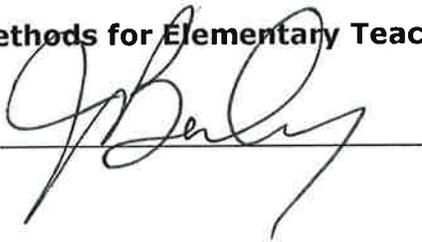


Section 1 - Approvals

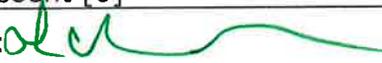
Approvals

Name of Proposal: **ELED 369 Writing Methods for Elementary Teachers**

Submitted by: **John Bailey**

Signature: 

Date: February 2, 2016

Procedure	Recommendation/Signature	Date
Faculty Vote: For [8], Against [0], Abstain [0], Absent [0]		
1. Approved by College Human Development	Signature:  Dean: Mark Wolfersberger	2/16/16
2. Approved by General Education (if any GE course is affected)	Signature: N/A GE: David Beus	
3. Approved by University Curriculum Committee	Signature:  UCC: Jennifer Lane	2/10/16
4. Approved by Deans' Council	Signature: N/A AVP: John Bell	
5. Approved by the President's Council (for new programs)	Signature: N/A Pres: John Tanner	

Section 2 – Overview (Support)

Summary:

ELED 369 Writing Methods for Elementary Teachers (3 credits) is proposed as an elective course for elementary teaching majors to teach them the theory and practice of teaching writing skills to elementary students.

While the required methods courses which currently exist do address the major content areas of the elementary curriculum, and more specifically the ELED 320 and 421 which do address Reading Methods but minimally Writing Methods, some elementary students do require additional support in the teaching of writing to their students. Hence the proposal to offer this elective course.

The full staffing of the School of Education faculty now enables this course to be created and staffed.

Dr Carol Bennett is now available to teach this course since the EDU 200 Human Growth and Learning course load has been spread across the academic year reducing the need for her assignment to teach one of the sections.

Section 3 - Program Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.



Education Minor
MIEDU.2015 (mrs 1145)
15 credits

Effective Date: 08/2015

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Required	5 Credits
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Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
SPED 300	Education of Exceptional Students	3	EDU 212	F,W,S		

Electives	10 Credits
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EDU 200	Human Growth & Learning	3		F,W,S		
EDU 305	Computer/Technology Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy (nn EDU 212)	3	EDU 212	F,W,S		
EDU 330	Classroom Management (also titled ELED 430, SCED 430)	2	EDU 212	F,W		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2		S		
EDU 385	Education Assessment	3	EDU 312	F,W,S		
SCED 401	Reading in Content Area	2	EDU 312	F,W,S		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
ELED 320	Language Arts Methods	2	EDU 212	F,W,S		
ELED 421	Methods of Literacy Instr. For Fluent Readers	3	EDU 312, ELED 320	F,W,S		
ELED 347	Math Methods Part I	2	EDU 312	F,W,S		
ELED 451	Math Methods Part II	3	EDU 312, ELED 320	F,W,S		
ELED 360	Science Methods for Elem. Teachers	3	EDU 312	F,W,S		
ELED 369	Writing Methods for Elem. Teachers	3	EDU 212	F,W,S		
ELED 378	Music for Elementary Teachers	1	EDU 212	F,W		
ELED 379	Social Studies Content for Elementary Teachers	2	EDU 212	F,W,S		
ELED 380	Social Studies Methods	3	EDU 312	F,W,S		
ART 336	Art Methods	1	EDU 212	F,W,S		
ELED 343	Teaching Health & P.E. in Elementary	2	EDU 212	F,W,S		
Transfer Electives:						

Total Credits Mapped for Graduation:

No grade below C- will be accepted in fulfilling Minor requirements.

The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: immediately upon approval

College: Human Development

Abbreviation: ELED 369

ELED 369 Writing Methods for Elementary Teachers (3) FWS

NEW COURSE.

Full Title: ELED 369 Writing Methods for Elementary Teachers (3) FWS

Short Title (for Transcript, 30-char max): Writing Methods

Catalog Entry (50-word recommended maximum): Writing Methods for Elementary teachers addressing the theory and practice of teaching writing to elementary students.

