adolescent Psychology	
		Personal Health	
Program		Program	
PSH 584 –Adolescent Psychology	3		
EDI 547 –Frameworks for Teaching Science	3	EDI 547 –Inclusive Teaching Middle School Science	3
EDI 531 –Language Skills I	3	EDI 531 –Language Skills I	3
EDI 528 –Middle School Curriculum	3		
EDI 530-Education and Society	3	EDI 530 –Education and Society	3
EDI 568 –Teaching Social Studies Inclusively	3	EDI 568 –Teaching Social Studies Inclusively	3
EDI 532 –Language Skills II	3	EDI 532 –Language Skills II	3
EDI 509 –Secondary Students w/Special Needs	3	EDI 513 –Introduction to Special Education	3
		EDI 514 –Methods in Special Education	3
		EDI 519 –Assessment in Special Education	3
EDI 575 –Practicum	9	EDI 575 –Practicum	9
EDI 578 –Creating Positive Learning Environments	3		
EDI 624 –Advanced Adolescence Curriculum: Social Studies	3		
EDI 670 –Issues in Social Studies Education	3	EDI 670 –Issues in Social Studies Education	3
EDI 674 –Applied History Seminar	3	EDI 674 –Applied History Seminar	3
Liberal Arts (XXX)	12	Liberal Arts (XXX)	9
EDI 794 –Seminar in Social Studies Education	3	EDI 794–Seminar in Social Studies Education	3
		EDI 600 –Understanding Educational Research	3
		EDI 601 –Diversity in Education	3
		EDI 603 –Educational Assessment	3
Total Credits	54	Total Credits	60

*Courses may be taken during Phases I-III

*A discussion regarding “Mission”, “Market”, and “Quality”. Specifically address the following issues:
How does the proposal reflect the campus mission focus?*

The revised program is focused towards providing qualified individuals, already possessing a baccalaureate degree, with a graduate program pathway to adolescence teacher certification in New York State. Emphasis is placed on student learning and preparing teachers with the knowledge necessary to be successful educators of 7-12 students in

New York schools. The revised program includes a new course entitled Diversity in Education.. This course explores issues of diversity across race, culture, language, gender, religion, disability, and socioeconomic status, and addresses the philosophy of inclusion and collaboration for students, teachers, families, and communities.

What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

New York State is facing a shortage of adolescence educators certified to teach students with disabilities in grades 7-12. In addition, School Districts desire educators with experience in assessment and who are sensitive to the needs of diverse learners. The revised program includes an updated assessment course (EDI 603) and a newly created course focused on issues of diversity (EDI 601). For persons who already possess a baccalaureate degree, this program allows persons seeking a second career to complete one program toward both initial and professional New York State teacher certification.

How is program quality addressed in this proposal?

All graduate programs in the Department of Education and Human Development will have the same “core courses” including EDI 600 Understanding Educational Research, EDI 603 Assessment, EDI 601 Diversity in Education, and EDI 7XX Seminar in [Content Area] Education. The common core will allow for common assessments across programs and provide comparable data for program improvement. Revised programs will align to NCATE and Specialty Professional Association standards.

Description of the new courses.

See attached. Syllabi for EDI 601, 603 (revised), 647, 513, 514, 519 are included.

Staffing.

Sufficiency of existing staff.

Existing staff will be sufficient for the revised program.

Need for new staff.

No additional staff are necessary at this time.

Additional cost (SUNY).

There are no anticipated additional costs to support these program revisions.

Effective Date (SUNY).

New programs will begin effective fall 2007.

Academic administration commentary. It is strongly recommended that the department consult with the Graduate Dean EARLY in the process.

Letter of review/comment from the Graduate Dean

Letter of review/comment from Dean of the School.

Letter of review/comment from Department Chair.

Resources, facilities, and non-teaching staff needed to implement the program.

Statement of review and comment from Drake Library.

Statement of review and comment from Academic Computing Services.

Letters of support from cooperating departments, agencies, institutions, etc., including a statement of probable/likely impact on departments.