Prerequisites: EDU 212

Credit Hours: 3 credits

Frequency: FWS

Grading Method: Letter grades

Course Fees: None

Course Outcomes:

1. Students develop the self-confidence and skills they need to teach writing in the K-6 classroom.
2. Students reflect on and deepen their philosophy of effective classroom writing instruction.
3. Students use resources in the Common Core State Standards and Appendices in their lesson planning.
4. Students understand the writing process and demonstrate this knowledge through planning and conducting model lessons.
5. Students actively participate in writing workshop and share personal writing with the class.
6. Students create and organize an annotated bibliography of mentor texts for their future writing classrooms.

Assessment Methods:

1. Preparation (Readings, etc.) 20%
 - a. Writing Journal (Reactions to reading assignments) 10%
 - b. Writing Lesson Plans 10%
2. Engage (Class Participation, SHARE) 40%
 - a. Writing Workshop Participation 10%

- b. Model Writing Lesson Presentation 10%
- c. Annotated Bibliography 10%
- d. Writing Portfolio (Personal Writing Samples) 10%

3. Reflect 40%

- a. Classroom Writing Instruction Final Reflection Paper 30%
- b. Classroom Observations (Reflections) 10%

Immediately following this page, attach a sample syllabus if needed.

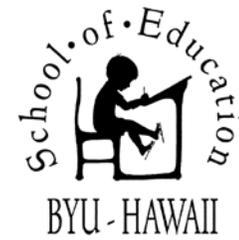
Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.

Please include the catalog description above in the Elementary Education listing of courses.



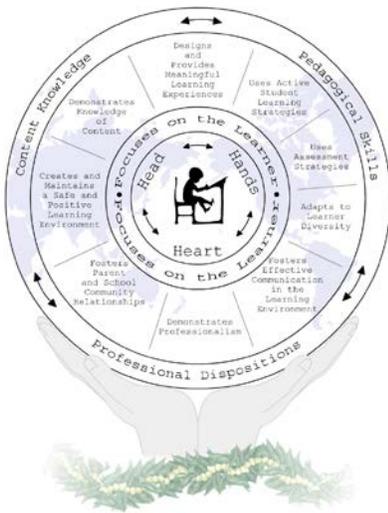
ELED 390R

Writing Methods K-6
(3 credits)



Winter 2015

Instructor:	Dr. Carol Bennett	Prerequisites:	n/a
Office Hours:	Room 121- Appointment by email	Class Days:	T/Th
Phone:	Office: (808) 675-3895 cell: (828) 273-0130	Class Hours:	12:10 – 1:40
E-mail :	carol.bennett@byuh.edu	Meeting Room:	SOE 117



Mission Statement: Recognizing the unique religious base of Brigham Young University Hawaii, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by (a) instilling a love of life-long learning and developing problem-solving abilities; (b) teaching and modeling the best current educational practices, balanced with gospel principles; and (c) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally

Conceptual Framework: To assist the School of Education in meeting its Mission Statement, the Conceptual Framework provides a more defined, focused target around which the teacher education programs are designed. The visual shown below is a representation of this conceptual framework, which is also referred to as "The Learner is at the Center of Our Stewardship."

With the child, or learner, at the center of our stewardship, the three areas of stewardship are head, hands and heart, also referred to as content knowledge, pedagogical skills and professional dispositions, respectively.

Course Description: In this elective course, prospective teachers will study the writing development of elementary age children. Emphasis will be on strategies for encouraging and responding to student writing, connecting writing to literature studies, assessing students' writing growth, and using writing as an integral component for learning across the curriculum. This course will encourage a theoretical understanding of the writing process in varied genres.

Required Textbooks:

Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray. NCTE, 1999.

Craft Lessons: Teaching Writing K-8 by Ralph Fletcher and JoAnn Portalupi. Stenhouse Publishers, 2007.

How's it Going? A Practical Guide to Conferencing with Student Writers by Carl Anderson. Heinemann, 2000.

Standards Related to this Course

Hawaii Teachers Standards Board has stated that "Hawaii State Approved Teacher Education Programs (SATEP) shall incorporate these Performance Standards into their programs..."

<http://www.htsb.org/standards/teacher/>

These Performance Standards were created by the Interstate New Teacher Assessment Consortium (InTASC) and are called the Model Core Teaching Standards. Brigham Young University – Hawaii Teacher Education Program incorporates these standards into its program. Specifically, the following teaching standards have been incorporated into this course:

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environment: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Course Outcomes

1. Students develop the self-confidence and skills they need to teach writing in the K-6 classroom.
2. Students reflect on and deepen their philosophy of effective classroom writing instruction.
3. Students use resources in the Common Core State Standards and Appendices in their lesson planning.
4. Students understand the writing process and demonstrate this knowledge through planning and conducting model lessons.
5. Students actively participate in writing workshop and share personal writing with the class.
6. Students create and organize an annotated bibliography of mentor texts for their future writing classrooms.