SUNY College at Brockport
Department of Education and Human Development
EDI 603 –Educational Assessment and Evaluation

Instructor's Name	Semester
Office Phone	Email
Office Address	Office Hours:

Course Catalog Description:

Provides an overview of the theory and practice of assessment for teachers. Emphasizes classroom assessment and evaluation practices consistent with the NYS Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Includes assessments used for improving student performance and teaching practice.

Objectives

Upon completion of the course, students will know the following:

- Understand the history and legal, social, political, and ethical issues related to student assessment
- Be familiar with basic statistical and measurement procedures to assist in understanding and interpreting assessments, testing, and test scores, understand and interpret standardized tests and scores
- Be familiar and utilize alternative forms of assessment
- Understand and be able to develop reliable and valid teacher-made assessments
- Make data driven decisions related to curriculum and pedagogy

Rationale

Masters-prepared teachers must understand the complementary nature of the relations among ongoing assessment, data collection, and instructional planning. The experience of using a variety of instructional and assessment strategies, activities, materials and theory creates possibilities for teacher candidates to develop their own pedagogical style and enhance learning among their students. The experience establishes an essential foundation for the subsequent study and use of effective pedagogy and technologies.

Texts and Materials:

Nitko, J.J. (2004). *Educational assessment of students*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Additional Readings will be placed on ANGEL.

Assignments:

Assessment Development Project
Research Paper
Rubric Design
Midterm and Final Exams
Article Review

Attendance Policy:

Students are expected to attend and participate in classes. Students are permitted one unexcused absence without

penalty. Further unexcused absences will result in 1/3 letter off per absence.

Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Drop/Withdrawal Policy: Drop deadline is ____ at 5 PM. After this date, you can leave this course during the *withdrawal period* which runs from _____. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, from ____ at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair.

NCATE Conceptual Framework:

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

"Teacher Candidate coursework in Education courses must be made available for NCATE program reviewers. Student documents (i.e. students in the PK-12 schools), with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Teacher Candidates should make copies of their work so they will have a record of their learning.

Cell Phone and Electronic Devices Policy: Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Class Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading/Assignment</u>
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I	Introduction	
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Course Overview

- II. History of Assessment in Education
Political/Social/Legal/Ethical Issues
- II Assessing Instruction
Assessment of Students
- III Quantitative Statistics
Measures of Central Tendency
Inferential Statistics
- IV. Qualitative Assessment
- V. Reliability, Validity, Norms,
Sampling
- VI. Assessing Students with Diverse Needs
- VII Review
Midterm Exam
- VIII Rubric Development
- IX Alternate assessment: Observation
- X Portfolio/Work Samples
- XI Standardized Testing-Formal Measures
Test score interpretation: t score, z score,
stanines, percentiles
- XII Data driven decisions
Pedagogy
Curriculum
- XIII Outcomes-based Accountability
Assessments, Data Reporting Systems
- XIV Summary
Article Discussion
Review
Course Evaluation
- XV Final Exam

Bibliography Resources

- Abedi, J., & O'Neil, H.F. (2005). Assessment of non-cognitive influences on learning. *Educational Assessment*, 10, 147-151.
- Dylan, W. (2006). Formative assessment: Getting the focus right. *Educational Assessment*, 11, 283-289.
- Harlen, W. (2005). Teachers' summative practices and assessment for learning: Tensions and synergies. *Curriculum Journal*, 16, 207-223.
- Linn, R.L., & Gronlund, N.E. [8th ed.](2000). *Measurement and assessment in teaching*, Upper Saddle River, NJ: Merrill-Prentice Hall.
- McAfee, O., & Leong, D.J. (2002). *Assessing and guiding young children's development and learning*. Boston: Allyn & Bacon.
- Neill, M. (2006). Preparing teachers to beat the agonies of NCLB. *Education Digest*, 71, 8-12.
- Popham, W.J. (2005). *Classroom assessment: What teachers need to know*. Pearson.
- Salvia & Ysseldyke. (2007). *Assessment*. Houghton Mifflin.
- Shafterk J., Xiangdong, Y., Glasnapp, D., & Poggio, J. (2005). Improving assessment validity for students with disabilities in large scale assessment programs. *Educational Assessment*, 10, 357-375.
- Venn, J.J. (2004). *Assessing students with special needs*. Upper Saddle River, NJ: . Merrill-Prentice Hall
- Zuzovsky, R., & Libman, Z. (2006). Standards of teaching and teaching tests: Is this the right way to go? *Educational Evaluation*, 32, 37-52.