Course Assignments

1. Preparation (Readings, etc.) 20%
 - a. Writing Journal (Reactions to reading assignments) 10%
 - b. Writing Lesson Plans 10%
2. Engage (Class Participation, SHARE) 40%
 - a. Writing Workshop Participation 10%
 - b. Model Writing Lesson Presentation 10%
 - c. Annotated Bibliography 10%
 - d. Writing Portfolio (Personal Writing Samples) 10%
3. Reflect 40%
 - a. Classroom Writing Instruction Final Reflection Paper 30%
 - b. Classroom Observations (Reflections) 10%

Requirements to complete the course:

Since each of you will need to demonstrate the content knowledge, pedagogical skills and professional dispositions (ability) to be a highly qualified teacher, this course is designed to assess your proficiency in each of these three categories as follows:

Content Knowledge

The BYU-Hawaii Framework for Student Learning will be heavily utilized in this class.

1. Reading (Prepare), Class Participation (Engage), Assignments (Reflect).

For each reading assignment, you are expected to actually read the assigned text prior to class and complete the assigned journal reflections. Reading the chapters provides not only an introduction to key philosophies and theories, but provides a basis for discussion and participation in class activities. You are expected to complete all homework assignments prior to coming to class. You are expected to participate in group discussions and class activities. You are also expected to take notes on each lecture. You will be asked to participate actively in class writing workshops, including mini lessons, peer conferences, assessing peer writing, and conducting model lessons.

2. Exams:

In lieu of a final exam, content knowledge will be assessed on the Classroom Writing Instruction Final Reflection Paper.

Pedagogical Skills

3. Your Classroom Writing Instruction Final Reflection Paper must demonstrate your understanding of effective pedagogy. You will also demonstrate pedagogy in your lesson plans and model lessons.

Student Academic Commitment:

To be a student at Brigham Young University Hawaii, you had to sign a commitment to the university's Honor Code Statement and the university's Dress and Grooming Standards. Then, usually during the sophomore year, students seeking a major in teacher education make application to be admitted into the School of Education. Part of that application process includes becoming aware of the eleven Professional Dispositions that have been adopted by the School of Education. These dispositions support the School of Education's commitment to the teacher education profession to prepare and recommend highly qualified teachers that have the content knowledge, pedagogical skills and professional dispositions to be a highly qualified teacher as required by federal law.

To that end, each teacher candidate in the School of Education is expected to reflect those qualities consistent with that of a person engaged in a serious endeavor --- the pursuit of an academic degree. This Student Academic Commitment is an addendum to the Honor Code Statement, the Dress and Grooming Standards and the Professional Dispositions. It ensures that students bring to the academic setting a serious commitment to do their part in ensuring they have a successful and rewarding academic experience both in the classroom and outside the classroom.

In addition to the principles outlined in the university's Honor Code Statement, the university's Dress and Grooming Standards, and the School of Education's Professional Dispositions, it is an expectation that each teacher candidate commits to do his/her part in ensuring a successful and rewarding academic experience by:

1. Being personally responsible for all assignments for each class. This includes carefully planning and

managing assignments as outlined in the course syllabus and those assignments made in class, as well as meeting deadlines for those assignments.

2. Carefully reading all pertinent course-related materials and any other resource materials needed to ensure understanding of the principles, concepts, etc. being presented. This includes taking initiative to search out whatever resources are available to assist in understanding all course material.
3. Understanding that while every fact in the course text may not be explained in class due to time constraints that does not imply lack of importance. Sometimes text content may be tested, even when it has not specifically been covered in class. Time simply does not allow the instructor to walk you through each test question and explain the right answer. Taking one of Joseph Smith's teachings ("I teach them correct principles and let them govern themselves") and applying it here: Your instructor attempts to teach you correct principles and then you take charge of governing yourself.
4. Understanding the old rule-of-thumb statement that has existed for decades and states: For every hour of class contact, students should spend at least two hours outside that class in serious study. For example, for a three semester hour course (meets 3 hours per week), the student would spend at least twice that time, 6 hours per week, in serious study. We recognize that all students do not study exactly the same and in the same course, some students might be able to spend less time than some of their peers, while others may need to spend more time. This does not mean you should set a stopwatch and once you've reached the 6 hours per week, you stop studying. The point is that there's a lot of material to be learned and you have to be responsible to spend whatever amount of time necessary to ensure you understand it thoroughly.