SUNY College at Brockport
Department of Education and Human Development
EDI 647: Teaching Adolescence Reading, Writing, and Literature

Thomas R. Giblin, Ed.D
585-395-5165
285 Brown Building

Fall, 2006
tgiblin@brockport.edu
Office Hours: 11:30-1:00 (T/R)
4:30-5:30 (T) and by
appointment

Course Catalog Description

EDI 647: Teaching Adolescence Reading, Writing, and Literature (B) Examines secondary student reading needs and provides a survey of methods, materials, and assessments for developmental and remedial reading instruction. Uses the writing workshop model for teachers to enhance their own writing skills and their teaching of composition. Provides a survey of the major theories of literary interpretation and develops methods for reading and responding to traditional, young adult, and multi-cultural literature. Emphasizes contemporary language arts curriculum content, the New York State Education Standards and assessments, and technological applications that apply to teaching English in secondary schools.

Objectives

- (1) To examine and produce effective techniques for teaching reading, writing, and literature.
- (2) To review current research and critical issues related to teaching reading, writing, and literature.
- (3) To examine the role of state and national standards and assessments in teaching Adolescence English.
- (4) To analyze, evaluate, and act on the experiences of the course.

Rationale

Teachers of English in middle and high schools are being challenged to be more effective in their teaching, to meet new standards, and to deal with a range of critical issues related to teaching English. It is important that teachers have a forum for examining the multiple strategies related to effectively teaching the language arts and to achieve a better understanding of their own strengths and needs for improvement.

Texts

Ericson, *Teaching Reading in High School English Classrooms*, NCTE
Romano, *Writing with Passion*, Heinemann
Beach, *Teaching Literature to Adolescents*, Lawrence Erlbaum Associates

Grading and Evaluation

The course is designed to present you with a range learning opportunities, including large and small group activity, discussion, debate, a writing workshop, and applications of the Internet. Completing required assignments and attending and participating in class activities are essential.

Grading:

A	=	95-100
A-	=	90-94
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
E	=	Below 74

Evaluation:

Detailed expectations, including the development of rubrics for each of the following required components of the class, will be discussed and finalized as part of the class activity during the initial meetings:

(1) Reading and Responding to Textbook Assignments.....30%

Following the syllabus schedule for assigned reading, for each assignment you will be asked to submit a one to two page typewritten paper that (a) identifies a significant point(s) made by the author and (b) articulates a possible implication(s) of the point(s) for classroom teaching. There will be a total of ten (10) papers required for this activity.

(2) Effective Writing Lessons and Workshop Activities.....30%

Following the syllabus schedule for “Effective Lessons,” you will be expected (a) to design and present to the class one lesson for each area---reading, writing, literature---in a typewritten handout for each member of this class, including goals, objectives, standards to be addressed, teaching strategies, materials, accommodations, expected outcomes, and assessments, and (b) to teach an aspect of one of the lessons, actively engaging the class in the writing process.

(3) Critical Issues Presentation.....10%

Following the syllabus schedule for “Critical Issues,” you are to select one “critical issue” related to teaching adolescence English and in a one to two page typewritten paper (a) identify the issue and why it is critical to teaching today (b) what you believe are some strategies for dealing with the issue, using your own ideas and those from at least five, documented sources in the literature.

(4) Class Participation.....20%

Your attendance, presentations, responses, questions, comments, and any other related contributions are extremely valuable to the effectiveness of the class; credit will be given for making effective, graduate level contributions at each class meeting.

(5) Final Exam/Writing Project.....10%

Based on your personal interest in one or more areas of adolescence English, a culminating project, based on the many elements of this class, will be prepared in a format to be cooperatively determined by you and the instructor.