BYU-Hawaii Policy Statements and Disclosures

Academic Honesty

The first injunction of the BYU-Hawaii Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU-Hawaii Education, p. 6). It is the purpose of the BYU-Hawaii Academic Honesty Policy to assist in fulfilling that aim. BYU-Hawaii students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Details of the academic honor code, including expectations, definitions, and actions may be found online at <http://honorcode.byuh.edu/content/academic-honesty>.

Sexual Harassment and Misconduct

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Preventing Sexual Harassment

Brigham Young University – Hawaii is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYU-Hawaii, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright, Title IX Coordinator, Vice President of Student Development & Life
Lorenzo Snow Administrative Building
55-220 Kulanui St.
Laie, HI 96762
Office Phone: [808] 675-4819
E-Mail: Debbie.hippolite.wright@byuh.edu
Sexual Harassment Hotline: (808) 780-8875

BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

Services for Students with Special Needs

If you have a disability and need accommodations, you may wish to self-identify by contacting:

Services for Students with Special Needs
McKay 181
Phone: [808]675-3518 or [808]-675-3999
Email address: aunal@byuh.edu

*The Coordinator for Students with Special Needs is Leilani Auna.

Students with disabilities who are registered with the Special Needs Services should schedule an appointment with the instructor to discuss accommodations. If the student does not initiate this meeting, it is assumed no accommodations or modifications will be necessary to meet the requirements of this course. After registering with Services for Students with Special Needs, Letters of accommodation will be sent to instructors with the permission of the student.

Children in Class

While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class.

Dress Code

You are in a professional program. It is expected you will abide by stated BYUH dress standards. Honoring the dress code as a pre-service educator should be reflective of your professionalism, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

Final Examination Policy

Brigham Young University Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive airfares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy would include (a) university-sponsored activities which take the student away from the campus at the time of the final exam, (b) emergency situations which are clearly beyond the control of the student or (c) some other extenuating circumstance clearly beyond the scope of the student's control that would merit a deviation from the spirit and letter of the policy statement. In such cases, the student must submit a written letter outlining the reason(s) for an exception to the university policy to the Dean of the School of Education as soon as the situation arises.

Grades and Grading

The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including exams, within the semester/term, you will be need to either repeat the entire course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, grading is not determined by merely averaging grades. In other words, you cannot take an "F" on one assignment and an "A" on another and conclude that you have "met" the course requirements because your "average" is a "C." Again, in a true standards-based program, averaging does not exist.

The following interpretation of grades applies in our standards-based program:

- **A** represents achievement well above the standard; marked by superior performance, distinction, and excellence in originality, creativity, depth of analysis, seeing beyond the obvious, making connections and relationships. While this level of achievement is not impossible to achieve, instances are rare and difficult to come by.
- **B** represents achievement above the standard, marked by solid accomplishment and goodness, with room for improvement to reach the highest level of competency.
- **C** represents achievement at an acceptable level of the standard, marked by an acceptable level of knowledge and skills relevant to the desired course outcomes. This represents the most common level of achievement attained by the bulk of students.
- **D** represents achievement at a level of performance below the acceptable competency.
- **F** represents a level of competency that is clearly failing, marked by lack of understanding and/or poor work habits and/or failure to submit anything for the assignment.

If assignments were marked out of 10 and if scores of 9 & 10 are indications of A grade superior achievement or performance, then 8 is an indication of above average or very good performance with room for improvement, 7 is an indication of acceptable achievement or adequate performance, while 6 and lower are indications of unacceptable, poor or failing performance with a need for a re-do of the assignment (tests might not have a re-do option depending upon the nature of the test). The following traditional table would then have this relevance:

100-94	93-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

BYU-Hawaii School of Education Policy on Tardies, Absences and Late Assignments

General Rationale

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional workforce. The internalization of these attributes, in addition to academic course work, into the pre-service teacher’s repertoire of “applied knowledge” is critical to their future success and a significant part of what is broadly referred to as being a “true professional.”

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily make up missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education. We trust that all students will understand the cooperative spirit with which this policy has been designed.

Tardies

Tardy to class is defined as arriving any time after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than twice will have their final course grade reduced a one-time 1/3 grade reduction of (A to A-, A- to B+, B+ to B, etc.).

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

Absences

Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from professor or without prior notification will have their final course grade reduced by 1/3 of a letter grade for each class hour they are absent.

Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course.

Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 1 full letter grade.

Late Assignments

Because all assignments in the School of Education courses are important, each must be completed in order to receive credit for the course. Late assignments received by the will be accepted and graded; however, the maximum earned mark for a late assignment will be a 70%.

Exceptions

University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member in advance of the absence.

Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc. In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied entry into or dismissal from the program

Cell Phones

Simply stated, cell phones are not to be used in the classroom. This includes taking incoming calls, placing

calls, sending text messages, checking messages, etc. If there is an emergency that requires you to have your cell phone on during the time of class, please notify your instructor ahead of time of the nature of the emergency. Also, set your cell phone to the vibrate setting as opposed to the ring setting. Again, this exception is only for absolute emergencies.

Professional Dispositions

Evidence of the development of students' professional dispositions is a required accreditation assessment for the School of Education. We gather this evidence through the use of the School of Education Professional Dispositions sheet (blue), and this becomes a set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

Syllabus

The syllabus represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

CLASS: EDU 390R Winter 2015

Tuesday, Thursday 12:10-1:40

School of Education Bldg. Rm 117

Instructor: Dr. Carol Bennett

Week	Day	Date	Topic	Assignments
1	Tues.	Nov. 10	Creating a Community of Writers	None
	Thur.	Nov. 12	Tools: Writing Journals and Portfolios	Read: "What is a Writer's Notebook Anyway?" (handout)
2	Tues.	Nov. 17	Writing Workshop	Read "The Writing Workshop" and "Starting the Writing Workshop" (handout)
	Thur.	Nov. 19	Writing Process (stages)	Read "Foundations of Writing Workshop" (handout)
3	Tues.	Nov.24	Writing Routines	Read chapter 11 in The Art of Teaching Writing (handout)
	Thur.	Nov. 26	THANKSGIVING (no class)	No Class
4	Tues.	Dec. 1	Mentor Texts	Thanksgiving Writing
	Thur.	Dec. 3	Wondrous Words	Read chapter 9 in Wondrous Words.

5	Tues.	Dec. 8	Reading like Writers	Read chapter 1: "Reading Like Writers" and chapter 4: "Reading Aloud..." in Wondrous Words
	Thur.	Dec. 10	Author's Craft	Read chapter 2: "The Craft of Writing" and chapter 5: "Studying Writer's Office Work..." in Wondrous Words; and pages 1-15 in Craft Lessons
6	Tues.	Dec. 15	Self-Assessment: Revising and Editing	Read "Transforming Our 'Revision Vision'" (handout)
	Thur.	Dec. 17	Peer Conferences	Read the foreword and chapters 1 and 2 in How's It Going?
		Dec. 21- Jan. 1	Christmas Break (no classes)	No Classes
7	Tues.	Jan. 5	Narrative, part 1	Read the rest of How's It Going?
	Thur.	Jan. 7	Narrative, part 2	Personal Narrative
8	Tues.	Jan. 12	Informational/Explanatory, part 1	Scan Craft Lessons and Choose One to Share
	Thur.	Jan. 14	Informational/Explanatory, part 2	Write an Informative/Explanatory Piece
9	Tues.	Jan. 19	Argumentative, part 1	Scan Craft Lessons and Choose One

	Thur.	Jan. 21	Argumentative, part 2	Write an Argumentative Piece
10	Tues.	Jan. 26	Poetry, part 1	Read Chapter 8: "Another Invitation to My Library: Ways with Words" in Wondrous Words
	Thur.	Jan. 28	Poetry, part 2	Write a Poem
11	Tues.	Feb. 2	Writing across the Curriculum, part 1	Read Chapter 7: "An Invitation to My Library: The Craft of Text Structure" in Wondrous Words
	Thur.	Feb. 4	Writing across the Curriculum, part 2	Write a "Across the Curriculum" Piece
12	Tues.	Feb. 9	Teacher Conferences	Read Chapter 13: "Brave, Bold Teaching: The Power of Suggestive Writing Conferences": in Wondrous Words
	Thur.	Feb. 11	Assessing Student Writing	Read Chapter 14: "Assessment that Focuses Our Eyes on Craft" in Wondrous Words
13	Tues.	Feb. 16	Student Lessons	Student Mini Lessons
	Thur.	Feb. 18	Student Lessons	Student Mini Lessons