Attendance Policy

The student is responsible for all assigned course work and cannot be absolved of his/her responsibility. When enrolled in a particular course, the student is obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences, excused or not, do not alter this responsibility.

Absences will be excused for (a) documented illnesses, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Excuses for the official representation of the College must be obtained from the official supervising that activity or event.

Students whose unexcused absences exceed 15 percent of the scheduled classes may receive a lowered grade or failure at the instructor's discretion. Student objections to an application of an instructor's attendance policy must be pursued through the Attendance Appeals Process.

Academic Dishonesty Statement

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability Statement

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Drop/Withdrawal Policy

Drop deadline is September 26, 2006 at 5 PM. After this date, you can leave this course during the *withdrawal period* which runs from 9/27/06-11/03/06. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, from November 4 through December 1 at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair, Dr. Daniel.

NCATE Conceptual Framework

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

Student coursework in Education courses must be made available for NCATE program reviewers. Student documents, with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have a record of their learning.

Cell Phone and Electronic Devices Policy

Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Class Schedule

<u>Date</u>	<u>Topics</u>	<u>Reading/Assignment Due</u>
8/29	Discuss Syllabus, Expectations, Making Connections, Rubrics, Thinking Skills, Standards	
9/5	Finalize Rubrics, Discuss and Select Critical Issues and Teaching Lesson Topics and Dates, Review Reading and Responding Expectations, Discuss Strategies For Building a Community of Learners	Effective Strategies for Building Learning Communities
9/12	Reading and Responding Critical Issue #1 Effective Lessons #1,#2	Romano, pp.1-54

9/19	Reading and Responding Critical Issue #2 Effective Lessons #3, #4	Romano, pp. 55-132
9/26	Reading and Responding Critical Issue #3 Effective Lessons #5, #6	Romano, pp. 133-206
10/3	Goals for Literature, Understanding Student Diversity, Deciding What to Teach Critical Issue #4 Effective Lessons #7, #8	Beach, pp. 1-66
10/10	Using Drama for Understanding, Classroom Discussions, Writing About Literature Critical Issue #5 Writing Lesson #9, #10	Beach, pp.67-121
10/17	Mid-Term Break: No Class	
10/24	Using Narratives, Teaching the Classics, Multiple Perspectives Critical Issue #6 Effective Lessons #11,12	Beach, pp.122-143 and pp. 164-195
10/31	Teaching Media Literacy, Assessing Student Learning, Censorship and Selection Critical Issues #7 Effective Lessons #13, #14	Beach, pp. 196-255
11/7	Reading Issues in Middle and HS Critical Issue #8 Effective Lessons #15, #16	Ericson, pp. 1-83
11/14	Reading Strategies in Middle and HS Critical Issue #9 Effective Lessons #17, #18	Ericson, pp. 84-154

11/21	An English Department Chair's View	
11/28	Discuss Final Projects Critical Issue #10 Effective Lessons #19, #20, #21	Final Project
12/5	Discuss Final Projects Reflections, Evaluation	

Bibliography Resources

A Fresh Look at Writing, Graves
In the Middle, Atwell
Clearing the Way, Romano
When Writing Teachers Teach Literature, Young and Fulwiler
Strategies for Teaching Writing, Kirby, Kirby, and Liner
When Kids Can't Read, What Teachers Can Do, Beers

Current Resources

National Council of Teachers of English (NCTE)
 Conference on English Education (CEE)

Classic Resources

Literature Study in the High Schools, Burton
The Teaching of High School English, Hook
Literature As Exploration, Rosenblatt

December 5, 2006

To: Faculty Senate
From: Eileen Daniel,
Interim Chair,
Education and Human Development
RE: Revision of Graduate Programs

I fully support the revision of the alternate adolescence programs in English, Math, Science and Social Studies. While there is an increase in credits from 54 to 60, the Department is adding dual certification in special education which will enhance career opportunities and better prepare our teacher candidates to work with all students in their classes.