14	Tues.	Feb. 23	Preparation for Final Paper	Annotated Bibliography Classroom Observations
	Thur.	Feb. 25	Final Paper Due Writing Celebration!	Classroom Writing Instruction Reflection Paper

Elementary Education (ELED)

320. Methods of Literacy Instruction for the Emergent Reader (2) (F, W, S) Theory and methods of teaching handwriting, spelling, listening, oral and written communication, and grammar are emphasized in this course. (Prerequisite or corequisite: EDU 312)

343. PE & Health Methods for Elementary Teacher (2) (F, W, S) This course is designed to prepare elementary teachers to understand and apply different methods of teaching physical education, health and rhythmic movement/dance to children in their classrooms related to Hawaii State Curriculum Standards. In this interdisciplinary course a variety of skills and fundamentals applicable to all elementary school levels will be covered. (Prerequisite: EDU 212).

347. Math Methods for Elementary Teacher, Part 1 (2) (F, W, S) Students examine elementary mathematics from a theoretical and practical background, focusing on the early learner, Kindergarten through Second Grade. Emphasis will be placed on applying research-based strategies, using manipulatives to establish a solid math foundation for later grades. (Prerequisite or corequisite EDU 312)

360. Science Methods for Elementary Teachers (3) (F, W, S) Students examine the teaching of elementary science from a theoretical and practical background including the use of state guidelines. Emphasis is placed on the discovery approach using hands-on experiences. (Prerequisite or corequisite: EDU 312)

369. Writing Methods for Elementary Teachers (3) (F, W, S) Writing Methods for Elementary teachers addressing the theory and practice of teaching writing to elementary students. (Prerequisite: EDU 212)

378. Music for Elementary Teachers (1) (F, W) Introduction to fundamentals of music theory, developing the child's voice, establishing a classroom environment for musical development with emphasis on appropriate musical experiences, resources, and teaching strategies. (Prerequisite: EDU 212.)

379. Social Studies Content for Elementary Teachers (2) (F, W, S) An introduction to Social Studies topics associated with a K-6 curriculum. The course covers basic overviews of US History, key World History time periods, economic terms, government themes, particularly the US Constitution, geography and behavioral sciences. (Prerequisite: EDU 212.)

380. Multicultural Education, the Constitution and Social Studies Methods for Elementary Teachers (3) (F, W, S) Theoretical and practical background for teaching social studies in the elementary school. Emphasis is placed on the multicultural component in the public schools. Basic principles of democracy embedded in the United States Constitution are studied with application for the elementary school population. (Prerequisite or corequisite: EDU 312)

390R. Special Topics in Elementary Education (1-3) (Variable).

421. Methods of Literacy Instruction for the Fluent Reader (3) (F, W, S) Theory of the nature of reading, methods and approaches to teaching reading, reading readiness, phonics, word recognition, comprehension, assessment, and recreational reading are emphasized in this course. (Prerequisite: EDU 312, ELED 320, and corequisite ELED 491 (except non-certification track))

430. Classroom Management (2) (F, W, S) An in-depth study of effective classroom management practices in the public school classroom. Emphasis will be placed on specific applications in the classroom for the master teacher. (Prerequisite: EDU 312, and corequisite SCED 491 (except non-certification track))

451. Mathematics Methods for Elementary Teachers, Part 2 (3) (F, W, S) Students build on the foundation learned in Part 1, examining elementary mathematics from a theoretical and practical background, focusing on the upper elementary learner, Third through Sixth Grade. Emphasis will be placed on applying research-based strategies, using manipulatives to establish a solid math foundation for the upper elementary grades. (Prerequisites: EDU 312, ELED 347, and corequisite ELED 491 (except non-certification track))

491. Observation and Practicum (3) (F, W, S) Students work under the tutelage of a University Supervisor and a Cooperating Teacher in elementary schools demonstrating pedagogy learned in methods courses. Seminar attendance required. (Prerequisite: EDU 312 and corequisites ELED 421, ELED 430, ELED 451, and formal admission to the School of Education)

492. Student Teaching (12) (F, W, S) Supervised teaching in the elementary schools. Seminar attendance required. Successful completion of PRAXIS series required for U.S. licensees. (Prerequisites: ELED 491 and formal admission to the School of Education.)

493. Student Teaching (6) (S) Continuation of student teaching designed to provide additional grade experiences in elementary education. Seminar attendance required. (Prerequisite: ELED 492.)